

# An Analysis of Bullying Behavior Among Adolescents in Makassar City

Farida Aryani<sup>1\*</sup>, Abdul Saman<sup>2</sup>, Muhammad Silmi Kaffah<sup>3</sup> 

<sup>1,2,3</sup> Guidance and Counseling, State University of Makassar, Indonesia

## ARTICLE INFO

### Article history:

Accepted August 31, 2024

Revised March 27, 2025

Published June 15, 2025

Available online June 19, 2025

### Kata Kunci:

analysis, perilaku perundungan, remaja

### Keywords:

analysis, bullying behavior, adolescents



This is an open access article under the [CC BY-NC](https://creativecommons.org/licenses/by-nc/4.0/) license.

Copyright © 2025 by Author. Published by LPM Penalaran Universitas Negeri Makassar.

E-ISSN: 2477-0515

### How to Cite (APA Style):

Aryani, F., Saman, A., Kaffah, S.M. (2025). An Analysis of Bullying Behavior Among Adolescents in Makassar City. *Jurnal Nalar Pendidikan*. 13 (1). 27-33.

## ABSTRAK

Perilaku perundungan merupakan fakta yang sering terjadi pada remaja. Tujuan penelitian ini adalah untuk menganalisis perilaku perundungan pada remaja di Kota Makassar. Penelitian ini dilakukan melalui metode kuantitatif deskriptif. Populasi penelitian ini adalah semua siswa SMP Kota Makassar. Sampel didapatkan dari kuesioner yang diisi siswa sejumlah 317 orang. Data dikumpulkan dengan kuesioner melalui *Google* formulir dan di analisis dengan uji univariat. Hasilnya menunjukkan bahwa kebanyakan responden perempuan 204 (64,4%) dengan usia terbanyak adalah 14 tahun. Perilaku perundungan masih saja terjadi pada remaja di Kota Makassar sehingga peran Guru BK dan warga sekolah sangat di butuhkan dalam usaha tindakan pencegahan dan penanganan.

## ABSTRACT

*Bullying is a common issue among adolescents. This study analyzes bullying behavior in Makassar City using a descriptive quantitative method. The population includes all junior high school students, with a sample of 317 respondents who completed a questionnaire via Google Forms. Data were analyzed using univariate analysis. Results showed that most respondents were female (204 of 64.4%), with the majority aged 14. bullying remains prevalent, emphasizing the crucial role of school counselors and the school community in prevention and intervention efforts.*

\*Corresponding author

E-mail addresses: [farida.aryani@unm.ac.id](mailto:farida.aryani@unm.ac.id)

## INTRODUCTION

Bullying behavior among adolescents is a pressing issue that necessitates resolution. It is a phenomenon frequently observed among junior high school students (Rizal, 2021; Wibowo, Christy, & Unter, 2022). Data released by the Indonesian Child Protection Commission (KPAI) in 2023 reported approximately 1,800 cases related to the Protection of Children's Rights (PHA) and Special Child Protection (PKA). Within the PKA category, three major types were identified: children as victims of sexual crimes (252 cases), victims of physical and/or psychological violence (141 cases), and other forms of special child protection (46 cases) (Pusdatin KPAI, 2023). Bullying behavior affects both male and female adolescents. A synthesis of ten prior studies revealed that bullying most frequently occurs among adolescents aged 12 to 14 years (Agisyaputri, Nadhirah, & Saripah, 2023), particularly junior high school students. Therefore, the involvement of teachers in seriously addressing this issue is crucial (Juva, Holm, & Dovemark, 2020). According to Law No. 46 of 2023 on the Prevention and Management of Violence in Educational Institutions, students, educators, and educational personnel are central to efforts in preventing and handling acts of violence (Kemendikbudristek, 2023).

The aforementioned data underscore the urgency of addressing school-based bullying, especially through preventive measures executed collaboratively by the school community and parents. One effective prevention strategy involves educating students who may become witnesses, victims, or perpetrators of bullying (Suardi & Samad, 2020).

