

Strategies of Handlying Bullying at Private Junior High Schools in Samarinda

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Abstract: Bullying is one type of aggressive action that can harm others. The purpose of this study was to investigate teachers' strategies in dealing with bullying at a private Junior High Schools in Samarinda. This study uses a qualitative type with a phenomenological approach. The subjects of this study involved 6 teachers of the Samarinda Ulu Private Junior High Schools. Data collection techniques of this research were observation, documentation, and interviews. To analyze data, this reserah used data reduction, data exposure, and drawing conclusions. The results of this research showed that 5 schools did not have specific rules regarding handling bullying and 1 school already had rules on bullying even though the rules were still general, but strategies in handling cases/violations that occurred in general had been implemented. There were several stages in dealing with perpetrators and victims of bullying cases. The stages started from giving a warning and giving punishment if the perpetrators did more than once. If they did it more than 3 times the school invited the parents to schools. Finally, the worst punishment was that the school dropped out students. Each case was treated differently according to the type of problem/violation committed by the students.

Keywords: Private Junior School strategy; bullying; Samarinda.

Introduction

Bullying is one type of aggressive action that can harm others. Bullying behavior often occurs in private and public schools. Verbal and physical bullying happen at most of schools. (Arumsari, 2017). The study conducted by Indra showed that bullying behavior in Indonesia becomes a serious problem. In 2014 Indonesia was stated as the third country after Japan which had the most ases of bullying. (Tumon, 2016) Bullying is a rampant phenomenon today. It requires a serious attention from all because bullying may harm to one's personality and even mentality. Besides, it may give a negative impact on the victims, parents of victims and perpetrators, perpetrators, the good name of the school, teachers, and other students.

Based on UNICEF data, bullying in Indonesia increased highly, especially at junior high schools. In 2014, 40% of junior high school students around 13-15 years old reported that students had physical violence from their peers. A year later, 50% of

junior high shool students had experienced bullying at school (Nursilaningsie, & Listyani, 2017). Only some of them dared to report the bullying they experienced. It seems that there will be more and more cases that have not been exposed because the victim or his friends around him do not have enough courage to speak up.

Bullying behavior has various types of actions taken by perpetrators to make victims suffered. Therefore, it is important for us to know the types of bullying that may occur among students. Andri Priyatna, classified bullying into several types. First, Diret physical bullying includes hitting, pushing, damaging the victim's possessions, stealing the victim's possessions, etc. Second, verbal bullying is labeling, mocking appearance, threatening and intimidating the victims. Finally, the social bullying is an action taken by someone to get other people involved and affected by spreading gossip or rumors, humiliating in public, being ostracized from society, slandering, and so on. (Priyatna, 2010). In addition, there is also

cyberbullying. It is an action that is intentionally carried out through social media, for example, humiliating someone through social media by spreading negative rumors (Rismawan et al., 2016). At schools, teachers should not give psychological pressure to students for their mistakes by asking interrogative questions (Sukarno & Handarini, 2016).

Teachers and parents need to recognize what types of bullying are and the factors that cause them. Due to lack of information obtained, parents/teachers may bully students. Therefore, students can imitate them and practice it to their friends. Parents and teachers are the role models for every child. If you want your students to be individuals who do not like bullying others, the closest parties also need to know information related to general cases that are happening.

There are also some factors that may cause someone (a student) like bullying others. The *first* factor is family. It is the first *madrassa* where students learn about religion, morals, and other education. But sometimes some parents tend to be permissive, over protective, and even authoritative. They give punishment in a harsh way to their children for making mistakes. They won't give any rational reasons that can be understood. It may cause them to be angry and act aggressively. Therefore, it is possible that students will do bullying to others as a form of their expression (Faiz, 2018). *Second*, the peer factor can have a considerable influence on taking the action. Peers may give positive or negative effect because students spend most of their time with their friends at school (M. Putri, 2018). *Third*, it is school environmental factor. Students spend their time at school for more than 7 hours at school a day. The school environment may have an influence on the psychology of students both from negative and positive actions (Rahayu et al., 2016). The teachers can analyze and recognize that cause of bullying is not from the character of perpetrators. It is caused by the external factors nearby.

