

BULLYING PREVENTION THROUGH INDIVIDUAL AND GROUP COUNSELING AT SDN TIPAR CIANJUR

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Abstract

This research discusses the management of individual and group counseling in efforts to prevent bullying at SDN Tipar. The research focus includes planning, organizing, implementing, and evaluating counseling programs. This research uses a case study method with a qualitative approach, where data is collected through observation, in-depth interviews, and document analysis. The research subjects consisted of school principals, teachers, students, and parents who were involved in bullying prevention programs. The research results show that counseling planning is carried out systematically in one semester, starting with an initial assessment and data collection on at-risk students. Organizing the program involves forming a Bullying Prevention Team consisting of teachers, homeroom teachers, school principals, as well as anti-bullying student ambassadors. Program implementation includes individual counseling for students who experience bullying, group counseling to increase social awareness, as well as social skills training through discussion and simulation methods. Program evaluations are carried out regularly through surveys, interviews, and monitoring student behavior to measure program effectiveness. The findings of this research show that a systematic and collaborative management approach can reduce the number of bullying cases and increase students' awareness of the negative impacts of bullying. The evaluation results also showed positive behavioral changes in students who were previously involved in bullying cases. Thus, the management of structured individual and group counseling can be an effective strategy in creating a safe and comfortable school environment for all students.

Keywords: Counseling Management, Bullying, Individual Counseling, Group Counseling, Bullying Prevention

Abstrak

Penelitian ini membahas manajemen konseling individual dan kelompok dalam upaya pencegahan perundungan di SDN Tipar. Fokus penelitian mencakup perencanaan, pengorganisasian, pelaksanaan, dan evaluasi program konseling. Penelitian ini menggunakan metode studi kasus dengan pendekatan kualitatif, di mana data dikumpulkan melalui observasi, wawancara mendalam, dan analisis dokumen. Subjek penelitian terdiri dari kepala sekolah, guru, siswa, serta orang tua yang terlibat dalam program pencegahan perundungan. Hasil penelitian menunjukkan bahwa perencanaan konseling dilakukan secara sistematis dalam satu semester, dimulai dengan asesmen awal dan pendataan siswa berisiko. Pengorganisasian program melibatkan pembentukan Tim Pencegahan Perundungan yang terdiri dari guru, wali kelas, kepala sekolah, serta

duta siswa anti-perundungan. Pelaksanaan program mencakup konseling individual bagi siswa yang mengalami perundungan, konseling kelompok untuk meningkatkan kesadaran sosial, serta pelatihan keterampilan sosial melalui metode diskusi dan simulasi. Evaluasi program dilakukan secara berkala melalui survei, wawancara, dan pemantauan perilaku siswa untuk mengukur efektivitas program. Temuan penelitian ini menunjukkan bahwa pendekatan manajemen yang sistematis dan kolaboratif mampu mengurangi jumlah kasus perundungan serta meningkatkan kesadaran siswa mengenai dampak negatif perundungan. Hasil evaluasi juga menunjukkan adanya perubahan perilaku positif pada siswa yang sebelumnya terlibat dalam kasus perundungan. Dengan demikian, manajemen konseling individual dan kelompok yang terstruktur dapat menjadi strategi efektif dalam menciptakan lingkungan sekolah yang aman dan nyaman bagi seluruh peserta didik.

Kata Kunci: *Manajemen Konseling, Perundungan, Konseling Individual, Konseling Kelompok, Pencegahan Perundungan*

INTRODUCTION

School leadership plays a crucial role in improving the quality of education in elementary schools because principals serve as leaders who guide, motivate, and create a conducive learning environment for the development of students and teachers. Principals are not only responsible for administrative aspects, but also serve as the front line in ensuring a safe, comfortable, and supportive learning environment for students' psychosocial growth. In this context, principals need to have strong managerial and leadership skills in dealing with various issues that arise in the school environment, including bullying. Bullying is an act that harms others psychologically or physically and is carried out repeatedly by individuals or groups against those who are socially or physically weaker (Kennedy, 2020a). This behavior often occurs due to an individual's inability to establish healthy social interactions or as a form of domination by peers (Kelly dkk., 2020; Salimi dkk., 2021). Bullying not only causes deep emotional wounds for the victim but also hinders the learning process and emotional development of children. Therefore, school principals need to ensure that there is an appropriate prevention and handling system for bullying cases, one of which is through individual and group counseling approaches.

