

## The Impact Of Bullying On Children In The School Environment Communication Psychology Perspective

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**Abstract:** Bullying, or in Bahasa Indonesia referred to as bullying, is any act of physical or non-physical oppression or violence carried out intentionally or unintentionally by one person or those who feel they are stronger and have the power to hurt on an ongoing basis. There have been many cases of bullying in Indonesia, especially in schools or educational institutions. Usually bullying cases occur due to differences in body size, physique, communication skills, gender and social status. And there is an imbalance of physical strength and power that is misused to disturb and isolate the victim. In this study, researchers interviewed around 21 students who had experienced bullying, and also 3 BP / BK teachers who were representatives of the school. Some of these respondents aim to strengthen this research. The method of this research paper is qualitative research, using observation and interviews that contain information because it is more objective, detailed, and can be processed to get some conclusions from an experiment. This research contains several examples of bullying cases that occur in schools, the form of bullying itself, the psychological impact of communication that occurs on students, and provides solutions as a preventive measure so that bullying cases do not continue to occur.

**Keywords:** Bullying, School, Children, Communication Psychology

### A. INTRODUCTION

Communication used in everyday life has positive and negative impacts that can shape the personality of every human being, in this case children in the school environment. Bullying is verbal violence that has a big, long-term impact on children. Mental stress will have a psychological impact and affect thought patterns, ways of communicating and behavior. Because physical and behavioral characteristics are early observations that children can easily infer—for example, that certain children are obese or that some boys behave femininely—they are often exploited as fodder for bullying among children. . Bullying at school starts with small, repetitive actions between children, such as pushing, hitting, and making fun of friends' shortcomings. Children listen, see, and analyze the messages given to them in the classroom.

According to Suranto,<sup>1</sup> a child's personality is greatly influenced by this subjective personal experience. Other children react on their own initiative to the input children give verbally. Verbal aggression in communication can have an impact on a person's self-esteem and self-concept. ambition to surpass oneself or one's peers in everything. Because physical and behavioral characteristics are early indicators that children can easily deduce—for example, some children are fat, or some boys act like girls—they are often used as material for bullying among children. child. Small, repetitive behaviors between children, such as pushing, elbowing, and making fun of friends' shortcomings, are the beginnings of bullying

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<sup>1</sup>Prilia Sekarningtyas and Sunarto, "Pengaruh Intensitas Bullying Terhadap Pola Komunikasi Interpersonal Pada Mahasiswa FISIP UNDIP Program Studi Ilmu Komunikasi Angkatan 2017," *Interaksi Online* 7, no. 2 (2019), <https://ejournal3.undip.ac.id/index.php/interaksi-online/article/view/23309>

at school. Children see, listen, and evaluate the lessons taught to them in class. These individual and subjective experiences have a major impact on the child's personality. When children speak, other children will respond on their own initiative. A person's self-esteem and self-concept can be affected by verbal violence in conversation. the desire to outperform peers or oneself in every aspect.

A school is an institution or building that is used as a means of teaching and learning activities for students and teachers according to their level of education. There are many activities or activities that occur within the school environment. Apart from teaching and learning activities which are the main activities carried out by students and teachers at school, other activities carried out are extracurricular activities, namely non-academic activities carried out within the school environment and generally carried out outside school learning hours.<sup>2</sup> The school environment can influence students' mental development and learning achievement. Good and bad environmental conditions at school will influence student development. Mentality is closely related to human nature and thoughts, which are aspects of humans that are not physical. Students' mental development can be greatly influenced by an educational environment that is not conducive, such as bullying which is currently widespread.

According to CNN Indonesia, bullying can also be done without violence by making fun of, swearing at, judging and spreading rumors about other people. Additionally, some individuals who are bullied have unique personalities that set them apart from others, such as constant anxiety, lack of self-confidence, and poor social skills. It is the responsibility of school administrators and other educators to protect students from acts of intimidation, assault, violence, or harassment. Students who are bullied will find it more difficult to focus, lose self-confidence, experience stress and sadness, experience prolonged trauma, take revenge because they feel worthless, are ungrateful and vengeful, lie, and are afraid to come to school. The aim of this research is to characterize and examine the phenomenon of bullying in schools seen from the student's perspective, the school's reaction, the behavior of victims, perpetrators and bystanders, as well as school initiatives to overcome it.

