

THE EFFECT OF *BIBLIOCONSELING* TECHNIQUES ON REDUCING *BULLYING* BEHAVIOR AT SMK NEGERI 5 BANTAENG

^{*1}Syehrimuliani Masri, ²Abdullah Sinring, ³Farida Aryani

^{*1}Program Studi Bimbingan dan Konseling, ^{2,3}Program Pascasarjana Universitas Negeri Makassar (UNM), Makassar, Indonesia

Email: ^{*1}cheryaswar@gmail.com, ²abdullah.sinring@unm.ac.id, ³farida.aryani@unm.ac.id

Abstract

This study aims to examine the effect of bibliocounseling techniques in reducing bullying behavior at SMK Negeri 5 Bantaeng. The study focuses on three main areas, namely the description of student bullying behavior, the description of the implementation of group counseling services using bibliocounseling techniques, and the effect of these techniques on reducing bullying behavior. The study uses a quantitative approach with a quasi-experimental design and a nonequivalent control group design. The research population consisted of all 22 students in class IX PMS, while the sample consisted of 12 students who were divided proportionally into an experimental group and a control group, each consisting of six students. The research instruments included a bullying behavior scale and observation guidelines. Data analysis was performed using descriptive statistics and parametric tests using the t-test. The results showed that the level of bullying behavior in the pretest stage in both groups was in the high category. After receiving treatment through bibliocounseling, the experimental group showed a significant decrease to the low category, while the control group remained in the high category. Bibliocounseling was carried out in five stages, namely preparation, reading literacy, self-exploration, providing in-depth insight, and follow-up. During the counseling process, student participation was excellent, and they began to realize the impact of their bullying behavior. Overall, the results of the study confirmed a significant difference between the experimental group and the control group. Thus, the bibliocounseling technique proved to be effective in reducing bullying behavior at SMK Negeri 5 Bantaeng.

Keywords: Influence, Bibliocounseling Technique, Bullying Behavior

Abstrak

Penelitian ini bertujuan untuk menguji pengaruh teknik bibliokonseling dalam mengurangi perilaku bullying di SMK Negeri 5 Bantaeng. Fokus penelitian diarahkan pada tiga hal utama, yaitu gambaran perilaku bullying siswa, gambaran pelaksanaan layanan konseling kelompok dengan teknik bibliokonseling, serta pengaruh teknik tersebut terhadap penurunan perilaku bullying. Penelitian menggunakan pendekatan kuantitatif dengan model quasi experimental design dan desain nonequivalent control group. Populasi penelitian adalah seluruh siswa kelas IX PMS sebanyak 22 siswa, sementara sampel berjumlah 12 siswa yang dibagi secara proporsional ke dalam kelompok eksperimen dan kelompok kontrol, masing-masing enam orang. Instrumen penelitian meliputi skala perilaku bullying dan pedoman observasi. Analisis data

dilakukan melalui statistik deskriptif dan uji parametrik menggunakan uji t. Hasil penelitian menunjukkan bahwa tingkat perilaku bullying pada tahap pretest di kedua kelompok berada pada kategori tinggi. Setelah diberikan perlakuan melalui bibliokonseling, kelompok eksperimen menunjukkan penurunan signifikan hingga kategori rendah, sedangkan kelompok kontrol tetap berada pada kategori tinggi. Pelaksanaan bibliokonseling dilakukan melalui lima tahapan, yaitu persiapan, membaca literasi, eksplorasi diri, pemberian wawasan mendalam, dan tindak lanjut. Selama proses konseling, partisipasi siswa sangat baik dan mereka mulai menyadari dampak perilaku bullying yang dilakukan. Secara keseluruhan, hasil penelitian menegaskan adanya perbedaan yang signifikan antara kelompok eksperimen dan kelompok kontrol. Dengan demikian, teknik bibliokonseling terbukti efektif dalam mengurangi perilaku bullying di SMK Negeri 5 Bantaeng.