Counseling, as an integral part of guidance services in schools, has great potential in helping students cope with psychosocial pressures, including bullying. Through individual counseling, students who are victims can find a safe space to express their feelings, understand the situation they are facing, and find solutions to overcome trauma and anxiety. Meanwhile, group counseling serves as a medium for building collective awareness among students about the dangers of bullying, fostering empathy, and strengthening social skills. The effectiveness of counseling as a preventive and curative approach in addressing bullying needs to be managed systematically through educational management principles. A management approach ensures that counseling programs are designed, implemented, and evaluated sustainably and comprehensively, so that the

results are not incidental but have a long-term impact on a school culture free from violence.

Facts on the ground show that bullying is a very serious problem in Indonesian educational settings. Data from the Indonesian Child Protection Commission (KPAI) in 2022 shows that 41.1% of children reported having experienced violence at school, with bullying being the most dominant form of violence (Sa'adah dkk., 2021). In addition, UNICEF also states that Indonesia is among the countries with the highest rates of bullying in Southeast Asia. This is reinforced by data from the 2018 PISA (Program for International Student Assessment), which shows that 41% of Indonesian students admitted to having experienced bullying at least once a month, far higher than the global average of 23% (Rigby, 2024). The forms of bullying reported include verbal taunts, physical abuse, and social exclusion. This situation highlights the urgency and necessity of comprehensive preventive measures and interventions to address bullying, especially at the primary education level, given that this period is crucial in shaping children's character and social values.

Within the framework of child protection, the Indonesian government has established various policies that specifically emphasize the need to prevent violence against children, including in educational settings. Law Number 23 of 2002 on Child Protection serves as the primary legal framework guaranteeing children's rights to live, grow, and develop optimally without the threat of violence or discrimination. At the educational policy level, the Ministry of Education and Culture Regulation No. 82 of 2015 on the Prevention and Handling of Violence in Educational Institutions instructs every school to establish a special team responsible for addressing cases of violence and creating a safe learning environment. However, this policy still faces challenges in its implementation at the elementary school level, primarily due to limited resources, lack of specialized training for teachers, and the absence of a systematic approach in addressing bullying. Therefore, the implementation of individual and group counseling management emerges as a potential solution that is not only intervention-oriented but also focuses on long-term prevention through a holistic psychopedagogical approach.

Management in the context of education is a series of planned activities that include planning, organizing, implementing, supervising, and evaluating to achieve educational goals effectively and efficiently (Hikmat dkk., 2024; Jueajinda dkk., 2021). In dealing with bullying, a managerial approach can help schools design structured prevention and handling systems. As educational managers, school principals have a role to initiate counseling programs, appoint competent counselors, allocate resources, and ensure that the evaluation process for counseling services runs continuously. This is where the importance of transformative leadership lies, as it can direct all elements of the school to work together to create an anti-bullying culture. Individual counseling focuses primarily on the personal development of the client through private interpersonal relationships between the counselor and the student. Through this approach, students who are victims of bullying can be personally accompanied to overcome trauma, build self-confidence,

and acquire adaptive strategies in dealing with social pressure at school. This counseling provides a safe, non-judgmental space where students feel valued and accepted. Conversely, group counseling is aimed at fostering healthy social interactions, strengthening empathy, and encouraging student involvement in efforts to create an inclusive school climate. In group counseling, students learn to understand and support each other and encourage more positive attitudes toward differences. The combination of individual and group counseling provides a more comprehensive approach to bullying prevention, as it addresses personal and social aspects simultaneously.

Previous research has extensively discussed the phenomenon of bullying in elementary schools Njelesani dkk., (2024) identified various forms of bullying and their impact on students' emotional well-being. He emphasized that intervention must begin early to prevent the development of violent patterns in the future. Karikari dkk., (2020) highlighted the long-term effects of bullying on children's mental health, including an increased risk of depression, anxiety, and social isolation. Elbedour dkk., (2020) underscore the importance of the family and school environment in preventing bullying behavior. However, this study does not specifically address how counseling management can be integrated into prevention strategies. Research by Gaffney dkk., (2021) shows that anti-bullying programs involving teacher training, specialized curricula, and student participation can increase awareness of the dangers of bullying. However, once again, the management approach to individual and group counseling services has not been a major focus in the literature. Thus, research that specifically examines how individual and group counseling management is applied in the context of bullying prevention in elementary schools is very important and offers significant contributions to the development of educational policies and counseling practices.