The aim of this research is to characterize and examine the phenomenon of bullying in schools as observed from the perspective of student interactions, school reactions, behavior of victims, perpetrators and bystanders, as well as school efforts to overcome them. On the other hand, verbal bullying is more common in schools, as most students bully others as a joke to themselves and their friends also harass others. Students often carry out verbal bullying by making fun of them, talking about them, calling their parents names, and other behaviors. If this bullying scenario is not handled well, it will strengthen bullying behavior among students.

Data from the National Center for Educational Statistics in 2016 showed that more than one in five (20.8%) students reported being bullied. Data from the International Center for Research on Women (ICRW) reports that 84% of Indonesian children experience violence in the school environment. Considering that schools are places where people go to learn, this data shows very concerning figures, indicating that the education system is seriously

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<sup>2</sup>Permana I Rahayu B.A., "Bullying Di Sekolah : Kurangnya Empati Pelaku Bullying Dan Lack of Bullies Empathy and Prevention at School," Jurnal Keperawatan Jiwa 7, no. 3 (2019): h. 237–46.

damaged due to this problem. Data obtained from the Indonesian Child Protection Commission (KPAI) in 2018, found 161 cases in the education sector, 36 (22.4%) were cases involving children who were victims of violence and bullying, while cases of child perpetrators of violence and bullying were 41 (25.5%).<sup>3</sup> UNICEF said 21% of bullying cases occurred among children in the Special Region of Yogyakarta.<sup>4</sup> In 2018, there were 179 cases of bullying involving children and teenagers according to data from DP3AP2KB Sleman.<sup>5</sup> Bullying is a big problem for everyone, not just the victims. This is a tough problem for everyone. According to Novitasari,<sup>6</sup> Bullying is a big problem for everyone, not just the victims. This is a tough problem for everyone. According to Novitasari.

This research is also a reaction to incidents that occurred recently in the educational environment. According to Dayakisni,<sup>7</sup> Bullying often occurs because of children's innate desire to fit in and be accepted by their peers. Apart from that, the thought processes and behavior of children and adolescents are also influenced by technological advances. According to Dayakisni,<sup>8</sup> Those who are bullied will experience physical, mental and emotional losses, as well as financial conditions. Because victims of bullying tend to suffer both physically and spiritually as a result of the bad treatment they receive, bullying behavior is contrary to human rights. There are five characteristics of victims such as academic character in the form of the victim not being smarter than the perpetrator, social character in the form of the victim having a close relationship with their parents, mental character in the form of the victim having low self-confidence and high social anxiety, physical character in the form of the victim having physical weaknesses and interpersonal character.<sup>9</sup>

Bullying must be stopped immediately because it can have very negative short-term and long-term impacts on those being bullied. Bullying can, in the short term, result in physical harm, feelings of insecurity, fear of school, and feelings of loneliness. Children who are bullied often have academic difficulties because they are afraid to go to school, which is the root of their anxiety and worry. While the long-term effects of bullying can have a permanent impact on the victim, victims of bullying may have symptoms of depression, low self-esteem, difficulty interacting with others, and even suicidal thoughts.

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<sup>3</sup>E. I. Eliasa, "Budaya Damai Mahasiswa Di Yogyakarta," *Journal of Multicultural Studies in Guidance and Counseling* 1, no. 2 (2017): h. 175–190.

<sup>4</sup>A Rukmantara, "21 Persen Anak Sekolah Di DIY Masih Alami Perundungan," *Republika*, 2019, <https://www.google.com/amp/s/m.repub%0Alika.co.id/amp/pmt27q383>.

<sup>5</sup>Linda, "Sepanjang 2018, 179 Kasus Bullying Anak Remaja Terjadi Di Sleman," *Tribunnews*, 2019, <https://www.google.com/amp/s/jogja.%0Atribunnews.com/amp/2019/02/20/sepnej%0Aang-2018-179-kasus-bullying-anakremaja-terjadi-di-sleman>

<sup>6</sup>Rahayu B.A., "Bullying Di Sekolah : Kurangnya Empati Pelaku Bullying Dan Lack of Bullies Empathy and Prevention at School."

<sup>7</sup>Novalia and Tri Dayakisni, "PERILAKU ASERTIF DANKECENDERUNGANMENJADI KORBAN BULLYING," *Jurnal Ilmiah Psikologi Terapan UMM* 01, no. 01 (2013): h.172–78.