Kata kunci: Pengaruh, Teknik Bibliokonseling, Perilaku Bullying

INTRODUCTION

Bullying is a serious problem that continues to be a challenge in education. This phenomenon is not limited to a particular level of education, but occurs from elementary school to college. It can take the form of verbal, physical, social, or digital (cyberbullying) abuse. Bullying is defined as repeated aggressive behavior by an individual or group toward someone who is physically or psychologically weaker. This phenomenon not only disrupts the learning process, but also has an impact on the mental health of students, both victims and perpetrators. The high incidence of bullying in schools shows that the educational environment, which should be a safe and comfortable place, can actually be a location for violence between students. Various studies have proven that bullying in schools can take the form of verbal abuse, mockery, hurting, and even ostracizing other students. The consequences of this treatment can cause mental stress, trauma, and even make students lose their enthusiasm for learning. A school environment that is permissive of bullying creates an unhealthy climate for the social and emotional growth of students. According to Rigby (Hasdiana, 2019), bullying is a deliberate and repeated act that aims to hurt others. This action shows an imbalance of power between the perpetrator and the victim.

In line with this, Novitasari (in Agustina et al., 2019) explains that bullying is aggressive and manipulative behavior carried out by one or more people against others who are considered weaker. From this definition, it is clear that bullying is a form of violence that has a broad impact, physically, emotionally, and socially. Data from the Indonesian Child Protection Commission (KPAI) and UNICEF reinforce the urgency of addressing bullying. Throughout 2023, there were more than 800 cases of violence in educational settings, most of which were related to bullying. Meanwhile, a UNICEF survey (2022) found that 1 in 4 students worldwide have experienced bullying. In Indonesia itself, preliminary research conducted by researchers at SMKN 5 Bantaeng found that 12 students exhibited high levels of bullying behavior, ranging from verbal taunts and physical acts to social exclusion.

Several factors that contribute to the high rate of bullying in schools include the influence of peers, lack of supervision from parents, and students' lack of awareness of the impact of bullying. This situation highlights the need for a systematic approach that not only focuses on punishment but also builds students' awareness and empathy. Character education is one of the keys to creating a school culture that is safe and respectful of others.

Bibliocounseling is an intervention technique in guidance and counseling that utilizes reading materials as a medium to help individuals understand themselves, identify problematic behaviors, and find alternative solutions through reflection. This approach has a strong conceptual basis, particularly from the bibliotherapy theory developed by Caroline Shrodes. Shrodes emphasizes that reading is not only a process of receiving information, but also an emotional and cognitive experience that allows individuals to experience identification, psychological involvement, and behavioral transformation. Through relevant texts, stories, or literature, students can see situations similar to their own, observe the consequences of certain behaviors, and develop new insights that influence the way they think and act.

In the context of bullying behavior, bibliocounseling is an effective strategy because it is non-patronizing and provides a safe space for students to explore their feelings, motivations, and the consequences of aggressive actions. Bullying behavior often arises from unconsciousness, aggressive impulses, the need for domination, lack of empathy, or an unhealthy group culture. When students read stories featuring bullies, victims, and the social dynamics between them, they can engage in a process of identification, seeing similarities between the story and their own experiences. This identification then gives rise to emotional involvement, which in bibliotherapy theory is called catharsis. Through catharsis, students are able to release emotional tension and realize the negative impact of their problematic behavior.

After catharsis occurs, the counselor's intervention guides students to the insight stage, which is a deeper understanding of the moral, social, and psychological consequences of bullying behavior. This insight then encourages more permanent changes in attitude and behavior. The final stage in bibliocounseling is integration, where students begin to internalize the values obtained from reading and reflect them in real actions. Previous studies have demonstrated the effectiveness of this technique. A study by Pehrsson (2016), for example, found that bibliotherapy can reduce aggression and increase empathy in high school students. Another study by Huang (2020) showed that literature-based learning can reduce intimidating behavior in adolescents, especially when the reading material is relevant to their lives. Consistently, these studies conclude that bibliocounseling is effective in shaping moral awareness and improving students' social-emotional competence.

