

BULLYING BEHAVIOR IN SCHOOL AND ITS IMPACT

Aris¹, Widya Hary Cahyati^{2*}

¹Postgraduate Program, Public Health Sciences, Semarang State University, Indonesia

^{2*}Departement of Public Health Science, Semarang State University, Indonesia

*Corresponding Author: widyahary27@mail.unnes.ac.id

Abstract. *Bullying* that occurs in schools is now a global problem. Many schools and parents believe that *bullying* only happens to students in junior and senior high schools, even though it affects many children between the ages of 3 and 12. This research data collection method utilizes secondary data obtained from previous research. Secondary data was collected from the PubMed database, *Endless Google Researcher* . and Google Scholar in the form of selected journal articles arranged by topic. The number of journals I reviewed was 16 national journals and 18 international journals I used journals I published in the last 10 years from 2012 to 2022. the findings of this literature review, someone who *bullies* wants to feel like someone who is in power and has learned that by bullying *the* individual can get the power he wants. There are many reasons why someone does *bullying*, for example, the individual who does *the bullying* can feel satisfaction by bullying the victim as compensation for low self-esteem or vice versa, the individual has high self-confidence so he bullies the victim. Another reason is that the individual is repeating acts of *bullying* that he has seen or experienced himself. This individual *bullied* other children because he had been a victim of abuse by his seniors. The impact of *bullying* greatly affected the mental health of students and even experienced trauma.

Keywords: *bullying*, *bullying* behavior, *the* impact of *bullying*, at school.

INTRODUCTION

In field schooling, learning is organized so that becomes meaningful training, in particular about something information, expertise, character, or inherited tendencies from one period to the next through coaching, preparation, and so on (Nurvita, 2018). Instructions No can be separated from developing experiences and relationships between one person and with individual others. kindly natural, procedure This is structured and customized to the need of students (Astuty & Suharto, 2021). There are many benefits Study means, incl the ability to keep information longer and study it in a meaningful way. The role of the teacher as a facilitator of learning is No free from the implementation of learning meaningful (Agustina, 2017). Besides it's a task students are to support for progress completed learning.

Student role is important, where students can become more deep learning. Hi, this is what causes many meetings and exercises conducted by students (Somayasa, Natajaya, and Candiasa, 2013). Activity student No can be separated from the educator, teacher, or his colleagues If No get supervision addition from the teacher. Many students experience the violent consequence of activity them. Violence This is caused o uh several factors, either internal or external, and does not happen so just Because of something event (Sujadmi, 2017). According to Sholekhah, Kiswoyo, & Fajriyah (2020), many continuing individual look at *bullying* as the usual hi happen well in the environment school and environment surrounding. Harassing or harassing is a crime term physical and mental done length oh somebody or a group to someone who doesn't can protect themselves Alone in deep circumstances Where There is a desire To hurt/frighten the person or make victims separated hope. Mahriza , Rahmah , and Santi, 2020).

Bullying that occurs at school now becomes a problem global. Many schools and parents believe that *bullying* only happens to students at school medium first and top, though fact matter That influence Lots child between ages 3 and 12 years. Because they are considered normal for their age, case abuse is not enough to get attention. Sari and Azwar, 2017). Data from Place General For Measurement Educative (2016) More than One in every Five (20.8%) students report being tormented. According to collected information International Center for Research on Women (ICRW), 84% of Indonesian children have experience school violence. Remember school I ah is a place to learn numbers this is very concerning. Can be said that situation is very disfiguring industry education. Commission Data The 2018 Indonesian Child Protection (KPAI) shows that of 161 cases in the field of education, 36 (22.4%) involved children ever being victims of violence and *bullying*, and 41

(25.5%) involved children ever becoming perpetrators of violence and intimidation (Eliasa, 2017)

In DIY, 21% of cases of *bullying* involve children, according to UNICEF (Rukmantara, 2019). According to data from DP3AP2KB S I mean, in 2018 there were 179 cases of *bullying* on the level child until enough youth high (Linda, 2019). Seriousness from problem abuse is No only Serious for the individual victim, but, is a problem big for all. According to Weber (2014), factor individual, family, environment, and friends and peers are 4 factors that can cause *bullying* (Zakiyah, Humaedi, and Santoso, 2017). Between the ages of 6 and 12, students' school base is considered as age school. This is called the period intellectual when children reach the age of school when they start to think about solution concrete and logical For problems new. According to Yusuf (2011), child age schools considered responsible answer their deeds themselves and imitate what did he see.