<sup>8</sup>*Ibid*

<sup>9</sup>Hanifatur Rizqi, "Dampak Psikologis Bulliyng Pada Remaja," *Wiraraja Medika* 9, no. 1 (2019): 31–34, <https://doi.org/10.24929/fik.v9i1.694>.

## B. RESEARCH METHOD

This research approach was carried out by conducting interviews and qualitative research. This research uses secondary data for data collection. Printed or non-printed books or journals are relevant secondary data sources.<sup>10</sup> Combined with research using case studies and interview techniques with guidance and counseling teachers and a number of school-age children. The two methods used are observation and interviews. Searches for data in books or journals are limited to the years 2015-2023.

Based on the results of the search, which included collecting information through qualitative research in the form of observations and interviews with respondents including 21 students who had experienced bullying and 3 BP/BK teachers as school representatives, reading around ten books and journals for evaluation, and collecting data. Information about school bullying, its causes, and the communication psychological impact of bullying must be included in the information source requirements. The researchers used a nonprobability sampling approach to identify informants.<sup>11</sup> The purpose of the research will determine how this sample is used. The choice of sources used in the data collection procedure has been considered by the researcher.<sup>12</sup> Data was collected by means of in-depth interviews so that researchers obtained information that was appropriate to the research.

## C. RESULTS AND DISCUSSION

From January to September 2023, the Federation of Indonesian Teachers' Unions (FSGI) documented 23 incidents of bullying in educational environments. Of the 23 incidents, two victims of bullying died, according to Chair of the FSGI Expert Council Retno Listyarti. According to FSGI research, four incidents occurred in July 2023, just before the start of the new school year. The majority of bullying cases occur in elementary schools (25%) and middle schools (25%), followed by high schools (18.75%) and vocational schools (18.75%), MTs (6.25%) and Islamic boarding schools (6.25%). FSGI recorded that the number of victims of school bullying during January-July 2023 was 43 people consisting of 41 students (95.4%) and two teachers (4.6%). The perpetrators of bullying were dominated by students, namely 87 people (92.5%), the rest were 5 educators (5.3%), 1 student's parent (1.1%), and 1 Madrasah Head (1.1%). In addition, the majority of bullying incidents occurred in educational environments supervised by the Ministry of Education and Culture (87.5%) and the Ministry of Religion (12.5%). The provinces of Bengkulu, South Kalimantan, East Kalimantan, Central Kalimantan, West Java, East Java and North Maluku are among the provinces where bullying occurs.

The forms of bullying that often occur in the school environment include the following:

- 1) Ridicule or ridicule, as in the case of eight female high school students in Karanganyar Merundung. One of the parents reported eight high school students in Karanganyar Regency, Central Java, in January 2023. The eight students were said to have abused

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<sup>10</sup>Moch Nurcholis Majid, "Analisis Resepsi Mahasiswa Terhadap Pemberitaan Hoax Di Media Sosial," *ETTISAL Journal Of Communication* 5, no. 2 (January 4, 2020): 227–37, <https://doi.org/10.21111/ejoc.v5i2.4655>

<sup>11</sup>Moch Nurcholis Majid, "TELEVISI SEBAGAI MEDIA DAKWAH (Studi Dakwah Fatayat PW Jawa Timur Melalui TV 9)," *Mukammil: Jurnal Kajian Keislaman* 3, no. 2 (September 2020): 123–41, <http://ejournal.alkhoziny.ac.id/index.php/mukammil/article/view/68>.

<sup>12</sup>Morisson, *Teori Komunikasi Massa* (Jakarta=: Ghalia Indonesia, 2010).

their children since 2022, which was the cause. The victim, a second year high school student with the initials SSR (16), was reportedly the target of verbal and nonverbal bullying, including teasing, insults and several other acts of violence, according to the police. SSR felt afraid to go to school as a result of the bullying, which led to mental health problems. He needed a doctor to support him during the recovery process. Unfortunately, the victim's efforts to recover were hampered by alleged intimidation from professors at her school, who asked that this case not be brought to court. The victim was actually instructed to withdraw his accusation on the pretext that the institution was not involved.