Therefore, teachers should give guidance to students and appreciate their success. Students also need to be motivated to be responsible for everything they do. Teachers should encourage them so that they tell the truth for their mistakes

(M. Putri, 2018). The student who tell the bullying case to the teacher should be appreciated (Khiyarusoleh & Indriawati, 2018). If the teacher witnessed the bullying directly, then the right step is to invite the perpetrator to speak firmly and then invite or cultivate a sense of empathy for the perpetrator so that they can feel that the action is not good and harms many parties. There are several methods that can be used by teachers at schools to deal with bullying problems, for example, making peer support, this method can be done by selecting several students who have the potential not to be bullied to become close friends and provide assistance to students who are not bullied. potential to be bullied. Through this system, it can be an alternative to reduce unwanted negative things (Rahmawati & Illa, 2020)

Therefore, teachers can provide guidance and appreciation for the students' success to admit their mistakes. Students need to be respected, and need to be encouraged to tell the truth and to be responsible on their mistakes (M. Putri, 2018). If the teacher receives a report on a bullying problem at school, he should appreciate to the student who give information and keep students' identity secretly. (Khiyarusoleh & Indriawati, 2018). If the teacher sees the bullying directly, then the right step is to invite the perpetrator to speak firmly and then invite or cultivate a sense of empathy for the perpetrator so that he is aware what he has done is wrong. There are several methods that can be used by teachers to deal with bullying problems. For example, teachers can make peer support. This method can be done by selecting several students who don't have the potentiality not to be bullied to be the close friends for those who are. potential to be bullied. Through this method, it can be an alternative way to reduce unwanted negative things (Rahmawati & Illa, 2020)

Apart from peer support activities, there are other strategies that can be applied, namely peer guidance. This peer guidance is a form of school strategy to overcome bullying cases. This strategy was applied to Junior High School students. Besides, there are also strategies for training such as socialization, Focus Group Discussion (FGD), coaching, and brainstorming (Rahmawati & Illa, 2020). Those activities can be significantly effective

to help students understand and give empathy for the victims of bullying. Moreover, by involving the perpetrators in the activities, it is possible for them to regret on their bad behavior (F. Putri & Suyanto, 2016).

The explanation above can be understood that in most Junior High Schools in Indonesia, cases of bullying occur. Therefore, school needs to make a strategy to make the perpetrators aware smoothly that their behavior is not good. This can be done by providing several programs related to the negative impact of bullying. Knowing that the cases of bullying spread everywhere, the researcher was interested to conduct a research in the East Kalimantan region, precisely in Samarinda.

Based on previous research, it was found that there were 23% of students in several private junior high schools did bullying (Susanti et al., 2018). This research focused on private Junior High Schools (SMP) in Samarinda Ulu District. Private Junior High Schools in Samarinda are institutions with various goals, visions, and missions. Each school facilitated students to develop talents, achievements, and to improve self-quality. On the other hand, Private junior high schools in Samarinda ulu sub-district also had various kinds of problems. One of them was bullying. Facing these problems, private junior high schools in the Samarinda ulu sub-district certainly have their own strategies to deal with/overcome the existing problems, especially the problem of bullying in schools. Therefore, the purpose of this research was to find out the teachers' strategy in dealing with bullying in Private Junior High Schools Samarinda Ulu District, Samarinda Regency, East Kalimantan Province.

Through the explanation above, the researcher conducted a research on "The teachers' Strategies to handle Bullying at Private Junior High Schools in Samarinda ". The subject of this research were private Junior High School teachers. The object of this research was carried out at a private Junior High School (SMP) in Samarinda Ulu District. This study was conducted to investigate the teachers' strategies dealing with bullying cases at private Junior High Schools in Samarinda Ulu District, Samarinda Regency, East Kalimantan Province.

The researcher conducted in-depth interviews about the strategies used to solve the problem of bullying.

Materials and Methods

Research design

This research was a descriptive qualitative research with the aim of describing and revealing or describing a research in accordance with the facts and existing circumstances. The approach in this study used phenomenological/social phenomenon approach that was presented in the form of descriptive analysis.