According to Kusuma (2016), *bullying* is already associated with various problem adjustment self, incl health bad mentality and behavior violence, making it a factor risk problem health in child school, especially at school basic. Students who do *bullying* Can Themselves Alone are victims of *bullying* Once harmed oh someone more powerful or more dominant (Fatmawati, 2016). Many reasons Why somebody *bullying*, for example, individuals who do *bullying* can feel satisfaction with oppressing the victim as compensation from trust low self or otherwise, individuals the have trusted such self tall so that oppression of the victim. Another reason is That individuals the repeat action *bullying have never* seen or experienced it alone. Individuals the do *bullying* other children because Once became victims of abuse by their seniors (Samhasi, 2007).

METHODS

The study, secondary data from the study was previously used For data collection. Secondary data was collected from the PubMed database, *Endless Google Researcher*. form article journal selected arranged based on topic. The number of journals reviewed amount 16 journals national and 18 journals international with use journals I published in 10 years final from 2012 up to the year 2022.

RESULTS AND DISCUSSION

Table 1. Bullying behavior at school

No	Title	Literature analysis	Source empirical
1	Fairy I me Miss II ying Teenagers (Study Cases in SMA Negeri 1 Kahu Kab. bones	Research results can disimpu I right that <i>bullying</i> done Good in a manner physique or non-physical. Factor external I or I environment between I ain low supervision parents, po I a foster, fairy I aggressive at home, application punishment physique from parents, and have I iki follow violence to the child I ain as retribution is contributing factors to bullying occurs. retribution revenge. and internal factors, in particular the person's internal factors alone.	Yusuf & Haslinda , (2018)
2	Studies Case Participant educate <i>Bullying</i> at me as VIII at SMP Negeri 2 Semparuk	Findings pen I itian show that subject case I'm happy to imitate other people and look a friend that I'm at as targets. Causal factors child imitate the behavior of a friend at night day and the indecisiveness of parents Subject case II exploiting other people I for asking for money, presume Friend Woman as a target. Causal factors are bad company and neglect of parents. Accompaniment For subject cases I and II which include counseling behavior, Islamic spiritual therapy, and therapy emotion rational.	Fitriadi , Asrori & Yuline , (2015)
3	Studies Case Bullying To be I teach Participant Educated at Elementary School I ah	Types of bullying that occur in schools base shared to be two: violence physical and verbal. Violent physique in the form of kicking, pulling chair when want to sit down, hitting, pulling the hijab, hiding shoes and bags, pinching, slapping. Verbal violence, namely calling with parent designation _ or terms	Oktavia , Sakarsari , Nanda, Jannah, Pratiwi & Qomisatun , (2022)

		funny other, and threatening. Factors that become a reason for bullying behavior at school base There is environment Study individual nor groups and colleagues peer. Effort handling of bullying in schools carried out by teachers, namely, giving direction and motivation Study participant students who do bullying at school base	
4	Studies Case Participant Educate What Me I do Mrs. II ying At me as X School I ah Upper-Intermediate	Show that subject case I alone. The things that make longing try something new and subject _ case need look for a friend. Attribute subject case II refined and aloof into I as often make annoyed moment consider. The reason behind the desire To try something new is to like friends and be noticed. Counseling behavior and Rational Emotive Therapy (RET) assistance for topic cases I and II.	Andreas et al ., (2019)
5	Phenomenon <i>Bullying</i> at SD Negeri 3 Gig Subdistrict Ngmp I ak Regency Boyo I a I i	Hasi I from the pen I itian show that intimidation physical, verbal, and psychological are three types the intimidation that took place. Miss II ying physique form nailed I, pushed, borrowed forced goods mi I ik people I ain, destroy goods Mi I ik other people, pinching, kicking, touching shoulders, and pulling clothes of friends is an example from this type of bullying. Verbal bullying in the form of cheering, giving a nickname, and snapping. Besides that, intimidation psychological can form glare and look cynical, however, more seldom happens than verbal intimidation or physical.	Murfiah & Rahmawati ., (2015).
6	Studies Case Impact Psychological Bullying On Students Deaf at SMK Negeri 30 Jakarta	Findings study in a manner whole show that bullying practices have an impact on psychology in children deaf. Effect psychologice that he I am BA related with aspect exclusion, response emotional I, and presence. RNH admits I do affect psychological bullying, incl aspect washed I right, reaction emotional I, impact on education, and kill self.	Damayanti et al , (2013).
7	<i>Bullying</i> At School: Lack Empathy Pe I me <i>Bullying</i> And Prevention	Research results show that 62.31% of students I aki- I aki involved in <i>bullying</i> , who donated part big from level behavior. 42.16% of students man report cases of moderate verbal intimidation. 39.22% of students man in a manner regularly involved in bullying physique level low. torment social class currently in I admitted by 48.04% of students I aki I-male. Failure of the school To intervene and demonstrate empathy for perpetrator intimidation is the reason happening in intimidation-based schools. Ignorance is the root cause of bullying among students. No can accessible method Work standards and guide educators is calculation chain constant torment.	Bety & Faith., (2019).
8	Impact of Bull Iying in Schools On Mental Health I Teenager	Showing that There is a connection between I'm Safe Miss II Ying with health status menta I students of SMP Muhammadiyah M I ati S I eman.	Yunitasari et al ., (2021).