One school that has implemented this approach is SD Negeri Tipar in Cidaun District, Cianjur Regency. This school has initiated an individual and group counseling management program as part of its bullying prevention strategy. The program is systematically designed, starting from the planning, organizing, implementation, monitoring, to evaluation stages. This study aims to reveal how the entire counseling management process is carried out, the challenges faced, and its impact on efforts to create a bullying-free school environment. Focusing on SD Negeri Tipar, this study provides a real picture of the implementation of counseling policies based on educational management and can serve as a model for other schools in implementing similar programs. In Amon & Bustami, (2021) management theory, the success of an organization depends heavily on its ability to manage resources effectively and efficiently. In the context of schools, these resources include counselors, time, counseling facilities, and support from the principal and teachers. The planning process involves identifying bullying problems and formulating appropriate counseling programs. Organization involves forming a counseling team and distributing responsibilities. Implementation includes individual and group counseling activities. Supervision is carried out to ensure the program runs according to its objectives, while evaluation serves

to assess the program's effectiveness and make necessary improvements. This approach is in line with the principles of educational quality management, which emphasize data-based planning, collaboration among stakeholders, and measurable decision-making.

Individual counseling, according to Fathurohman dkk., (2023), is based on the principle that every individual can make appropriate decisions and is responsible for their behavior. Counseling focuses on the present and the future and is directed toward more adaptive behavioral change. Techniques used in individual counseling include in-depth interviews, reflection, and positive reinforcement. Meanwhile, group counseling has the advantage of building social dynamics and learning from the experiences of others. Groups provide emotional support, broaden perspectives, and foster a sense of belonging. In cases of bullying, group counseling can help students recognize the negative impact of aggressive behavior and promote values of empathy and mutual respect.

Therefore, the integration of these two approaches is highly relevant for creating holistic and sustainable interventions. Considering all these aspects, this study is important to conduct. First, because of the high rate of bullying in elementary schools that requires serious and structured intervention. Second, because there is still a lack of studies that specifically discuss individual and group counseling management in the context of bullying prevention. Third, because this approach offers an effective combination of personal and social aspects that have been neglected. Fourth, because the results of this study can be used as a basis for policy formulation and the development of counseling programs based on management at the elementary school level. Fifth, because this approach is in line with the spirit of the Child Protection Law and the Ministry of Education and Culture Regulation on the prevention of violence in educational settings. In other words, this research not only has academic value but also high practical value in supporting the creation of a safe, comfortable, and supportive school environment that fosters children's optimal growth and development.

METHOD

The research method employed to explore the management of individual and group counseling in bullying prevention at SDN Tipar, Cidaun District, Cianjur Regency is qualitative research with a case study approach. This method was selected because it enables a comprehensive and in-depth understanding of the phenomena in their natural context (Creswell, 2015). The research centers on the management process of guidance and counseling (BK), which includes the aspects of planning, organizing, implementing, supervising, and evaluating in the context of bullying prevention efforts. Data collection was conducted using multiple techniques to ensure the depth and validity of findings. In-depth interviews were carried out with key stakeholders, including counseling teachers, the school principal, students, and parents, to capture diverse perspectives and experiences related to the implementation of counseling services. Furthermore, participatory observation was employed to observe directly how individual and group counseling activities were carried out at the school. This allowed researchers to gain

contextual understanding of how programs were applied in practice. In addition to primary data, researchers also utilized document analysis, examining counseling program materials such as work plans, activity reports, and evaluation documents (Iswadi dkk., 2023).

Participants in the study were selected through purposive sampling, focusing primarily on students in grades 5 and 6. This target group was considered to be more exposed to bullying cases and therefore more relevant to the study objectives. The principal, teachers, students, and parents were identified as main data sources. Data analysis was conducted interactively through three stages: data reduction, data presentation, and conclusion drawing, as proposed by Miles and Huberman (1994). To ensure the credibility of the results, data validity was tested through source triangulation by comparing findings from interviews, observations, and documentation to ensure consistency and depth in interpretation.

RESULTS AND DISCUSSION

Based on the results of research conducted through in-depth interviews, participatory observation, and document analysis, a comprehensive picture of individual and group counseling management in bullying prevention efforts at SDN Tipar, Cidaun District, Cianjur Regency was obtained. These findings are divided into five main aspects of management, namely: planning, organizing, implementing, supervising, and evaluating.

1. Planning Counseling in Bullying Prevention

Planning is the initial stage that forms the basis for the implementation of counseling services at SDN Tipar. Interviews with guidance counselors showed that planning is carried out at the beginning of the school year with reference to the education calendar and the needs of students. Guidance counselors develop annual and semester programs that include individual and group counseling services, including topics on bullying prevention. This planning also takes into account previous cases reported by teachers and students. However, planning still faces several obstacles, such as a lack of specific training on bullying and a lack of parental involvement in the planning process. Nevertheless, the school has shown initiative to improve understanding of bullying through education and character-building activities.