Bullying, as referenced in several studies, is classified as a form of aggressive behavior that is repeated and intentional, in which the perpetrator inflicts harm upon the victim who is often physically or psychologically weaker or outnumbered (Suardi & Samad, 2020). The consequences of bullying for victims include low attendance rates, declining academic performance, reduced self-esteem, depression, juvenile delinquency, and even adult criminal behavior. Conversely, perpetrators tend to exhibit aggressive tendencies, violent behavior, a harsh disposition, impulsivity, and low frustration tolerance (Hayati & Yusri, 2023).

Factors contributing to bullying at the junior high school level include personality traits, family background, power dynamics, and mental health issues of the perpetrator (Pianaung et al., 2023). Additionally, peer influence plays a significant role; individuals within a peer group often observe and imitate bullying behaviors to gain social acceptance and avoid rejection (Andriani, Simatupang, & Riza, 2021). This underscores the powerful influence of peers in students' social environments (Aryani & Sinring, 2020).

Types of bullying commonly observed in communities and schools include verbal, physical, psychological/relational, and cyberbullying (Candrawati & Setyawan, 2023). A study on seventh-grade students at a public junior high school in Serang City found that 23.18% experienced physical bullying, 27.06% verbal bullying, 25.76% social bullying, and 24% cyberbullying (Wahyuningsih et al., 2023), indicating the persistent prevalence of various forms of bullying in school environments.

Gender-based analysis of bullying at the junior high level, such as a study in Denpasar City, revealed that 13.1% of adolescents had perpetrated bullying, while 86.9% had been victims. The majority of victims were female (58.8%), whereas the most frequent perpetrators were male (66.6%) (Sulistiowati, Wulansari, Swedarma, Purnama, & Kresnayanti, 2022). Male victims are typically subjected to physical bullying, while female victims more often experience verbal and social bullying (Khoirunnisa, Jamilah, Nissa, Silvia, & Wahyu, 2025). In terms of perpetration, males tend to engage in physical bullying, whereas females tend to use relational bullying strategies such as gossip and social exclusion (Hellström & Beckman, 2020; Lembo et al., 2023). Gender-related social traits contribute significantly to bullying behaviors, with boys generally displaying higher levels of aggression than girls (Kurnia Syahida & Christiana, 2020).

Previous studies have addressed the social behavior of bullying victims, such as research on junior high school students in Tondano, North Sulawesi (Tiwa, 2023), and case studies in Takalar (Ali, 2022). However, there is a research gap regarding the specific patterns of adolescent bullying in Makassar City. Therefore, this study aims to provide empirical data on bullying among adolescents in this locale, offering valuable insights for schools, parents, and policymakers to implement targeted preventive and intervention measures. The findings may also serve as a reference for school counselors in designing and executing anti-bullying programs.

Given the scope of this problem, it is essential to analyze the various forms of bullying experienced by junior high school students to understand their circumstances better. The objective of this study is to explore the types of bullying and the characteristics of the perpetrators. The findings are intended to guide schools in formulating and evaluating policies to foster a supportive environment that discourages bullying behaviors.

## RESEARCH METHOD

This study employed a quantitative approach with a descriptive design. The descriptive design aims to provide an overview or conduct an analysis of numerical data processed according to established standards and procedures (Creswell, 2021). The research population comprised all junior high school students (SMP) in Makassar City. The sample consisted of 317 students who voluntarily participated by completing the provided questionnaire. The inclusion criteria were students aged 12–16 years who were willing to participate throughout the research process. Students from grades 7, 8, and 9 were included based on their ability to communicate fluently and cooperate during the study. A purposive sampling technique was used, meaning the sample was selected based on specific criteria determined by the researchers (Ahmad & Wilkins, 2024).

Data collection was conducted through a survey using a structured questionnaire targeting students in grades 7, 8, and 9. The questionnaire, developed by the researchers based on existing literature, focused on identifying the forms of bullying behavior experienced or perpetrated by junior high school students. Bullying behaviors were categorized into four types: physical bullying, verbal bullying, relational bullying, and cyberbullying.