- 2) Intimidation, for example the case of a boy in Bandung who was bullied by six middle school students. Some time ago, a 2-minute viral video showing a small child surrounded and protecting his head from being hit by many children shocked the social media world. Around six children, who appear to be still in junior high school, are seen in the video punching and kicking the victim while swearing and using dirty words. Regrettably, the attackers intimidated the victim into not telling anyone about the incident and deliberately recorded the abuse.
- 3) Physical sanctions or violence, as in the case of an elementary school boy in Palangkaraya who experienced trauma after being bullied. A violent attack carried out by another student is said to have injured a third grade elementary school student in Palangkaraya City. He had been beaten three times before. The child needed medical attention, so he had to be taken to the hospital. The victim's parents stated that on August 19 2022, the bullying incident occurred. Two of their children were pushed and stabbed in the chest with two fingers at the time, resulting in bruising. Ten days later, there was a second incident. A student in class 3-B kicked the victim until he fainted and his head hit a concrete flower pot in front of the class. As a result, the victim had to bandage his blood-stained clothes in the UKS. The victim from the second bullying incident also had to be taken by ambulance to the Palangkaraya Muhammadiyah Hospital because the wound was swollen and difficult to stitch. After the incident was resolved, the victim was attacked by a group of students on March 15, 2023, because they were accused of stealing type X. This was the second bullying incident. The victim was crushed, punched and beaten by a group of students during the incident. The victim's parents urged the school to supervise their children when bullying occurs again and report the incident to the authorities.
- 4) Isolation, as in the case of Student Bullying in Balikpapan. On Saturday, 23/9, AA, a 13 year old junior high school student, became a victim of bullying at the Darussalam Mosque, Balikpapan. The reason was because he sent a message to one of the perpetrator's girlfriends on Instagram. The perpetrator, who was wearing a scout uniform, hit the victim. There was another toddler wearing a black shirt who also kicked him in the head. At the time of the incident, AA had been the target of a beating by a man wearing a scout shirt. Through widely distributed films, victims are shown to be helpless and unmotivated. He could only cry and wail in sadness while holding his head. This case started when AA sent an email to one of the perpetrators, namely MR's girlfriend, 13 years old. MR's girlfriend reported him for several comments he considered inappropriate. Because he didn't accept it, MR then intimidated AA there

along with another perpetrator who was also 13 years old, KD. After receiving a complaint from the victim's parents, the police are still waiting for the post-mortem results before continuing this case.

- 5) Dirty words, such as the Cilacap Bullying Case. This case is the latest example of a viral case. A video showing a group of schoolchildren gathering online has gone viral. The fourteen year old victim, FF, was abused and intimidated by them. The victim was continuously kicked and hit by the perpetrators until he fainted. FF was already helpless, so there was no protest from him. Then, MK, 15, and WS, 14, from SMPN 2 Cimanggu, were named as suspects by the police. They face charges under various articles, including Article 170 of the Criminal Code which carries a sentence of seven years in prison, and Article 80 of the Juvenile Criminal Justice System Law which carries a sentence of 3.5 years in prison. However, Wuri Handayani, principal of SMPN 2 Cimanggu, stated that the perpetrators of the bullying were talented students at his school. Wuri claimed that the perpetrator had won district level champion titles in the fields of pencak silat, athletics, scouting and memorizing Al-Qur'an.

The results of research from several respondents, namely several students from one of the vocational schools in Bogor Regency, are presented in the following table:

No	Vulnerable Age	Gender	
		Men	Women
1	15-18	11 Students	10 Students
2	20-40	2 BK Teacher	1 BK Teacher
Total Respondents		23	

Table 1. Respondent Data

The majority of respondents from the research were male students aged 15-18 years with small and medium levels of bullying cases. The respondents were students of class X, XI and XII as well as guidance and counseling teachers.

The following are the characteristics of respondents who experienced bullying:

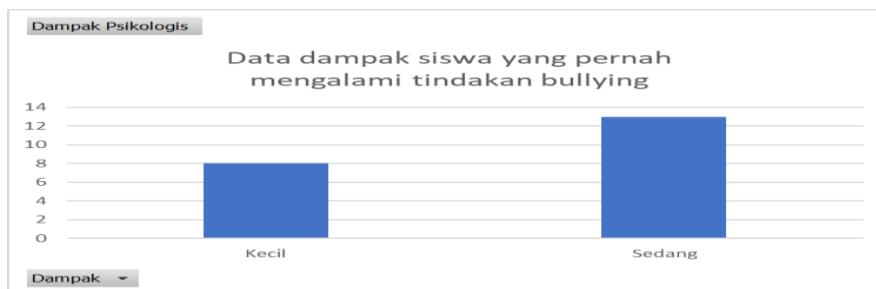


Diagram 1. Levels of Impact of Bullying

Information :