In the context of SMK Negeri 5 Bantaeng, the bibliocounseling approach is particularly relevant, especially since the students' literacy level is quite good. This condition creates

a great opportunity for guidance counselors to utilize literature as a medium for psychopedagogical intervention. Students at SMKN 5 Bantaeng are in the late adolescent stage of development, where the need to find identity, social recognition, and group acceptance is very strong. At this stage, bullying behavior often emerges as a form of compensation or expression of emotional instability. Through bibliocounseling, counselors can facilitate students to understand these dynamics and guide them towards more adaptive behaviors.

The bibliocounseling process at this school can be carried out in several systematic stages. The first stage is preparation, where counselors select reading materials that are appropriate for the characteristics of the students and the types of bullying behavior that arise. The selected literature is usually in the form of short stories, novellas, or inspirational stories with characters who experience similar social conflicts. The second stage is literacy activities, either independently or in groups. At this stage, students are directly exposed to narratives designed to raise awareness and empathy. The next stage is self-exploration, which is carried out through guided discussions, question and answer sessions, or written reflections on the parts of the story that most interest the students. Counselors encourage students to identify the values, emotions, conflicts, and moral lessons from the story. This exploration aims to help students connect the story with their personal experiences. The fourth stage is providing insight, where counselors help students understand the deeper meaning of the story, including the negative impact of bullying on the victim, the environment, and the perpetrator themselves. Insight provides the basis for the process of changing attitudes. The final stage is follow-up or evaluation, which aims to measure changes in student behavior and the consistency of the new attitudes that are beginning to form.

If implemented consistently, these stages can create significant changes in students' bullying behavior. Psychologically, bibliocounseling strengthens students' ability to take the perspective of others (perspective-taking), improves their emotional regulation skills, and broadens their understanding of the moral consequences of aggressive actions. Socially, this technique helps build empathy, solidarity, and awareness that every action has an impact on interpersonal relationships. Ultimately, bibliocounseling not only reduces bullying behavior but also fosters a more positive and harmonious school climate. Considering the conditions of students, literacy levels, and the complexity of bullying behavior at SMKN 5 Bantaeng, the bibliocounseling technique can be seen as an appropriate, effective, and easy-to-implement intervention strategy. This approach does not require high costs, can be carried out flexibly, and has a long-term impact on shaping students' character. Both theoretically and empirically, bibliocounseling has proven to be a method capable of addressing aggressive behavior issues while improving the quality of social interactions within the school environment.

METHOD

This study used a quantitative approach with a quasi-experimental design because it was not possible to fully randomize the subjects. The design used was a pretest-posttest one-

group design. In this design, the research subjects were given treatment after initial measurements (pretest) were taken, followed by re-measurements (posttest) to see the changes that occurred. This design was chosen because it is suitable for assessing the effectiveness of group counseling services using bibliocounseling techniques in reducing bullying behavior. The subjects in this study were 11th grade students at SMK Negeri 5 Bantaeng who showed high indications of bullying behavior based on the results of a bullying scale distributed in a preliminary study. The sampling technique used was purposive sampling, which involved setting certain criteria, such as students who scored high on the bullying scale and were willing to actively participate in counseling services. The number of subjects involved in this study was 6–8 students who met these criteria.

The data collection technique in this study used a bullying behavior scale questionnaire compiled based on indicators of bullying behavior, including verbal, physical, and social. This scale was in the form of a Likert scale with four answer choices, namely: always, often, sometimes, and never. In addition, the researcher also used documentation and observation during the counseling process to support the quantitative findings obtained from the pretest and posttest results. The instruments used in this study had undergone a validation process by guidance and counseling experts as well as empirical validity testing through scale trials on students outside the research subjects. The validity test was conducted using Pearson Product Moment correlation, while the reliability of the scale was tested using the Cronbach's Alpha formula. Instruments that had been proven to be valid and reliable were used to measure the level of student bullying behavior before and after treatment.