The research instrument consisted of a series of validated questions addressing bullying behavior at the junior high school level in Makassar City. Data collection was carried out through a Google Form link to facilitate distribution. The data obtained were analyzed using univariate analysis with SPSS version 25 to determine the frequency of bullying incidents among junior high school students. The data are presented in frequency tables and percentages. The research findings were classified and compared based on the tabulated results (Hamali et al., 2023).

## RESULTS AND DISCUSSION

### Results

The findings of this study reveal correlations between respondent characteristics and bullying behavior within the school environment. As shown in Table 1, out of 317 total respondents, 113 (35.6%) were male and 204 (64.4%) were female. Additionally, 65 respondents (20.5%) were enrolled in boarding schools, while 252 (79.5%) attended non-boarding schools. The highest frequency of bullying incidents was reported among students aged 14 years, with 134 cases recorded.

**Table 1.** Frequency Distribution of Student Characteristics in SMP Kota Makassar

Characteristics	Frequency	Percentage
<b>Gender</b>		
Male	113	35,5%
Female	204	64,5%
<b>Boarding School</b>	65	20,5%
<b>Non-Boarding School</b>	252	79,5%
<b>Age</b>		
12	30	9,46%
13	122	38,49%
14	134	42,27%
15	24	7,57%
16	7	2,21%

This research identified four categories of bullying: physical, verbal, relational, and cyberbullying. The data encompass both victim and perpetrator perspectives, presented in Tables 2 and 3 in terms of frequency and percentage.

As shown in Table 2, a total of 156 students (49.2%) reported having been victims of physical bullying at school. The three most prevalent forms of physical bullying were as follows: first, being mocked through hurtful rumors, reported by 86 students (27.1%); second, having been locked inside a classroom, experienced by 34 students (10.7%); and third, being physically assaulted by peers while passing in front of the classroom, reported by 15 students (4.5%).

Verbal bullying emerged as the most common form of bullying experienced by students. Specifically, 73 students (23%) reported being mocked and stared at cynically, 124 students (39.1%) were called by their father’s name, 65 students (20.5%) were ridiculed for their body size (fat or thin), and 33 students (10.4%) were mocked for having physical disabilities. The most frequently reported verbal bullying behavior involved cynical stares accompanied by mocking, experienced by 73 students (23%).

**Table 2.** Frequency Distribution of Bullying Victimization

Type of Bullying	Bullying Behavior (Victim)	
	Frequency	Percentage
<b>Physical Bullying</b>		
I was pushed and kicked in class	14	4,5%
I was locked inside the classroom	34	10,7%
I was often ridiculed with hurtful rumors	86	27,1%
My new clothes were pulled and damaged	6	1,9%
My textbooks were torn in front of the class without reason	1	0,3%
I was beaten by peers when passing by the classroom	15	4,8%
<b>Verbal Bullying</b>		
I was often mocked with scornful stares	73	23%
I was called by my father's name	124	39,1%
My body shape (fat/thin) was mocked	65	20,5%
My physical disability was ridiculed	33	10,4%
<b>Relational Bullying</b>		
I was excluded by my classmates	27	8,5%
My classmates often incited conflict involving me	50	15,7%
I was ignored without any clear reason	67	21,1%
My established friendships were deliberately sabotaged	71	22,4%
I was threatened when I did not meet a peer's demands	38	11,9%
<b>Cyberbullying</b>		
I frequently received frightening images	22	7%
I received threats via phone/social media	13	4,1%
I was sent scary images through social media	18	5,6%
I was slandered on social media	26	8,2%

Next, cases of relational bullying were also reported. These included being shunned by classmates (27 students or 8.5%), provoked and turned against by peers (50 students or 15.7%), and ignored without any clear reason (67 students or 21.1%). Additionally, 71 students (22.4%) indicated that previously established friendships were deliberately damaged by others, and 38 students (11.9%) were threatened for not complying with peer demands.