9	The Impact of Bullying on Mental Health I Santri (Study The Case in the Cottage Daru I Islamic Boarding School Muttaqien paring)	Show How health menta I students can be influenced by bullying, incl disturbance stress, and even trauma-related violence.	Nurlelah & Syarifah , (2019).
10	Influence <i>bullying</i> To Student Social Attitudes Elementary School (Study The Case at the Tunas Bangsa School in Denpasar City)	Hasi I pen I itian show that 1) Majority until I Once watched or experience acts of bullying and violence in the neighborhood school I ah, according to findings research. 2) Bullying and violence own impact psychologically for witnessed students or experience it. 3) Friends peers and parents including frequent offenders do follow violence and bullying. The majority of the student school base has watched or experienced bullying at school, according to findings.	Hopeman et al ., (2020).
11	When Kids Hurt Other Kids: Bullying in Phi I Spine Schoo I s	Resu I ts an I so showed that there were significantly I y more boys than girls I s who reported being bullied and victims ($2(1, N = 340) = 4.35, p = 0.037$), which is consistent with previous research. Notwithstanding orientation, verbal harassment emerged as the most well-known sort of tormenting kids experienced as a casualty and menace.	Sanapo, (2017).
12	Bullying: Factors and prevalence of victimization and aggression in the school community	the pervasiveness of tormenting exploitation came to 29.5%, with a prevalence of mental harassment, at 23.3%, with the larger part including being ma I e. 8.4 percent of students admitted to engaging in bullying behavior toward their peers.	Marcolino et a I , (2018).
13	The psychological factors that influence the transformation of victims of bullying into bu I Ies at an Is I amic boarding school student	The study's conclusion was "The Dynamics of Bullying:" The six phases of The Victims Become Bullies were as follows: 1) Change into victims; 2) Change into English; 3) Change into frustration; 4) Change into maladaptive coping; 5) Change into the trial; 6) Change into bullies. This powerful made sense of the mental elements in the casualties who became a menace. A few fascinating discoveries were found in the fourth stage, the ma I adaptive adapting stage, in which the casualties choose whether to be versatile or ma I adaptive to harassing action. The substitute in the variation stage showed that the moving job of casualties to menace cou I d be forestalled. Psychological support programs, both curative and preventive, may help prevent the victim from becoming a bully. The curative program can assist the victim in recovering from the trauma of bullying, while the preventive program can prevent the victims from becoming busier.	Nugroho et al., (2021).
14	Campus Bu II Ying In The Senior High School: A Qualitative Case Study	The study found that victims of bu II ying experienced name- ca II ing or verb I abuse, physical I bu II ying, social I discrimination, and thematic analysis. Bullying's negative and traumatic effects can be managed by students through passivity, optimism, and perversion, as we II with the assistance of a peer support system. The study emphasizes, in addition to	Norman, (2019).

- the insights and conclusions, that bullying on campus causes emotions I distress and I ow se I f -esteem, that bu II ies show I'd be sensitive to others' emotions, and that bu II ying shou I d be minimized, if not eliminated, in schools. To create an I-earning environment where students are safe and protected from any form of abuse, a call to address this situation is highly encouraged.
- 15 Tormenting in School: Psychopedagogical Correction and Prevention as a Case Study The use of the program "Hand in Hand," which aims to prevent and psycho-pedagogically correct bullying, was found to be effective in a controlled study of younger adolescents. Mathematical statistics methods support this conclusion. The hypothesis, which was based on the idea that bullying prevention and psycho-pedagogical correction would be more effective if they were based on the essential characteristics of the concepts "bullying" and "bulling-structure," was confirmed by the study; to take into consideration the age- re I and characteristics of bullying manifestations in-ear I y ado I essence; to create and implement a "Hand in Hand" program that includes effective strategies for preventing bullying in schools. Laysan & Rosa. (2016)

 - 16 Analysis Of Bullying Case Problems In School The consequences of the exploration showed that the most tormenting culprits were senior understudies as many as 87 respondents (41.8%), 34 respondents (16.3%) had become a menace, and 67 respondents (32.2%) had become victims of harassment. As many as 197 respondents (or 94.7%) fell into the lowest category, which contained the majority of bullying incidents. The most noteworthy effect of harassment felt by the respondents was being put in an awful mood, which was upwards of 93 respondents (44.7%). Fathra et al., (2019)