The data analysis techniques used were descriptive and inferential statistics. The pretest and posttest data were analyzed using the Wilcoxon Signed Rank Test because the sample size was less than 30 and the data were not normally distributed. This test was used to determine whether there was a significant difference between the bullying behavior scores before and after the provision of group counseling services using the bibliocounseling technique. Data analysis was performed using the latest version of SPSS software. The group counseling service using the bibliocounseling technique was conducted in six sessions. Each session was designed based on Caroline Shrodes' bibliotherapy stages, namely identification, catharsis, insight, and universality. The materials used were short stories or books that raised the themes of bullying and empathy. Each session ended with a reflective discussion to explore students' understanding of the message in the story and its relevance to their personal experiences. This process was expected to help students realize the impact of bullying behavior and encourage more positive attitude changes.

RESULTS AND DISCUSSION

Based on the results of the bullying scale completed before the treatment (pretest), it was found that the level of student bullying behavior was in the high category. The pretest scores showed that most subjects still frequently engaged in bullying behavior, whether verbal, physical, or social. This was reinforced by the initial observation results, which

showed that there was teasing, exclusion, and intimidation among students in the school environment. This condition became an important basis for providing bibliotherapy-based group counseling services. After six group counseling sessions using bibliotherapy techniques, the bullying scale was administered again (posttest). The posttest results showed a decrease in bullying behavior scores in most subjects. This decrease was seen in indicators of verbal and social bullying, such as a reduction in teasing, mocking, or spreading gossip. Students appeared to be better able to control their emotions and show mutual respect after consistently participating in counseling services.

The decrease in scores between the pretest and posttest was then analyzed using the Wilcoxon Signed Rank Test to determine whether the difference was significant. The analysis results showed an Asymp. Sig. (2-tailed) value of 0.028, which is less than the significance level of 0.05. Thus, it can be concluded that there was a significant difference between the bullying behavior scores before and after the treatment. This shows that bibliocounseling techniques are effective in reducing bullying behavior. In addition to quantitative data, the results of observations during the counseling process also showed positive behavioral changes. At the beginning of the meeting, some students seemed reluctant to open up and showed a defensive attitude towards the stories presented. However, in the fourth to sixth sessions, students began to actively discuss, respond to the content of the stories, and reflect on their personal experiences. There were also expressions of empathy and awareness of past behavioral mistakes towards peers.

During the bibliocounseling discussion process, students demonstrated the ability to understand the moral values in the stories that were read. They were able to identify the perpetrators of bullying, the victims, and the consequences. Students also began to realize the importance of maintaining healthy social relationships at school. This reflection was reinforced by students' statements admitting guilt for past behavior and committing not to repeat it. This demonstrates the effectiveness of bibliocounseling techniques in instilling moral awareness. Overall, the results of this study prove that group counseling using bibliocounseling techniques contributes positively to reducing bullying behavior among students. The decrease in bullying levels is not only evident from the questionnaire scores, but also from the students' daily attitudes and behaviors, which are more open, empathetic, and cooperative. Thus, this service is recommended to be implemented continuously in schools as a preventive and curative strategy against bullying problems.

DISCUSSION

The results of the study indicate that bibliocounseling is effective in reducing bullying behavior among students at SMK Negeri 5 Bantaeng. The significant decrease in bullying scores between the pretest and posttest shows that the intervention was able to positively influence student behavior. This is in line with the view that bibliocounseling can help students reflect on moral and social values through the stories they read and discuss. The bibliocounseling technique facilitates students to understand and evaluate their behavior through characters and storylines. By engaging emotions and empathy, students become

more aware of the impact of bullying. The process of identifying with characters in stories encourages students to develop new perspectives on healthy social relationships. This is in line with humanistic counseling theory, which emphasizes the importance of self-awareness in the process of behavioral change. In addition to quantitative results, observational data during the counseling process also showed changes in students' attitudes and interaction patterns. Students who were initially closed became more open and active in discussions. This shows that bibliocounseling not only provides cognitive understanding but also creates a safe space for students to express their feelings and experiences. This process reinforces sustainable behavioral change.