Research Informant

There were 6 private Junior High School teachers involved in this research. Each school was represented by one teacher as an informant. The sampling technique was purposive sampling. The researcher selected informants who can be invited to work together in providing information and data needed by the researcher. In addition, the selection of informants was adjusted to the conditions of the field where the research took place.

Data collection technique

Qualitative research can be used to explain the meaning in research. The setting is natural and the researcher can be the direct sources of data. The researcher was the key informant. Therefore, to collect the data in this research used data techniques and instruments as follows: *first*, is to conduct direct observation with purpose that researcher recognize the situation and social conditions of the field, the *second* is to conduct structured interviews by designing a framework of questions for the resource persons, and the *third* is to take documentation to validate the gathered data such as (student case notes, photos, sound recordings, and other supporting documents).

Data analysis technique

To analyze the obtained data, the researcher used theory from Miles and Huberman. It consisted of several stages. The first stage was collecting data to

strengthen and to prove hypotheses. The second stage was making data reduction to select which data fits to the category and to reduce unnecessary data. The third stage was displaying the data. The displayed data was well structured to draw a conclusion and to carry out an analytical action on teachers' strategies in dealing with bullying in sub-district private Junior High Schools in Samarinda Ulu. The last stage was drawing conclusions.

Data Validity Test

The validity test of the data used is credibility with the aim that researchers can find a similarity of the collected data with the researcher's concept of the resource person. Therefore, one of the steps that can be taken by the researcher during the Credibility test is to do the data triangulation. It is a method to re-examine the data or findings obtained by comparing existing sources, methods, and theories (Tohirin, 2012).

Results and Discussion

The description of the location of the research

The reason of choosing the Private Junior High School category in this study was that the junior high school period is the early teenage stage or the transition period from childhood to adolescence. This may cause several changes such as hormones, unstable emotions, the process of finding identity, and others (Tobing, H Masada et al., 2018). What we know is that private schools are identical with students who mostly fall into the middle to upper economic category. The researcher wanted to know how the form and level of bullying occurred, especially at the private junior high school in Samarinda Ulu District. The location was chosen because the Samarinda Ulu area had the highest total number of private junior high schools compared to other Samarinda sub-districts.

The Samarinda Ulu area has 8 private Junior High Schools with A and B accreditation, while in other Samarinda areas there are only 3 to 6 private junior high schools. Among the 8 buildings in the Samarinda Ulu sub-district, it was found that the number of students there amounted to approximately 1,753 and the number of teachers

was around 144. Based on the results of initial observations, it turned out that of the 8 schools to be studied only 6 schools were willing to be interviewed namely, Krisen Immanuel Middle School, Fastabiqul Khairar Middle School, IT Firdaus Middle School, Catholic Middle School I WR. Soepratman, SMP Ma'arif, and SMP Muhammadiyah 3, while 2 schools were not willing to do the research for certain reasons, namely SMP Tunas Kelapa SMP and SMPIT Kordova (Central Bureau of Statistics, n.d.). Based on the results of the research, the private Junior High Schools in Samarinda Ulu District have "A" and "B" school accreditation. Some of these private Junior High Schools have various school fee. Some are quite cheap and the others are expensive. Private Junior High Schools in Samarinda Ulu Subdistrict have the same period to complete the study. Usually it takes 3 years, from grades 7 to 9. The number of students, teachers, and classes in each Junior High School varies depending on the policy of each school. The data recapitulation and profiles of private Junior High Schools in Samarinda Ulu Subdistrict are presented in the following table:

Private Junior High Schools in Samarinda Ulu

No	Name of school	Accreditation	No of class	Total teachers	No of male students	No of female students	Total number student
1	SMP Kristen Immanuel	B	3	5	19	14	33
2	SMP Fastabiqul Khairat	A	10	8	132	115	247
3	SMPIT Firdaus	B	6	9	75	47	122
4	SMP Muhammadiyah 3	A	15	17	113	125	238
5	SMP Ma'arif	A	8	12	12	3	15
6	SMP Katolik I WR. Soepratman	A	12	33	179	185	364

Based on the data of the table above, the researcher was interested to conduct this research. Each school is unique. The private Junior High School in Samarinda Ulu District have different school's vision and mission, and levels of school accreditation. They also have different policy of obeying rules and the consequences of breaking the rules. So, if a student commits a violation, the teachers of the schools have policies and various

strategies to overcoming the problems including bullying.