 - 17 The pervasiveness of Tormenting and Cyberbullying in the Last Phase of Essential Schooling in the Basque Country The results of the study show that verb I bu II ying is the most common form of bu II ying from both the victim and the perpetrator. Research classifies data based on perpetrators and victims of bullying behavior. Machimbarre na , JM, & Garaigordobi I, M., (2018)

 - 18 Mrs. II lying in the Countryside: Prevalence, Factors, and Coping Mechanisms The results of the study found that verbal bullying was the type of bullying that most often occurred to students. The results of the study showed that 158 out of 187 children (84.50%) experienced verbal bullying in the form of insults/humiliations, 138 out of 187 children (73.80%) received treatment in the form of swearing / rough words, 117 out of 187 children (65.57%) were ridiculed by their friends, 113 out of 187 children (60.42%) were bullied by making their names fun, and 53 out of 138 children (28.24%) received treatment in the form of criticism/reproaches Wong, J.P. & Wong, A.M. (2017)
-

19	The Relationship Between Primary School Students' Anxiety, Self-Esteem, and Certain Socio-Demographic Characteristics and the Types of Bullying They Experience	The results showed that out of a total of 590 students who experienced verbal bullying, they reported experiencing the most bullying in the form of jokes (14.1%), followed by reproaches or expressions of hatred by 12%, insults/insults by 10.5%, the rest in mockery, ridicule name mockery, and backbiting. Data from the research also shows that verbal bullying is bullying behavior that is more common among students.	Demirbag , BC, Cicek , Z., Yigibas , C., Ozcan , CG,
20	The Way Bullying Is Performed Against Senior High School Students: A Study of Yogyakarta, Indonesia, as a Case	The result shows that the mode I of bullying behavior influenced by forgiveness, agreeableness, and neuroticism. It fits and is suitable with the data gathered.	Fuad et al., (2021).
21	Tormenting, Psychological Wellness and Companionship in Australian Grade School Kids	The results of the study from 1221 respondents showed that 277 children (22.7%) experienced verbal bullying and 169 children (13.8%) experienced physical bullying. The remaining 90 children (7.4%) experienced both, namely a combination of verbal and physical bullying. when categorized based on gender, of the 277 respondents who experienced verbal bullying, it was found that 142 children (51.3%) were female students while for male students the results were 135 children (48.7%)	Bayer, JK et al., (2018)
22	Peer bystander roles in bullying situations at school include: Proof from Wuhan, China	The awards of the study, showed that peers are influential in bullying behavior, age range 9-18 years, and boys are often involved in bullying behavior, in demonstration of situational (popularity, teacher-student, norms related to bullying), and control (gender, grade level) significantly related to bullying and peer behavior.	Han Xie , Steven Sek ., (2020)
23	China's vocational school students are the target of school bullying: prevalence and relationships with personal, interpersonal, and educational factors.	Self-reported into involvement in bullying (perpetrator, victim, perpetrator-victim, or uninvolved) was the primary outcome indicator. Personal characteristics, relationships, and school climate were used as predictors in multinomial logistic regression and use. 2.9% of participants reported bullying others, 21.7 percent reported being bullied and bullying others and 30.4% reported being bullied. Majors connected with essential and optional ventures are bound to contribute to harassment more than majors connected with tertiary businesses. Physical or verbal bullying was more common among boys, whereas relational bullying and cyberbullying were more common among girls. Sex, history of battling, and close-to-home/mental state were the most grounded individual variables related to harassment.	Shuqing Xu et al., (2022).
24	How teachers deal with cases of bullying at school I: what victims say	The intervention's reported outcomes showed that bullying stopped or decreased in 67% of cases. The school interventions were less successful in cases where the emotional impact was reported to be quite severe. Likewise, supposedly being tormented generally frequently by gatherings, as unmistakable from people, was freely prescient of a more negative result. Younger female students, but not older male students, reported better outcomes. Suggestions are	Ken Rigby. (2020).