This study provides additional evidence that reinforces the results of previous studies on the effectiveness of bibliocounseling techniques in increasing empathy, social awareness, and control of aggressive behavior in adolescents. Theoretically, bibliocounseling works through the mechanisms of identification, catharsis, and insight, in which students are invited to interact with texts or stories that describe social situations and conflicts relevant to the dynamics of their lives. Through the process of reading, understanding, and discussing stories, students gradually become aware of the impact of negative behaviors, including bullying, while also gaining moral examples that they can internalize.

One of the advantages of bibliocounseling is its ability to convey moral values and social messages indirectly but touch on the affective aspects of students. Books or stories used in this process generally contain narratives about interpersonal relationships, inner conflicts, the consequences of bad behavior, and the process of character change. When the narrative is in line with the psychological and social world of students, the reflection process that emerges becomes more profound. Students can compare the storyline with their personal experiences or social interactions at school, making it easier for them to understand why bullying behavior not only harms the victim but also damages the overall social environment and affects the character development of the perpetrator.

The key to the success of the bibliocounseling technique lies in the students' ability to relate the content of the story to their real experiences. When students feel that the story they are reading reflects their classroom situation, friendship environment, or even internal conflicts they have experienced, they have the opportunity to view themselves from an external perspective. According to bibliotherapy theory, it is this process that can trigger a change in attitude. The narrative provides a safe psychological distance for students to evaluate their actions without feeling immediately blamed, while also fostering empathy for the feelings and experiences of bullying victims that they may not have been aware of.

However, the effectiveness of bibliocounseling does not happen automatically. One crucial factor is the suitability of the reading material to the cognitive, emotional, and cultural development level of the students. Reading material that is too complex, abstract, or non-contextual can reduce student interest and weaken the moral message that is being conveyed. For example, stories set in foreign cultures with difficult language styles may

not emotionally engage students because they do not find any connection to their daily lives. Conversely, stories that are simple but emotionally powerful, depicting the dynamics of friendship, conflicts between peers, or the experiences of bullying victims, are often more effective in encouraging reflection.

The contextualization of reading materials is another determining factor. Students at SMK Negeri 5 Bantaeng are teenagers who are at an age of dynamic social development. They have developmental characteristics that demand self-expression, social status among their peers, and a search for identity. If the reading material selected can capture these dynamics, such as stories about competition between friends, peer pressure, or moral dilemmas in decision-making, then the message contained therein can be absorbed more optimally. Literature that depicts positive changes in characters, such as remorse after making a mistake or the courage to defend victims, can be a source of inspiration for students to make similar changes.

In addition to the selection of reading materials, the role of guidance and counseling (BK) teachers is crucial to the successful implementation of bibliocounseling. BK teachers are not only tasked with selecting books, but also facilitating the reflective process that occurs after students read. Group discussions, guided questions, and reflective activities are part of strengthening the effect of the intervention. Guidance and counseling teachers need to build a safe, open, and non-judgmental group atmosphere so that students dare to express their opinions, feelings, and relevant personal experiences. When the counseling atmosphere is conducive, group dynamics become a means for students to learn from and understand each other.

The guidance counselor's skill in managing reflective discussions is a strategic aspect. Discussions are not merely an exchange of answers, but a process of exploring meaning. Guidance counselors must be able to guide students to understand that bullying behavior is not only physical or verbal actions that cause harm, but also a manifestation of a lack of empathy, a need for dominance, or social pressure from the group. Thus, discussions serve as a bridge between the stories read and the social realities experienced by students. At this stage, insights into the impact of bullying and awareness to change behavior begin to form.

The findings of this study have important implications for the implementation of guidance and counseling services in schools. Bibliocounseling can be used as an interesting, humanistic, and effective intervention strategy to deal with bullying problems. This approach provides an alternative to lecture or punishment methods, which tend to be authoritative and fail to touch on the internal aspects of students. Through bibliocounseling, the desired behavioral change is not one that occurs because of fear of punishment, but one that stems from awareness, moral reflection, and empathy that develops independently.