In terms of cyberbullying, 22 students (7%) reported receiving frightening and disturbing images. In comparison, 13 students (4.1%) had received threats via phone or social media, 18 students (5.6%) had been sent terrifying images via social media, and 26 students (8.2%) reported having been slandered on social media. Cyberbullying is defined here as acts of provocation, insults, and harassment perpetrated via digital and social media platforms.

The profiles of individuals who engaged in bullying behavior at school are presented in Table 3. As shown in Table 3, physical bullying perpetrated by students includes several forms. The most frequently reported behaviors were as follows: pushing and kicking classmates in the classroom, committed by four students (1.2%); locking other students inside the classroom, reported by 12 students (3.8%); pulling a friend's new clothes, mentioned by six students (1.9%); hitting classmates while they were passing by, reported by eight students (2.5%); and finally, tearing classmates' textbooks, committed by three students (0.9%).

Verbal bullying emerged as the type of bullying with the highest number of perpetrators. In detail, 19 students (6%) reported sneering at peers with sour expressions, 77 students (24.3%) admitted to calling other students by their father's name, four students (1.3%) acknowledged mocking peers for being overweight, another four students (1.3%) admitted to ridiculing classmates with physical disabilities, and 11 students (3.5%) reported sticking out their tongue or making insulting faces to demean others.

Relational bullying also occurred, as reported by students who admitted to persuading classmates to ostracize a peer (9 students or 2.8%), spreading hurtful rumors (5 students or 1.6%), and inciting conflicts or turning classmates against one another (6 students or 1.9%). Additionally, seven students (2.2%) reported spreading malicious gossip, 45 students (14.2%) admitted to ignoring or excluding others without cause, eight students (2.5%) admitted to betraying friendships, and six students (1.9%) acknowledged threatening peers when their demands were not met.

**Table 3.** Frequency Distribution of Bullying Behavior Among Perpetrators

Type of Bullying	Bullying Behavior (Perpetrator)	
	Frequency	Percentage
<b>Physical Bullying</b>		
I pushed and kicked a classmate	4	1,2%
I locked another student inside the classroom	12	3,8%
I pulled out my friend's new clothes	6	1,9%
I hit a classmate who passed in front of me	8	2,5%
I tore up my friend's textbooks	3	0,9%
<b>Verbal Bullying</b>		
I called another student by his father's name	77	24,3%
I mocked a classmate for being overweight	4	1,3%
I sneered at other students with a sour face	19	6%
I mocked classmates with physical disabilities	4	1,3%
I stuck out my tongue and made ugly faces to humiliate others	11	3,5%
<b>Relational Bullying</b>		
I persuaded classmates to ostracize someone	9	2,8%
I spread hurtful rumors about another student	5	1,6%
I incited conflict and set peers against each other	6	1,9%
I frequently spread painful gossip	7	2,2%
I often ignored and excluded others from the conversation without reason	45	14,2%
I betrayed friendships, causing relationships to break down	8	2,5%
I issued threats when my demands were not met	6	1,9%
<b>Cyberbullying</b>		
I sent threatening messages via phone or social media	4	1,3%
I shared frightening images via social media	4	1,3%
I spread slander about classmates through social media	2	0,6%

In terms of cyberbullying, student-perpetrated behaviors included sending threatening messages via phone or social media (4 students or 1.3%), sharing frightening images via social media (4 students or 1.3%), and spreading defamatory content about peers online (2 students or 0.6%).

**Discussion**

The data indicate that bullying behavior frequently occurs among adolescents aged 12 to 14 years (Hasanah, Arifah, & Daryanti, 2020). Royanto and Djuwita (as cited in Rizal, 2021) found that bullying is commonly observed among junior and senior high school students in both public and private educational institutions. The frequency of these incidents varies, ranging from low to high levels. Among the various forms, verbal bullying is the most commonly reported, including behaviors such as mocking, sarcasm, threatening, harsh scolding, and reprimanding in an aggressive tone. In comparison, physical bullying includes actions such as hitting, kicking, slapping, trampling, hair-pulling, scratching, spitting, pushing, and biting.