2. Organization of Counseling Services

In terms of organization, it was found that the school's organizational structure supports the implementation of counseling services, although formally, there is only one guidance counselor who also serves as a classroom teacher. The principal provides moral and administrative support for the implementation of the guidance counseling program, including the management of time and counseling facilities. The guidance counselor collaborates with homeroom teachers, subject teachers, and the school committee in detecting bullying behavior and designing appropriate interventions. In addition, there is

regular coordination between the guidance counselor and the principal to discuss the progress of students with problems and the steps to be taken.

3. Implementation of Individual and Group Counseling

Counseling is carried out through two approaches: individual counseling for students directly involved in bullying cases (both perpetrators and victims) and group counseling for students with similar problems or who need character building. Individual counseling is usually conducted confidentially in the counseling room with an empathetic and nonjudgmental approach. Group counseling focuses on fostering social values such as empathy, cooperation, tolerance, and self-control. Observations show that this approach is quite effective in raising students' awareness of the importance of mutual respect.

In addition, guidance counselors also take an informal approach outside of class by holding inspirational class activities, role-playing, and group discussions. These activities are considered effective in reducing social tension among students and providing an outlet for positive emotional expression.

4. Supervision of Counseling Program Implementation

Supervision is carried out periodically by the principal by monitoring the implementation of the guidance counseling program and reviewing activity reports prepared by guidance counselors. In addition, guidance counselors also keep case notes and progress reports on the students they are handling, which are then discussed in teacher meetings. Supervision is also carried out through direct observation in classrooms and the school environment to identify potential cases of bullying that have not been reported. This internal reporting system helps guidance counselors to quickly follow up on issues that arise.

5. Evaluation of the Counseling Program in Bullying Prevention

Program evaluation is conducted at the end of the semester and at the end of the school year by reviewing the effectiveness of the counseling program implementation and the results achieved. Evaluation includes a decrease in the number of bullying cases, an increase in positive student attitudes, and parental participation in supporting activities. The evaluation results show a significant decrease in verbal and physical bullying compared to the previous year. Students also showed an increase in self-awareness, communication skills, and involvement in class activities. However, the evaluation also revealed the need for improvement in teacher training and parent involvement. Most parents still view bullying as an internal school matter and are not fully involved in their children's character-building process.

6. Additional Findings: School Environment and Culture

In addition to the five managerial aspects, this study also found that the success of the counseling program was inseparable from the school culture, which emphasized religious values and kinship. A child-friendly school environment, open teachers, and warm interpersonal relationships between teachers and students were important supporting factors in preventing bullying. Teachers and principals strive to create an inclusive school

atmosphere where students feel accepted and safe to talk about the problems they face. The existence of extracurricular activities and morning programs (such as reciting prayers together, singing the national anthem, and morning motivation) also contributes to shaping students' tolerant and responsible character.

DISCUSSIONS

This study found that individual and group counseling planning in bullying prevention efforts at SDN Tipar was carried out systematically and continuously for one semester. This is in line with the principles of management according to Arënliu dkk., (2020), which states that planning is the first step in the management process that aims to determine the most effective and efficient goals and ways to achieve them. In this context, counseling planning was not carried out sporadically but through an initial step of assessing students' needs, both from the perpetrators' and victims' perspectives. This assessment is conducted using survey methods, interviews, and observations within the school environment. Based on the data collected, targeted counseling strategies are formulated, including individual counseling for victims and perpetrators, as well as group counseling and social skills training. Kennedy, (2020b) emphasizes that effective counseling planning must be based on students' actual needs. Therefore, in planning this program, the school counseling team first identifies patterns of bullying behavior occurring within the school environment. Additionally, bullies are provided with counseling services to build empathy and positive social skills, enabling them to express emotions healthily and avoid aggressive behavior. On the other hand, victims of bullying receive psychological support to rebuild self-confidence and develop adaptive coping strategies.

This approach is in line with Potard dkk., (2022) idea that victims of bullying need consistent emotional support to recover psychologically. In the fourth month, the school formed social-emotional groups and an Anti-Bullying Ambassador team consisting of students trained to become drivers of a safe and inclusive school culture. These efforts demonstrate that the planning was not only reactive to cases but also proactive in creating an environment that prevents bullying systematically. The initiative to form these groups proved effective in creating collective awareness and strengthening social norms that reject violence in schools. Furthermore, the involvement of parents and teachers was an important component in the effectiveness of this program. In the fifth month, socialization and training were conducted for parents and teachers on the signs of bullying and how to handle it. According to Ventä-Olkkonen dkk., (2021), support from the family and school environment is a dominant factor in preventing bullying. Therefore, the involvement of all parties in both the planning and implementation stages significantly contributed to making this program a collective movement. The evaluation and monitoring phase of the program was conducted in the sixth month, including the distribution of follow-up questionnaires, interviews, and reflective discussions with students and teachers. This evaluation not only measured success in terms of a decrease in bullying reports but also changes in students' attitudes and behavior.