		proposed for additional successful mediation in instances of harassment.	
25	Is there a connection between adolescent students in China who participate in school bullying and an increased risk of murderous thoughts and actions?	Physical bullying, verbal bullying, cyberbullying, and relational bullying are the four types of bullying identified by the study's findings.	Su Pu Yu et al., (2019).
26	The Phenomenon of Bullying: A Case of Jordanian Schools at Tafila	The results demonstrated that the variable of feeling mediocrity was the most grounded factor for anticipating harassing and arousing heart and social qualities that were found to have a pessimistic relationship with harassment. In addition, it was demonstrated that male students are more likely than female students to engage in bullying, and there were statistically significant differences between the means of students' performance in bullying on a scale in the eighth through tenth grades. However, there were no statistically significant differences between the three grades in social values, inner feelings, or awakening of conscience.	Abderrahem., (2019)
27	Bullying in Elementary Schools: Its Causes and Effects on Students	The results showed that the causes of bullying behavior that were most often mentioned in this study were full of strength (e.g., I depended on myself more than others) and physical violence (e.g., hitting and punching).	Ms. Afroz Jan., (2015).
28	Bullying In School-Aged Children In Iceland	5.5% of respondents self-reported experiencing bullying at least 2-3 times per month. Being younger, not living with one's parents, speaking a foreign language at home, and living in a rural area were all linked to higher rates of being bullied.	Pernilla et al., (2017)
29	Behavior at SMA Negeri 1 Maros (Study Cases in Students Transfer)	show that 1) Reason bullying behavior occurs in students transfer at SMA Negeri 1 Maros that is attitude temperament, tradition seniority, trust self, verbal bullying, and mental bullying. 2) Impact bullying behavior occurs in students transfer at SMA Negeri 1 Maros that is disturbance psychology and concept self social	Muzdalifah Mashuddin, M. Ridwan Said Ahmad, Zainal Arifin, (2022)
30	Identification Factor Reason Behavior Bullying in Islamic Boarding Schools: A Studies Case	Result of study These five themes were found the reason for behavior <i>bullying</i> in pesantren that is factors of individuals, families, mass media, friends peers, and the environment of the school. Three themes, that an adaptation of students' new, perception behavior perceived <i>bullying</i> as jokes and traditions in boarding schools as well as <i>bullying</i> as compensation look for entertainment in boarding schools Because of dense activity study and lack of facility Study theme new ones that appeared outside of theme theoretical.	Sigit Nugroho, Seger Handoyo, Wiwin Hendriani, (2020)

31	Studies Case Behavior Relational <i>Bullying</i> at Madrasah Aliyah Negeri 2 Gresik	Research results show forms of relational bullying at Madrasah Aliyah Negeri 2 Gresik include looking cynical, looking full threats, silence, isolating, looking down on, glaring, and sneering. Feeling perpetrator after relational bullying some feel pleasure and some feel normal just. The situation happening action bullying relational is during empty hours, rest hours and not there is a teacher inside class and beyond class. Whereas a situation that makes perpetrator No can relational bullying is a moment there is a teacher inside the class or around. Impact psychological from relational bullying like a victim feels stress, mental disorders, inferior, sick heart, sad, worried, and frustrated. Factor reason for relational bullying is an association between Friend and peers, internal/personal factors perpetrator, ever to be a victim, revenge on the victim, the victim being a quiet child, wanted look for pleasure, seeking attention, and search recognition in the environment.	Muhammad Sidiq Al Fathoni , (2020)
32	Behavior <i>Bullying</i> of Students at SMPN 7 Kinali Regency West Passage.	Research results This shows that form behavior <i>bullying</i> that is done that is verbal, <i>bullying</i> physical, and thrashing. Factor influencing causes students to behave <i>bullying</i> such as; frustrated see the behavior of different friends, physically black and smelly friends, competition or scramble Boy, provocation of Friend peers, and spread disgraced (secret) friend.	Hera Septiana Zega, Ike Sylvia, (2019)
33	Analysis Behavior <i>School Bullying</i> on Students Class IV in SD	Happen <i>school bullying</i> at SD Negeri 1 Gunungpereng with results as follows. (1) lack of teacher knowledge about <i>school bullying</i> , as well as the opinion of the teacher who said delinquency at school was Still reasonable ; (2) the reaction shown by the victim was silence, afraid, or crying; the perpetrator show behavior indifferent and happy; whereas viewer show reaction, fight perpetrator, defend perpetrator or silent ; (3) shape <i>school bullying</i> that occurred is form physical (hit with handle broom, beat with hands, pushing) and non-physical (verbal: threatening, forcing, cheering, teasing; non-verbal direct: snapped, scolded, ordered, pointed with finger; non-verbal No direct: exclusion).	Sumardi, Rosarina Giyartini, Nibrashanti, Lutfi Nur, (2020)
34	Handling Bullying Behavior at SMK Negeri 10 Makassar (Study Case On Students Class XI Department of Vehicle Engineering Light	Shows that : (1) description behavior <i>bullying</i> at SMK Negeri 10 Makassar namely, Verbal <i>bullying</i> like scoffing by calling out geeky words, and Physical <i>bullying</i> like Choking and giving push-up punishment (2) causes <i>bullying</i> at SMK Negeri 10 Makassar originates from factor environment school, factor Mr.'s temperament personality as well as association with Friend supportive school mischief Mr. (3) impact <i>bullying</i> for perpetrator impact <i>bullying</i> shunned by his friends (4) handling to behavior <i>bullying</i> perpetrated by parties school form enforcement point transgression, gift advice to perpetrator <i>bullying</i> , meanwhile handling behavior <i>bullying</i> by researchers with <i>role-play</i> is considered can reduce trend behavior <i>bullying</i> at SMK Negeri 10 Makassar.	Andi Ahmad Farid Kafrawi AS, Sulaiman Samad, Muhammad Anas, (2016).