School Strategy in Handling Bullying at Private Junior High Schools in Samarinda Ulu

The results of the research on school strategies in dealing with bullying in Private Junior High Schools in Samarinda Ulu Subdistrict were obtained through interviews and documentation from informants, totaling 6 (six) teachers. Some private junior high schools there have written rules and some do not have written rules that are not clear and specific about how the rules or appropriate steps are in dealing with bullying cases that occur, but if bullying occurs, every school has stages to try to reduce and deal with it. all cases/violations that occur in schools, one of which is bullying. The followings are the results of interviews:

The results of the interview with the first informant at the Immanuel Christian Middle School was that there was an act of bullying. The class teacher and the principal were responsible for the case. The school will take an action in the form of a warning. If the perpetrator does the case again, the school will ask them to sign a letter of statement which declare that they won't do the same mistake again. The letter was signed by the perpetrator. If they keep doing the mistakes, the school gives a threat of suspension. In addition, the perpetrator must sign a letter of agreement that he will not bully his friends anymore and he is ready to get any consequence. The consequence is in the form of the school suspension for 2 weeks. Finally, students do not dare to repeat the same mistake. However, if the student still makes the same mistakes, he will be expelled from school (Informant).

The teachers stated that giving some consequences the perpetrators of bullying cases in the Junior High School is a fairly effective. This strategy is quite effective to stop the negative actions taken by the perpetrator. However, it's just temporarily effective and it is possible that the bullying will occur again in a relatively short period of time. So, we need an appropriate plan to deal with the perpetrators, for example conducting peer guidance or counseling about the negative

impact of bullying. Peer guidance is expected is to touch the heart or to create a sense of empathy for the bullies.

Based on the interview conducted at Muhammadiyah 3 Junior High School, it is known that when a bullying case occurs, the perpetrator will be given a warning. "Students who become perpetrators will be given services in the form of reprimands and will be educated on bullying. If the student does the mistake again, the teacher will call parents to discuss the students' problem and seek information about the causes for bullying. After that we can provide the right motivation and direction for students. If the students do again and again, the teacher and parents make an agreement make students get out from school. For the victims themselves, we will bring together the two parties to discuss properly what the problem is, then we will take action against the perpetrators and victims (Informants).

The steps taken by the school are good enough to give to students, however, bullying there still often happens in secret because the school takes action without seeing and observing the behavior of the perpetrators and victims of bullying specifically. Apart from Muhammadiyah 3 Private Junior High School, the results of interviews that have been conducted have obtained information that Fastabiqul Khairat Middle School already has written rules on bullying, even though these regulations are only general and fall into the category of school regulations. Bullying that occurs there will be handled by the BK teacher and the stages in dealing with bullying perpetrators are, first the school will call the perpetrator to be given treatment in the form of a warning, but if the bullying act is repeated then the perpetrator will be given a sanction in the form of memorizing a surah or writing. surah. If the violation is still repeated, the school will give a penalty for carrying out class pickets. If it is repeated again, the school will call the parents.

The results of interviews with counseling teachers at SMP IT Firdaus where there is a case of bullying showed that the bullying perpetrator will be handled by vice principal whose duty as counseling teacher. The stages in handling bullying are, first, the school will give a warning in advance,

if it still happens again with the same perpetrator, the perpetrator will be called back to be given further warning by means of shock therapy by making the perpetrator admit his mistake and make the perpetrator feel guilty. If the shock therapy doesn't work and the perpetrator keeps doing the same mistakes, the teacher will give a push-up penalty until he drops out of the dormitory.

The results of interviews with teachers at Ma'arif Junior High School revealed that, there are several strategies applied at the school in dealing with bullying cases, including the teacher will give the first warning letter by calling the bullies. If the student still does the same mistake again the teacher will give the second warning letter and invited the parents to school. If the student still continues doing the same mistake, the perpetrator will be given a suspension of at least 3 days and assignments in the form of social science papers on how to make friends and respect friends, and if the student keeps doing bullying again, the student will be sent to his home.