Menestrel, (2020) states that monitoring and evaluation are important processes to ensure implementation runs according to plan. With this evaluation, the counseling program becomes dynamic because the evaluation results are used as a basis for improvement in the next period. Other findings show that the counseling implementation organization at SDN Tipar is carried out through the formation of a Bullying Prevention Team. This is in line with GR Terry's organizational principles, which emphasize the importance of establishing a work structure that ensures resources are managed effectively to achieve objectives. The team consists of the school principal as the policy director, classroom teachers as counseling service providers, subject teachers who integrate anti-bullying values into the learning process, as well as parent representatives and school committee members tasked with strengthening the role of families in educating children at home. With a clear organizational structure and responsibilities distributed systematically, program implementation becomes more focused and accountable. Zapf & Vartia, (2020) emphasizes the importance of students' roles in changing social norms at school. Therefore, student involvement as Anti-Bullying Ambassadors is a strategic component in building a positive school culture. These students are trained to become change agents who can educate their peers and act as mediators when conflicts arise. In addition, the presence of the School Security Task Force supports the physical supervision of the school environment to ensure it remains safe and conducive. Direct counseling begins with the identification of cases obtained through assessment. Students involved as perpetrators or victims are given individual counseling with an empathetic and supportive approach.

Divecha & Brackett, (2020) emphasizes that victims of bullying must be restored from the psychological impact they experience by building safe and caring relationships during counseling sessions. Perpetrators also receive guidance to understand the impact of their actions on others and are encouraged to develop self-control and empathy. Group counseling is conducted using reflective discussion and role-playing approaches to foster collective awareness of the negative impacts of bullying. According to Noboru dkk., (2021) Group interventions have the power to change social dynamics and norms among students. In practice, group counseling sessions are filled with social skills training such as assertive communication, problem-solving, and teamwork. These activities aim to develop students' emotional intelligence and interpersonal skills. The program also involves social skills training using simulations, direct observation, and collaborative projects between students. Teachers conduct continuous monitoring of changes in student behavior and record them in daily observation journals.

This process ensures that the interventions implemented have a real and lasting impact. Supervision and evaluation are integral parts of the program's implementation. The Bullying Prevention Team regularly monitors, evaluates, and reflects on the successes and obstacles in the implementation. Evaluations are conducted using qualitative and quantitative methods, such as in-depth interviews, questionnaires, and discussion forums with students and parents. These evaluations enable the school to understand the

effectiveness of the program and formulate more targeted follow-up measures. The evaluation results show a significant decrease in reports of bullying and an increase in students' awareness of the importance of empathy and mutual respect. Overall, the individual and group counseling management carried out at SDN Tipar demonstrates a comprehensive approach from the planning, organizing, implementation, monitoring and evaluation stages. This aligns with the principles of classical management by Yosep dkk., (2023), which emphasize that an activity will be successful if managed systematically and involves all key elements in a coordinated manner. The findings of this study indicate that with thorough planning, a strong organizational structure, targeted implementation, and continuous evaluation, schools can create a safe, inclusive, and bullying-free culture. This program can serve as a model for counseling management in efforts to prevent bullying in other elementary schools.

CONCLUSION

Bullying prevention through individual and group counseling at Tipar Elementary School is carried out systematically with a management approach that includes planning, organizing, implementing, and monitoring and evaluating. Referring to GR Terry's management theory, this approach emphasizes the importance of careful planning, multi-stakeholder coordination, effective implementation, and continuous monitoring so that the objectives of bullying prevention can be achieved optimally. Program planning that includes initial assessment, intervention for perpetrators and victims, as well as the involvement of teachers and parents, has proven effective in identifying and handling bullying cases as a whole. An organization that involves various elements of the school, including the Bullying Prevention Team, student ambassadors, and parental support, is key in creating a structured and sustainable system. Program implementation that includes individual counseling, group discussions and social skills training has helped students understand the negative impact of bullying and develop more positive social skills. Regular evaluations through surveys, interviews, and monitoring of student journals ensure the effectiveness of the program and provide input for the development of future strategies. With a comprehensive approach, the individual and group counseling management program in bullying prevention at SDN Tipar can create a school culture that is safer, more comfortable, and free from bullying. The success of the program can be measured through reduced cases of bullying, increased student awareness of empathy and positive communication, and the formation of a more inclusive and supportive school environment.

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