In boarding school settings, bullying also persists. A survey conducted among 236 students in Banda Aceh reported that 1.3 percent had experienced bullying. Although this percentage is relatively low, it demonstrates that bullying is still present in boarding school environments (Ridwan, Ahad, & Diba, 2024).

Verbal bullying remains the most prevalent form, affecting both victims and perpetrators (Isabela & Anggraini, 2023; Pratiwi, Herlina, & Utami, 2021). Contributing factors to verbal bullying include a desire for entertainment, dislike towards certain individuals, attempts to gain attention, a sense of revenge, and the urge to display dominance. On the other hand, victims of verbal bullying often exhibit personal characteristics such as social withdrawal, introversion, low self-esteem, and poor communication skills. These traits may increase their vulnerability, especially when they lack peer support or protective friendships (Nafisah, Saadah, & Anggriani, 2023).

In boarding schools, physical bullying is generally more dominant (Fadhilah, Sitasari, & Safitri, 2021). Based on the data presented in Tables 2 and 3, physical bullying is experienced by both victims and perpetrators. This form of bullying is more frequently associated with male students in both roles (Indarwati, 2023). The consequences of physical bullying are serious, as the acts involve violence by an

individual or group against someone perceived as physically or socially weaker (Diannita, Salsabela, Wijati, & Putri, 2023).

Students also experience relational bullying. The most common form reported by victims is being ignored without a clear reason, while the most frequent behavior by perpetrators is intentionally avoiding interaction with others. These findings confirm that relational bullying continues to occur in school settings (Ruswita, Yandri, & Juliawati, 2020). Factors influencing relational bullying include peer group dynamics, individual personality traits, past experiences as victims, the victim's reserved nature, and the perpetrator's motivation to seek enjoyment, attention, or social validation (Al Fathoni & Setiawati, 2020).

Cyberbullying is increasingly prevalent due to technological developments, especially as some learning activities are conducted online, and schools use social media for communication (Yuli & Efendi, 2022). The data indicate that cyberbullying impacts both victims and perpetrators. Adolescents often undergo significant biological, psychological, and social changes. If conflicts with their surroundings are not addressed properly, these can lead to negative consequences (Syamantha & Afriza, 2022).

In summary, all forms of bullying, including verbal, physical, relational, and cyberbullying, continue to occur among adolescents in Makassar. Both male and female students experience these behaviors. The distinction lies in the number of perpetrators and victims associated with each type of bullying, as demonstrated by the survey data.

## CONCLUSION

This study concludes that bullying is a widespread issue among adolescents aged 12 to 16 years, particularly among junior high school students in Makassar City. All forms of bullying are present, including verbal, physical, relational, and cyberbullying, with verbal bullying being the most frequently reported. Perpetrators are often motivated by a desire for entertainment or attention, while victims commonly exhibit low self-confidence. The continued prevalence of bullying in various educational settings, whether in boarding or non-boarding schools and across public and private institutions, emphasizes the critical role of school counselors and the entire school community in developing and implementing effective prevention and intervention efforts.