On the other hand, at Catholic Junior High School I WR. Soepratman, the researcher received information that the school did not have specific written rules regarding bullying. The junior high school handles all cases, one of which is bullying through quite long stages. If the problem keeps repeating itself with the same perpetrator, the bullying perpetrator will first be submitted/accompanied by the counseling teacher to calm the perpetrator's emotions. If the students have calmed down, the school will ask some questions about the action explicitly. The school has stages, if a student commits a violation of any kind, for example, students will get 10 points, parents will be called, then if it is repeated the perpetrator will be given the first warning letter) with the addition of 30 points along with calling parents, if it is still done again, the perpetrator will get the second warning letter) in the form of additional points of 50-60 by calling parents, if it is still done again then before the school conducts the third warning) letter to the parents of students will be called back to make an agreement if the participant. If the student does not change, the student will be returned to the parent. During the

first warning letter process, students will be suspended for 1-2 days with a note that students are not allowed to enter class, but they are obliged to come to school to study books, then read books, and summarize books according to the violation. made for example bullying and lastly helping to clean the school. The process of giving the second warning letter is in the same way as giving the first warning letter but on different day. The process of giving the third warning letter) is conducted by inviting parents regularly to find out the daily lives of students at home. So, the award of points will not be reduced. Before giving points, students will be counseled first to be directed and each student has his own record.

Based on the results of interviews that have been conducted with 6 informants at SMPS Samarinda Ulu sub-district, it can be understood that these 6 schools have varied strategies in dealing with students who commit acts of bullying ranging from giving warnings, providing counseling, providing shock therapy, SP (warning letters).), calling parents, to being expelled/transferred from school. Knowing the information from the six informants, the researchers only found a few schools that specifically paid attention to the perpetrators so that these negative actions would not be repeated again. Although most of the follow-up given to the perpetrator is in the form of an attempt to make the perpetrator regret his actions, besides that the school also needs to find out what the perpetrator feels after bullying and then find out the factors that support students doing bullying.

Based on the results of interviews that have been conducted, it is known that there are 2 factors that cause students to commit acts of bullying in private first secondary schools, Samarinda Ulu sub-district, among them.

1. Family Factor

Through the results of research conducted at Fastabiqul Khairat Middle School and Catholic Middle School I WR. Soepratman stated that family is the biggest factor that can influence the behavior of students at school. If students get enough attention, affection from both parents and family, and get good care, the students' outcomes will be good at school. However, if students often receive

violence and even acts of bullying from their parents, the output of students at school may result in students not being able to control their emotions and even bullying their friends (Sukarman et al., 2018).

2. Peer Factor

Immanuel Christian Middle School, Muhammadiyah 3 Middle School, IT Firdaus Middle School, and Ma'arif Middle School stated that the bullying that occurred was caused by peer factors. Students who are entering puberty or early adolescence are usually more likely to like to hang out and have many friends so that to get what they want, students will do various ways, including bullying weak students (Bkap & Sari, 2019).

The results of the data obtained show that bullying cases that occurred in private junior high schools in Samarinda Ulu District were a type of verbal bullying case in the form of making fun of parents, names of students who were a little strange, physical, and so on. which can affect the self-concept of victims of bullying, causing victims to experience trauma, sadness, fear, and even not attend school. Cases of bullying that occur in schools can be detected by teachers by paying attention to the characteristics of the victim, namely, quiet, physically deficient, passive, lacking friends, silent in class, and looking moody. While the characteristics of bullies are, have many friends, are active in various fields, have a more perfectionist body, often create problems at school, often disturb the peace of other students, and so on.

Conclusions

Through the results of the research and discussion described above, it can be concluded that the handling of bullying cases in every private junior high school in Samarinda Ulu District does not yet have specific bullying rules and strategies for dealing with bullying there have several stages. If the bullying is carried out in a mild stage, the student will only receive a warning, but if the bullying is carried out in a severe category or is repeated repeatedly, each school will process the case starting from giving SP, execution of punishment, calling parents, and dropping out

from school. There are also factors that influence students at SMPs Samarinda Ulu sub-district to bully, including family factors and peer factors.

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