DISCUSSION

Result of the study This shows that realm cognitive role is important in the formation of action someone (over behavior). *Bullying* is so I ah One my fairy I bad done teenagers in school I ah. According to Rettew and Pawlowski (2016), cases of bullying continue to increase throughout adolescence. In studies, he finds that about 90% of respondents Once experience bullying at school, though the frequency of incidents the relatively low. Only 11.3% of respondents reported often experiencing bullying. Type experienced abuse part big respondent is digital torment. The majority bully is a friends.

bullying there is I ah my fairy I negative done Beru lang ka I by individuals or to I group with Meaning cause loss and create imbalance strength. Behavior harassment influences the perpetrator and victim. Effect torment on health The victim's emotions include a sense of not being overjoyed, broken up hope, belief self low, tension, declined quality of sleep, diminish lust eat, mischief self, and destruction self. when it happened imbalance of strength and power among the perpetrators, bullying constitutes part of behavior aggressive.

Someone who does *bullying* wants to feel become someone who is powerful and has Studied that with do *bullying* individual Can get the power he wanted. Many reasons Why somebody *bullying*, for example, individuals who do *bullying* can feel satisfaction with oppressing the victim as compensation for trust low self or otherwise, individuals have is trust such a self tall so that oppression the victim. Another reason is That individuals the repeat action *bullying have never* seen or experienced it alone. Individuals the do *bullying* other children because Once became a victim of abuse by their seniors.

In the article by Yuanita (2021), no explained description of bullying perpetrated by perpetrators, in the article by Sanopo (2017), there are 8 categories, Miss II Ying that is Miss II ying physical, Ms. II ying verbs I, Cyberbullying, Bullying reaction I asiona I, Bu II ying verbal with physical bullying, Verbal bullying with Cyberbullying, Verbal bullying with bullying reaction I, Bullying verb I with physical bullying and cyberbullying, however, the researcher only take types of physical bullying, verb bullying I and cyberbullying due to in accordance criteria inclusion. In the article by Marcolino (2018), there are 3 categories of bullying namely physical bullying, cyberbullying, and psychological bullying However researchers only take type Miss II Ying physical, and cyberbullying due in accordance criteria inclusion.

In the article Murfiah & Rahmawati (2015), show that Intimidation physical, verbal, and psychological is three types the intimidation that took place. Actual harassment, incl standing side by side, interesting clothes friend, squeezing, kicking, hitting, pushing, by effectively getting pen other people's military, and destroy treasure mi I ik people I ain. intimidation I verbs, like calling Name someone, cheering, and snapping them. Bullying psycho I logical, incl glare and glare. However, it is necessary to note that intimidation psychologically seldom happens than form intimidation other. Between the third form of *bullying* that is, *bullying* verb I there is I ah the most *bullying* often happened. The findings study Widayanti 2009, shows that bullying behavior, among others as follows: Formal appearance: slapping, pinching, snapping, and asking in a manner that forced something it's not her Form in Words: railing, meddling, or scoffed. Discrimination, exclusion, and intimidation of a natural psychological.

Meanwhile in the article fitriadi et al (2015) showed results of the reasons Why students are involved in bullying, such as Suspect in case This is higher and heavier from his colleagues, so He often Acts like a champ. No Can share time be I teach and am busy with outside activities House For meet friend. lack of motivation For be I teach. subject case is not enough capable control emotions and tends to become grumpy. The lack of religious values and morals I instilled in my children and the determination of my parents To educate him, resulted in a lack of understanding about my good fairy. lack of parental attention to the period I ah be I teach. subject case II likes to arrange child I ain, take advantage of people I ain to get what is he needs (Melaka), almost No have sympathy, often think about desire and pleasure himself, inclined damaged child I will when No there are adults. up management, consider my Friend the girl I prefer prone to become a target, apathy to results its activities.

In the article by Yusuf & Haslinda (2018), the show has I pen I titan that forms frequent *bullying* behavior in I did subject in school I ah there is I ah in a manner physical, form Fairy I I'm *bullying* that I do o I uh each subject are: hitting, slapping, grabbing, scratching, damaging goods someone else 's,

spit and shove. Nonphysical, forms of *bullying* behavior that I did are: cursing, insulting, laughing at, ridiculing, and doing forgery. Whereas according to Octavia et al (2022), the school bullying base can be broken down become two categories: verbal and physical violence. Violence in the form of manuka I, pulling the veil, hiding shoes and bags, pinching, and slapping when want to sit. Violence I verbs, in particular, call I guardian or term funny and compromising other. Environment Study individuals and groups, as well as Friend and peer contributing factors to bullying behavior in school I ah basic.