## REFERENCES

- Agisyaputri, E., Nadhirah, N., & Saripah, I. (2023). Identifikasi fenomena perilaku bullying pada remaja. *Jurnal Bimbingan Konseling Dan Psikologi*, 3(1), 19–30.
- Ahmad, M., & Wilkins, S. (2024). Purposive sampling in qualitative research: A framework for the entire journey. *Quality & Quantity*, 1–19.
- Al Fathoni, M. S., & Setiawati, D. (2020). Studi Kasus Perilaku Bullying Relasional di Madrasah Aliyah Negeri 2 Gresik. *J BK Unesa*, 11(3), 397–406.
- Ali, A. C. P. (2022). *Fenomena bullying siswa dan upaya penanganannya (Studi kasus siswa SMP Negeri 1 Polongbangkeng Utara Kabupaten Takalar)*.
- Andriani, E. L., Simatupang, M., & Riza, W. L. (2021). Konformitas teman sebaya dan perilaku bullying di SMP Negeri 6 Karawang. *Psikologi Prima*, 4(1), 12–19.
- Aryani, F., & Sinring, A. (2020). *MATAPPA: Jurnal Pengabdian Kepada Masyarakat PKM Deklarasi Anti Bullying bagi Siswa SMP Polongbangkeng Takalar*.
- Candrawati, R., & Setyawan, A. (2023). Analisis perilaku bullying terhadap motivasi belajar siswa sekolah dasar. *Pandu: Jurnal Pendidikan Anak Dan Pendidikan Umum*, 1(2), 64–68.
- Creswell, J. W. (2021). *A concise introduction to mixed methods research*. SAGE publications.
- Diannita, A., Salsabela, F., Wijati, L., & Putri, A. M. S. (2023). Pengaruh Bullying terhadap Pelajar pada Tingkat Sekolah Menengah Pertama. *Journal of Education Research*, 4(1), 297–301.
- Fadhilah, S. S., Sitasari, N. W., & Safitri, S. (2021). Gambaran perilaku bullying santri di pondok pesantren. *JCA of Psychology*, 2(01).
- Hamali, S., Riswanto, A., Zafar, T. S., Handoko, Y., Sarjana, I. W. M., Saputra, D., Sarjono, H. (2023). *Metodologi Penelitian Manajemen: Pedoman Praktis Untuk Penelitian & Penulisan Karya Ilmiah Ilmu Manajemen*. PT. Sonpedia Publishing Indonesia.
- Hasanah, R. U., Arifah, S., S. S., K. M. H., Daryanti, M. S., & ST, S. (2020). *Gambaran Perilaku Bullying Pada Remaja*. Universitas' Aisyiyah Yogyakarta, Yogyakarta.
- Hayati, N., & Yusri, F. (2023). Upaya edukasi pencegahan bullying pada siswa SMPN 1 enam lingkungan di kabupaten Padang pariaman. *Jurnal Kajian Penelitian Pendidikan Dan Kebudayaan*, 1(1), 26–42.
- Hellström, L., & Beckman, L. (2020). Adolescents' perception of gender differences in bullying. *Scandinavian Journal of Psychology*, 61(1), 90–96.
- Indarwati, P. (2023). *Gambaran Kejadian Bullying di Sekolah Menengah Pertama*. Universitas Islam Sultan Agung, Semarang.