This approach also reinforces the understanding that character education and social-emotional competency development need to be carried out through creative methods that

are close to students' lives. In the digital age, interest in stories remains strong, especially when they are conveyed through popular media such as comics, teen novels, or short stories that are relevant to the dynamics of adolescence. Schools can combine bibliotherapy with digital media, such as e-books or video storytelling, to expand the variety of interventions and reach students with different learning styles.

Furthermore, bibliotherapy has the potential to create a more positive school climate. When students understand the impact of their behavior through a reflective process, social interactions become healthier. Students begin to develop empathy, the ability to manage emotions, and the ability to take the perspective of others. This not only reduces bullying behavior but also increases collaboration, tolerance, and overall relationships between students. Overall, the findings of this study confirm that bibliocounseling is an effective, flexible, and relevant intervention strategy for dealing with bullying behavior at SMKN 5 Bantaeng. With a humanistic and reflective approach, students are helped not only to stop negative behavior but also to build internal understanding and motivation to form positive behavior in a sustainable manner. This technique can be integrated into the school's guidance counseling program as part of a comprehensive effort to create a safe, comfortable, and violence-free learning environment.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the bibliocounseling technique has a positive effect in reducing bullying behavior at SMK Negeri 5 Bantaeng. Students who previously showed a tendency to engage in bullying behavior experienced a decrease in intensity after participating in group counseling services using the bibliocounseling technique. This is evident from the pretest and posttest results, which show a decrease in bullying behavior scores among most participants. The bibliocounseling technique allows students to understand problems indirectly through the characters and stories in books or other media. Students are invited to recognize the emotions, conflicts, and problem-solving experienced by the characters, then reflect on themselves. This process has an emotional and cognitive impact that encourages students to change their attitudes and behavior in a more positive direction. In addition to helping students identify the impact of bullying behavior, bibliocounseling also increases their empathy and social awareness. Through structured group discussions, students not only understand the consequences of bullying for victims, but also realize the social and psychological consequences of their actions as perpetrators. This makes them more careful in their actions and helps them begin to build more harmonious relationships with their peers.

The effectiveness of this technique is also reinforced by the literacy level of SMKN 5 Bantaeng students, which is in the good category, as reflected in the school's education report. This supports the successful implementation of bibliocounseling, as students are able to understand the content of the reading material and actively participate in discussions. Literacy readiness is one of the important factors in the successful application of this technique in group counseling services. This study contributes to the development

of guidance and counseling services, especially in dealing with bullying issues. Guidance counselors can use the bibliocounseling technique as a cheap, flexible, and meaningful alternative approach. Compared to a direct advice approach, bibliocounseling provides more space for personal reflection and encourages students to change from within. Thus, it can be concluded that the bibliocounseling technique is suitable to be applied as part of an intervention strategy in overcoming bullying behavior in schools. This technique not only reduces negative behavior but also has the potential to strengthen students' positive character traits, such as empathy, tolerance, and self-control. Therefore, this approach can be an important innovation in building a safer school environment that supports the social-emotional development of students.