CONCLUSION

Judging from several notes daily in This *literature review* tends to reason that harassment among students needs consideration more continue. From the explanation, the perpetrator demonstrates persecution That, did happen something problem between perpetrators and victims so No can be resolved as expected, or happened Because of variable ecological doer who makes behavior harass intrinsic in self perpetrator That alone. Because No Can direct be demonstrated in the study or analysis journals in studies literature and only Can be felt by researchers. As a counselor or BK teacher, you should direct perpetrator *bullying* so as not to do the same error Again I want to follow up on behavior *bullying*. As a counselor or BK teacher, he must give an example and be liked by the perpetrator for him to realize that his deeds that's wrong. Then, at the time that is, for victims of behavioral harassment, consideration must be given under the circumstances thought them and given exercise positive that can repair the victim's condition.

REFERENCES

- Afiani, SD, Rosra, M. and Mayasari, S. (2018) ,, Reduction Intention *Bullying* Using Service Counseling Group /The Decreasing Of *Bullying* Intention Using Group Counseling Service', (1), pp. 1–14.
- Agustina, R. (2017). *Teacher's Role As Facilitator In the Learning Process of Islamic Religious Education at SMP Negeri I Wonosobo Regency Tanggamus* (Doctoral dissertation, UIN Raden Intan Lampung).
- Ahmad Yusuf, Haslinda . (2018). Teen Bullying Behavior (Study Cases in SMA Negeri 1 Kahu Kab . bones). Proceedings of the National Seminar on Education
- Andreas, Yuline , Abas Yusuf. (2015). Studies Case Participant Educate Doing _ *Bullying* in Class X School Upper Intermediate.
- Astuty , W., & Suharto, AWB (2021). Planning Design Implementation Learning Islamic Religious Education Online with Curriculum Emergency. *Journal Islamic Education Research*, 9 (1), 81-96.
- Bayer, JK, Mundy, L., Stokes, I., Hearps, S., Allen, N., & Patton, G. (2018). *Bullying, mental health and friendship in Australian primary school children*. Child and Adolescent Mental Health, 23(4), 334-340.
- Bety Agustina Rahayu , & Faith Permana . (2019). *Bullying At School: Lack of Empathy Perpetrator Bullying And Prevention*. Journal Mental Nursing Volume 7 No 3, Pages 237 – 246.
- Colorosa. B. 2007. Stop Bullying (Break Chain Child Violence from Preschool up to high school). Jakarta Pledge Eternal Independent.
- Demirbag , BC, Cicek , Z., Yigitbas , C., Ozkan , CG, & Dincer , A. (2017). *The Relationship Between Types Of Bullying Experienced By Primary School Students And Their Anxiety, State-Trait, Self-Esteem, And Certain Socio-Demographic Characteristics*. Social and Behavioral Sciences, 237, 398404.
- Eliasa, EI (2017) ,, *Culture Peace Students in Yogyakarta '*, Journal of Multicultural Studies in Guidance and Counseling, 1(2), pp. 175–190.
- Fathra Annis Nauli , Jumaini , Diva De Laura. 2019. Analysis Of Bullying Case Problems In School. Journal Nursing Soedirman .
- Fatmawati . (2016) *Difference Bullying Behavior Viewed From Type Gender*. Study program psychology the University of Muhammadiyah Surakarta.
- Kusuma, MP (2016) *School Bullying Behavior in Students Delegan 2 Public Elementary School , Coldan , Sumberharjo , Prambanan , Sleman, Yogyakarta . Yogyakarta State University*.