Small: Carried away by feelings, provoked by emotions

Medium: Become a quieter figure, and don't talk much



Diagram 2. Gender of Respondents

From the results of interviews with several respondents, researchers took quotes submitted by several respondents, as follows:

*"During my time at school, I had several times received inappropriate things, especially from some of my friends in the form of words or remarks that offended me about my physical appearance. That really hurt me and since then I have chosen not to be friends with them,"* said Eldi

*"I often find that one of my friends is always making fun of me with harsh words, sometimes I can be patient, but not often I get carried away by my feelings and become emotional,"* said Zahran.

*"Once, sir, I was bullied in class, at first they asked for cheat sheets, but because I didn't give them, they got angry and became rude to me. From that incident, I stayed with them for a year,"* said Indira

Apart from interviewing students who had received bullying, the researchers also interviewed 3 BP/BK teachers asking about bullying that had occurred, and what solutions would be able to prevent it from happening again, here are the results of the interviews:

*"Indeed, bullying, especially verbal bullying, is often something we don't realize is happening, because many people think that it is just a normal thing that often happens, especially to children at school. However, we don't allow it forever, we need to give warnings to students (perpetrators) and also periodically provide knowledge to students about what forms of bullying we need to know about, so that they don't go too far in joking or speaking." Said Mrs. Nunung.*

*"Actually, the incidents that occurred were cases of low-level bullying whose impacts were not very clear, but as a form of prevention we need to provide education to all students, one of which is by making a guide regarding the negative impacts of bullying cases and how to deal with the perpetrators of bullying. ."* Said Mr Slamet.

*"Acts of bullying, whether verbal or non-verbal, small, medium or severe, must remain a concern for all school officials. This should not happen in any school, because it will have a huge impact on the quality of student learning. As a concrete step, for me, there is a need for regular training or seminars regarding the prevention of bullying cases for all students and teachers, because after all, teachers are also involved in the teaching and learning process of students in class. "All parties must be involved, because it is a form of responsibility to the students' parents."* Said Mrs Dian.

Based on the results of the interviews, the researchers concluded that the impact of bullying on children's psychology is very large. According to this research, the intensity of bullying has a significant influence on victims communicating with other people, because victims who experience intense bullying tend to have communication patterns that are not ideal. After victims are bullied, their communication patterns are said to be less than ideal because they will experience feelings of insecurity, anxiety, fear, and even close themselves off. As a result, the more intense the bullying behavior received, the less interaction and communication the victim has.

And other data are findings from a study that looked at ten journals and books that researchers read. Researchers came to the conclusion that bullying can interfere with students' ability to concentrate in class and as a result, students who are bullied tend to avoid all school-related activities because they feel too worried, anxious, and afraid of the bullying they will face. The second factor that influences the possibility of bullying is the school environment. According to research by Rezapour, Khanjani, and Mirzai,<sup>13</sup> unpleasant and disruptive school environments are associated with higher levels of verbal and relational bullying, while comfortable school environments are associated with lower levels of verbal, relational, and cyber bullying. Bullying behavior is also related to norms, physical comfort, involvement, and environmental support. The risk of bullying behavior is also correlated with the type and quality of school.

Fearful of being ostracized, believing that reporting will make matters worse, or believing that teachers and counseling services are powerless to eliminate bullying in schools, victims of bullying are often hesitant to report the incident. Bullying behavior continues, victims will face various disorders, such as low psychological well-being, where they experience feelings of depression, discomfort, fear, depression, low self-esteem and worthlessness. They

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<sup>13</sup>Maysam Rezapour, Narges Khanjani, and Moghadameh Mirzai, "Exploring Associations between School Environment and Bullying in Iran: Multilevel Contextual Effects Modeling," *Children and Youth Services Review* 99, no. April 2019 (2019): 54–63, <https://doi.org/https://doi.org/10.1016/j.chilyouth.2019.01.036>.



may also avoid friends, become withdrawn, have trouble sleeping, and start using illegal drugs.<sup>14</sup> Bullying behavior has an impact on both victims and perpetrators of bullying. Victims of bullying can experience intense anger, hopelessness, low self-esteem, anxiety, lack of sleep, loss of appetite, suicidal thoughts, and desires to harm themselves. Bullying is aggressive behavior characterized by an unbalanced power dynamic between the perpetrator and the victim. Victims of bullying have a higher chance of experiencing depressive disorders, anxiety disorders, generalized anxiety disorder (a chronic anxiety disorder characterized by excessive worry and tension), and agoraphobia (a basic fear resulting from feeling trapped in public places, finding it difficult to control oneself, and fear of not having help when experiencing a panic attack) as an adult, according to research published in the journal *The Psychological Effects of Bullying that Continue into Adulthood* in 2019.