- Isabela, M., & Anggraini, S. (2023). Gambaran Perilaku Bullying Verbal Pada Remaja. *Jurnal Review Pendidikan Dan Pengajaran (JRPP)*, 6(4), 2962–2967.
- Juva, I., Holm, G., & Dovemark, M. (2020). 'He failed to find his place in this school'–re-examining the role of teachers in bullying in a Finnish comprehensive school. *Ethnography and Education*, 15(1), 79–93.
- Kemendikbudristek. (2023). Undang-Undang No. 46 Tahun 2023. Retrieved March 26, 2024, from <https://itjen.kemdikbud.go.id/web/apa-saja-yang-terkandung-dalam-permendikbudristek-no-46-tahun-2023/>
- Khoirunnisa, C., Jamilah, V., Nissa, M. S., Silvia, N., & Wahyu, A. (2025). Studi Komparatif: Karakteristik Korban Bullying Pada Laki-Laki dan Perempuan. *Jurnal Ilmiah Nusantara*, 2(2), 590–597.
- Kurnia Syahida, D., & Christiana, E. (2020). Studi Kasus Perundungan Verbal Siswa pada Sekolah Dasar Ditinjau dari Jenis Gender. *E-Journal UNESA*, 11(3).
- Lembo, V. M. R., dos Santos, M. A., Feijó, M. C. B., Andrade, A. L. M., Zequinão, M. A., & de Oliveira, W. A. (2023). Review of the characteristics of boys and girls involved in school bullying. *Psicologia: Teoria e Prática*, 25(3), 1–19.
- Nafisah, N., Saadah, M. A., & Anggriani, P. (2023). Perilaku Bullying Verbal Pada Peserta Didik Kelas VIII dan IX SMP Negeri 3 Satu Atap Bojong. *La-Tahzan: Jurnal Pendidikan Islam*, 15(2), 149–161.
- Pianaung, S., Pitriyanti, P., Ramadhanty, K., Aryani, F., Hakim, N., Raihanah, K., Simbolon, W. (2023). Faktor-Faktor yang Menyebabkan Adanya Kasus Bullying di Sekolah Menengah Pertama. *Pendidikan Karakter Unggul*, 1(3).
- Pratiwi, I., Herlina, H., & Utami, G. T. (2021). Gambaran Perilaku Bullying Verbal pada Siswa Sekolah Dasar: Literature Review. *Jkep*, 6(1), 51–68.
- Pusdatin KPAI. (2023). Data Kasus Perlindungan Anak. Retrieved March 27, 2025, from <https://bankdata.kpai.go.id/tabulasi-data/data-kasus-perlindungan-anak-dari-pengaduan-ke-kpai-tahun-2023>
- Ridwan, A., Ahad, F., & Diba, F. (2024). Gambaran Bullying pada Remaja di Boarding School Kota Banda Aceh. *Journal of Bionursing*, 6(2), 139–145.
- Rizal, R. S. (2021). Bentuk Dan Faktor Perundungan Pada Siswa SMP. *Jurnal Imiah Psikologi*, 9(1), 129–136. <https://doi.org/10.30872/psikoborneo>
- Ruswita, N., Yandri, H., & Juliawati, D. (2020). Analisis Perilaku Bullying Siswa di Sekolah. *Jurnal Konseling Komprehensif: Kajian Teori Dan Praktik Bimbingan Dan Konseling*, 7(2).
- Suardi, & Samad, S. (2020). *Edukasi Pencegahan Perundungan* (Prosiding). Makassar: LP2M UNM.
- Sulistiowati, N. M. D., Wulansari, I. G. A. N. F., Swedarma, K. E., Purnama, A. P., & Kresnayanti, N. P. (2022). Gambaran perilaku bullying dan perilaku mencari bantuan remaja SMP di kota Denpasar. *Jurnal Ilmu Keperawatan Jiwa*, 5(1), 47–52.
- Syamantha, A., & Afriza, R. (2022). Pemberian Psikoedukasi Dampak Cyberbullying Terhadap Kesehatan Mental Pada Siswa. *ABDIKAN: Jurnal Pengabdian Masyarakat Bidang Sains Dan Teknologi*, 1(2), 189–194.
- Tiwa, T. M. (2023). Analisis perilaku sosial remaja korban bullying pada siswa smp negeri 2 tondano minahasa sulawesi utara. *Jurnal Cahaya Mandalika ISSN 2721-4796 (Online)*, 4(2), 158–165.
- Wahyuningsih, L., Naqiyyah, D. K. J., Elawati, S., Diananissa, F. N., Aliyanti, A., & Tuti, N. W. (2023). Profil Perilaku Bullying Peserta Didik Kelas VII di Salah Satu SMP Negeri Kota Serang. *Jurnal Pendidikan Tambusai*, 7(3), 29058–29063.
- Wibowo, D. H., Christy, Z. A., & Unter, R. (2022). "Aku Siswa Anti Bullying": Layanan Psikoedukasi untuk Mencegah Bullying di Sekolah. *Magistrorum Et Scholarium: Jurnal Pengabdian Masyarakat*, 2(3), 429–439.
- Yuli, Y. F., & Efendi, A. (2022). Psikoedukasi Upaya Mencegah dan Melawan Perundungan (Bullying & Cyberbullying) di SMP Unggulan Habibulloh. *Jompa Abdi: Jurnal Pengabdian Masyarakat*, 1(3), 15–23.