- Laysan A. Ribakova & Roza A. Valeeva *Kazan*. 2016. Bullying in School: Case Study of Prevention and PsychoPedagogical Correction. *International Journal of Environmental & Science Education*.
- Linda. (2019) *Throughout 2018, there were 179 cases of bullying by teenagers Happened in Sleman*.
- Machimbarrena , JM, & Garaigordobil , M. (2018). *Prevalence of bullying and cyberbullying in the last stage of primary education in the Basque Country*. The Spanish Journal of Psychology, 21, 48.
- Mahriza , R., Rahmah , M., & Santi, NE (2020). Stop Bullying: Analysis Teacher Awareness and Preventive Actions in Preschool Children School. *Journal Obsession: Journal of Early Childhood Education*, 5 (1), 891-899.
- Marcolino , EDC, Cavalcanti, AL, Padilha , WWN, Miranda, FAND, & Clementino, FD S., 2018. "Bullying: Prevalence And Factors Associated With Victimization And Aggression In The School Quotidian1", *Texto & Contexto Enfermagem*, 27,
- Miftahul Fitriadi , Asrori , Yuline . (2015). Studies Case Participant Educates *Bullying* in Class VIII at Semparuk 2 Public Middle School.
- Murfiah goddess Wulandari & Rahmawati goddess Mustikasari. (2015). Phenomenon *bullying* At SD Negeri 3 Manggung Subdistrict Memplak Regency Loyola. National Seminar Proceedings and Call for Papers.
- Nieh, HP and Wu, WC (2018) 'Effects of a Collaborative Board Game on *Bullying* Intervention: A Group-Randomized Controlled Trial', *Journal of School Health*, 88(10), pp. 725–733. doi 10.1111/josh.12675.
- Norman Raotraot Galabo . 2019. Campus Bullying In The Senior High School: A Qualitative Case Study. *International Journal Of Scientific & Technology Research*.
- Nurvita, AI (2018). The role of *the history teacher in increasing character nationalism in students class XI Madrasah Aliyah Almaarif Singosari Malang* (Doctoral dissertation, State Islamic University of Maulana Malik Ibrahim Malang).
- Rukmantara, A. (2019) *21 Percent of School Children in DIY are Still Natural Bullying*.
- Salsabiela, Wardha 2010. The Relationship Between Parenting Authoritative Parents and Children's Empathy in Bystander *Bullying*. Yogyakarta: Gadjah Mada University.
- Sanapo, Margaret. 2017. "When kids hurt other kids: Bullying in Philippine schools", *Psychology*, 8(14), 2469.
- Sari, YP and Azwar, W. (2017) „ *Bullying bullying* „, 10(November), pp. 333–367.
- Septiyuni, DA, Budimansyah, D. and Wilodati, W. (2015) 'The Influence of Peer Groups on Student *Bullying Behavior* at School', *Societies*, 5(1). doi: 10.17509/sosietas.v5i1.1512.
- Sholekhah , A., Kiswoyo , K., & Fajriyah , K. (2020). Studies Cases of Bullying at SD Negeri 2 Bero Jaya Timur District Tungkal Jaya, Musi Banyuasin Regency . *DWIJALOKA Journal of Primary and Secondary Education*, 1 (3), 333341.
- Sigit Nugroho, Seger Handoyo , Wiwin Hendriani . 2021. Psychological Dynamics In The Changing Of Bullying Victims Into Bullies At Student In Islamic Boarding Schools. *Psychic: Journal Psychology Islamic* Vol. 7 No. 2
- Sujadmi, S. (2017). Women In The Arena Of Domestic Violence :(Study Document Reason Violence against Women in House Stairs on Bangka Island). *Society*, 5 (1), 99-106.
- Su Pu Yu, Wang GF, He H, Han AZ, Zhang GB, Xu N. 2019. "Is involvement in school bullying associated with increased risk of murderous ideation and behaviors among adolescent students in China?", *BMC Psychiatry*.
- Tiara Oktavia , Nandita Sakarsari , Violtya Putri Nanda , Miftahul Jannah , Novia Anggun Pratiwi , Prya Aprilia Qomisatun . (2022). Studies case Bullying To Study participant elementary school students. *Journal of Education and Counseling*.
- Widayanti , Costrie Ganes and Siswati. 2009. " The Phenomenon of Bullying in Public Elementary Schools in Semarang: a Studies Descriptive ". *Journal Psychology*. Volume 5. Number 2, December. Faculty Diponegoro University Psychology.
- Yunitasari, P., Isnugroho, H., & Sulistyowati, E. T, " The Impact Bullying at School on Adolescent Mental Health ". *Journal Nursing*, 13(2), 377-384, 202.
- Yusuf, S. (2011) *Psychology Development of Children and Adolescents*. 12th ed. Indonesia: Rosda.
- Zakiyah, EZ, Humaedi, S. and Santoso, MB (2017) Factors Influencing Teenager In Doing Bullying',

- Journal Research & PPM Unpad*, 4, pp. 324–330.
- Zakiah, EZ, Humaedi, S. and Santoso, MB (2017) „ Factors Influencing Teenager In Do *Bullying* ', *Proceedings Research and Service to the Community*, 4(2), pp. 324–330. doi 10.24198/ppm. v 4i2.14352.
- Zych, I., Farrington, DP, & Ttofi, MM (2019). Protective Factors Against *Bullying* and Cyberbullying: A Systematic Review of Meta-Analyses. *Aggression and Violent Behavior*, 45 (2018), 4–19.
- Wenna Araya, Desy Natalia, CM (2018) 'The Influence of Health Education About *Bullying* Using the Role Play Method on Knowledge and Attitudes of Junior High School Adolescents', *Health Dynamics*, 9(2), pp. 612–626. doi: 10.3969/j.issn.1672-4623.2018.01.
- Wiyani (2012). Save our children from school *bullying*, Yogyakarta: AR-RUZZ Media.