Researchers also argue that schools need counselors and teachers to deal with student behavior. With the existence of a discipline unit, it is hoped that students can follow the rules and develop respect for themselves, teachers and the entire school community. If bullying situations at school are not handled properly, this can cause stress, fear, anxiety, despair, and even death.<sup>15</sup> Behavior among children between the ages of 10 and 18 has detrimental effects on the perpetrator; children who bully are more likely to engage in dangerous or violent behavior as adults. When a child marries, there is a possibility that they will become drug and alcohol addicts, get involved in fights, commit crimes, and commit violence against their partners and children at home.

To prevent bullying, guidance and counseling teachers must take additional steps to provide the best counseling services to their students. This includes holding orientation programs, information sessions, distribution placement services, content mastery services, individual counseling, group guidance, group counseling, consultation, mediation, and advocacy services.<sup>16</sup> Counseling teachers can then design peer counseling exercises, counseling models for victims of bullying, modules preventing bullying in schools, and so on. To fulfill their role as educators and counselors, guidance and counseling teachers must plan their services according to student needs and provide the best service for each student. Only then can these services be provided in a timely manner and effectively influence student behavior to change for the better. Teachers who specialize in behavior analysis and counseling should work together to prevent bullying in the classroom. This involves developing strategies and rules to stop bullying behavior. Apart from exercising control and reducing the possibility of bullying, it is important to provide empathy and attention to those who bully. Apart from that, counselors must work together with subject teachers, parents, school principals and deputy principals, as

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<sup>14</sup> Ela Zain Zakiyah, Muhammad Fedryansyah, and Arie Surya Gutama, "The Impact of Bullying Againsts Teen Development Victims of Bullying" 1 (2018): h.265–79.

<sup>15</sup>Rahayu B.A., "Bullying Di Sekolah : Kurangnya Empati Pelaku Bullying Dan Lack of Bullies Empathy and Prevention at School."

<sup>16</sup>Prayitno, *Dasar Teori Dan Praktis Pendidikan* (Jakarta: Grasindo, 2009)

well as other parties. This is necessary to ensure that the prevention and response to bullying is coordinated and monitored effectively, so that bullying is no longer accepted by students as a normal occurrence in the classroom.

#### **D. CONCLUSION**

The researcher concluded after conducting research from several sources and also interviewing several students and guidance counselors that bullying was indeed deeply embedded in the habits of children at school, even though it seemed that it was unintentional and did not mean to bully. Many people still carry out bullying in everyday life at school or elsewhere. Apart from that, there are still many cases of bullying or harassment at school. Victims are also affected by this act of bullying. Where impacts are classified into small, medium and quite large categories. Among the many impacts experienced by victims and perpetrators, one of them is that their communication patterns change to become less than ideal or bad. As a result, a person's behavior and communication patterns will change for the worse along with the intensity of the bullying. Therefore, bullying treatment has a big impact on changes in interpersonal communication patterns.

The cause is still very simple, namely just physical differences, power in the school environment, and also a difference of opinion. To overcome bullying behavior, a counselor or guidance and counseling teacher must be able to provide guidance to the perpetrator so that they don't make the same mistake twice. To help the perpetrator see that his behavior is wrong, a counselor or guidance counselor must be able to set an example and gain acceptance from the perpetrator. Then, it is important to consider the mental health of victims of bullying and provide them with constructive activities that can help their condition. Researchers concluded that there are several solutions to prevent cases of bullying from continuing to occur, including: a) Creating a central consultation service in schools for students, b) Providing regular training regarding bullying, c) Inserting material about bullying into each lesson in class, d) Providing learning fun in class so that every student can mingle with each other, and e) Schools must act firmly regarding the punishments received by perpetrators to deter them.

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