REFERENCES

- Agistia, S. V. (2021). Dampak Bullying Terhadap Perilaku Remaja Masa Kini. *Jurnal Intervensi Sosial. Vol. 2. No. 1*
- Agustina. 2019. Implementasi Layanan Bimbingan Kelompok Untuk Mengatasi Masalah Interaksi Sosial Siswa Sekolah Menengah Atas Negeri 5 Tapung. Skripsi: Pekanbaru. Universitas Islam Negeri Sultan Syarif Kasim Riau.
- Ali, M. (1982). Penelitian Pendidikan: Prosedur dan Strategi. Bandung: Angkasa
- Alwi, S. (2021). Perilaku Bullying Di Kalangan Santri Dayah Terpadu Kota Lhokseumawe.
- Aminah, S., Purnama, D. S., & Rahman, F. (2021). Analisis Dampak Pelatihan Peningkatan Kompetensi Layanan Konseling Kelompok pada Guru BK SMA Se-Kabupaten Sleman.
- Amnur, A. 2019. Penerapan Teknik Role playing Dalam Bimbingan Kelompok Untuk Meningkatkan Toleransi Siswa Di SMA Negeri 1 Jenepono. Skripsi. Fakultas Ilmu Pendidikan Universitas Negeri Makassar.
- Argiati, S.H.B. (2020). Lindungi Anak dari Bullying di Sekolah. Jakarta: PT. Bumi Aksara
- Astuti, P. A. (2021). Meredam Bullying. 3 Cara Efektif. K.P.A. Jakarta: PT. Grasindo Badan Pengembangan dan Pembinaan
- Bahas. (2022). Kamus Besar Bahasa Indonesia (KBBI) edisi V. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.
- Azizah, N. (2024). Faktor Penyebab Bullying di Kalangan Pelajar dan Dampaknya terhadap Kesehatan Mental. Diakses dari <https://ejournal.lppmunsap.org/index.php/jiksa/article/view/1474>
- Bagès, C., Hoareau, N., & Guerrien, A. 2021. Play To Reduce Bullying! Role- Playing Games Are A Useful Tool For Therapists And Teachers. *Journal Of Research In Childhood Education. Vol. 35. No. 4.*

- Bulu, Y., Maemunah, N., & Sulasmini, S. 2019. Faktor-faktor yang Mempengaruhi Perilaku bullying pada Remaja Awal. *Jurnal Ilmiah Keperawatan*. Vol. 4. No. 1
- Corey, G. (2016). Theory and practice of counseling and psychotherapy (10th ed.). cengage learning.
- Crothers, S. (1916). Bibliotherapy. The Atlantic monthly.
- Coloroso, B. (2009). The Bully, the Bullied, and the Bystander: From Preschool to High School-How Parents and teachers can help break the cycle of violence. HarperCollins.
- Darmayanti, K.K.H., Kurniawati, F., & Situmorang, D.D.B. (2019). Bullying di Sekola: Pengertian, dampak, pembagian, dan cara menanggulangiannya. *Jurnal pedagogia*, 17(1), 56-66.
- Erford, B.T. 92015). 45 Techniques Every Counselor should know. Pearson.
- Fauzi. 2018. Pelayanan Konseling Kelompok. Jakarta: Tirasmart.
- Filsiani. 2021. Efektivitas Teknik Role playing Dalam Mengatasi Perilaku Bullying Pada Siswa di Madrasah Tsanawiyah BUA.
- Hambali. (2013). Konseling menjadi lebih menarik. *Jurnal Penelitian dan Pengembangan Pendidikan*, 1(1), 45-55.
- Hasdiana. 2019. Bullying di Sekolah: Pengertian, Dampak, Pembagian dan Cara Menanggulangiannya. *Jurnal Ilmu Pendidikan*. Vol. 17. No. 1. (p. 1-56).
- Kramer, E.j. (2009). Bibliotherapy: Using books to help with personal issues. In The effectiveness of bibliotherapy in treating depression and anxiety (pp. 1-17). New York: Springer.
- McNicol, S., & Brewster, L. (Eds.). (2018). Bibliotherapy: Using books to support good mental health. Facet Publishing.
- Mustakim. (2021). Pengaruh Teknik Cerita Terhadap Sikap Kemandirian Anak Pada Usia 5-6 Tahun. *Jurnal Realita Bimbingan Dan Konseling (JRbk)*, 6(2), 1378–1390.
- Mingua, A. (2023). Pengaruh Biblioterapi terhadap Kecerdasan Emosional dan Perilaku Altruistik Mahasiswa Psikologi. *Jurnal Psikologi*, 12(2), 45–58.
- Mierzwinski, M., O'Connor, J., & Kitching, N. (2024). Power, social status and peer victimization in physical education. *Journal of Teaching in Physical Education*. <https://doi.org/10.1123/jtpe.2024-0034>
- Nirmalasari, N., Hasmiati., & Nurjannah, N. (2021) Fenomena Bullying pada Teman Sebaya di SDN No. 123 Tanassang. Adi Widya : *Jurnal Pendidikan Dasar* 6(2), 153-160.
- Pandang, A. & Anas, M. 2019. Penelitian Eksperimen Dalam Bimbingan dan Konseling (Konsep Dasar & Aplikasinya Tahap Demi Tahap. Makassar: Badan Penerbit Universitas Negeri Makassar.

- Permata, N., Purbasari, I., & Fajrie N. (2021). Analisa Penyebab Bullying dalam Kasus Pertumbuhannya Metal dan Emosi Anak. *Jurnal Prasasti Ilmu*. 1(2)
- Prout, H. Thompson, & Fedewa, Alicia L. 2015. *Counseling and Psychotherapy with Children and Adolescents: Theory and Practice for School and Clinical Settings*. Hoboken, NJ: Wiley
- Phornphatcharaphong, S. (2012). Emotional content enhances true but not false memory for categorized stimuli. *Memory & Cognition*, 40(2), 196-208.
- Rachmijati, C. 2018. *Bullying Dalam Dunia Pendidikan*. Skripsi : Bandung. Program Studi Pendidikan Bahasa Inggris IKIP Siliwangi.
- Rahayu, B. A., & Permana, I. 2019. Bullying di Sekolah Kurang Empati Pelaku Bullying dan Pencegahan. *Jurnal Keperawatan Jiwa*. Vol. 7. No. 3. (p. 237-246).
- Rahardanto, M. S. (2024, Maret 10). Ketimpangan Kuasa Penyebab Utama Perundungan di Sekolah. *Kompas.id*.
- Rahmawati, E. (2023). Dampak Bullying Terhadap Kesehatan Mental Peserta Didik di SDN 1 Sambilawang Ponorogo. *Jurnal Ilmu Kesejahteraan Sosial dan Anak (JIKSA)*, 5(1), 12–20.
- Redman, S., et al. (2024). Dampak Intervensi Biblioterapi Kreatif Berbasis Sekolah terhadap Kesehatan Mental Anak dan Remaja: Tinjauan Sistematis. *Jurnal Kesehatan Mental Anak dan Remaja*, 13(1), 1–15.
- Rigby, K. (2019). *Bullying in schools: And what to do about it*. Australian Council for educational Research.
- Schrank, F.A., & Engels, D. W. (1981). Bibliotherapy as a counseling adjunct: Research findings. *Personnel and Guidance Journal*, 60(3), 143-147.
- Shechtman, Z. (2009). *Group Counseling and Psychotherapy with Children and Adolescents: Theory, Research, and Practice*. New York: Routledge.
- Solikhin, B. 2021. Dampak Bullying Terhadap Kondisi Perkembangan Emosi Remaja di Desa Kapuran Kecamatan Badegan Kabupaten Ponorogo. Skripsi. Ponorogo. Institut Agama Islam Negeri Ponorogo.
- Surakhmad, Winarno. (1998). *Pengantar Penelitian Ilmiah: Dasar, Metode, dan Teknik*. Bandung: Tarsito
- Sugiyono. (2012). *Metode Penelitian Kuantitatif, kualitatif dan R&D*. Bandung: alfabeta.
- Utami, T. W., Astuti, Y.S., & Livana, P. H. 2019. Hubungan Kecemasan dan Perilaku Bullying Anak Sekolah Dasar. *Jurnal Ilmu Keperawatan Jiwa*. Vol. 2. No. 1. (p. 1-6).
- Wilson, M.A., & Olsen, J. (2000). Bibliotherapy: Using books to help children cope with life challenges. *Children's literature in Education*, 31(1), 31-48.

Olweus, D. (1993). *Bullying at school: What we know and what we can do*. Oxford: Blackwell Publishers.