

Analysis of the Impact of Bullying on Students' Social Interactions at Malahayu 03 Public Elementary School

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Abstract: This research was conducted at Malahayu 03 Elementary School, Brebes Regency. The objectives of this research are (1) To describe the impact of bullying on students' social interactions (2) To describe the factors that influence students' social interactions after experiencing bullying. This type of research uses Qualitative research using interview and Documentation techniques. Based on the results of research conducted through interviews, observations, and documentation at Malahayu 03 Elementary School, it can be concluded that bullying has a significant impact on students' social interactions, especially for victims. These impacts can be seen in the following aspects: (1) Emotional and psychological: Students who are victims of bullying show symptoms such as feelings of worthlessness, prolonged sadness, fear of expressing opinions, and experiencing pressure to be accepted by the group. (2) Decreased social interaction: Victims tend to be alone, avoid group activities, and withdraw from the social environment of the class. (3) Decrease in academic achievement: It was found that victims of bullying experienced a decline in academic grades and difficulty concentrating while studying, as a result of the mental pressure they experienced. (4) School environment: The existence of a culture of seniority and the lack of serious handling by the school towards perpetrators of bullying causes victims to feel increasingly unsafe.

Keywords: Bullying; Dampak Psikologis; Interaksi Sosial; Lingkungan Sekolah; Prestasi Akademik.

1. Introduction

Education is one way for humans to be formed into quality individuals, both in academic and non-academic fields. Education is something that is needed for everyone to develop their potential (Rizkia et al., 2024). According to Law No. 20 of 2003, education is an effort to create learning conditions so that students can be active and able to develop their potential in terms of religious spirituality, self-control, personality, intelligence, noble morals, and skills, for society, nation and state. The purpose of education itself is to shape human potential and character to become a complete human being. Education is usually held in certain institutions, one of which is in schools. One place that can determine whether someone is successful or not is school. School is a place of teaching and learning as well as a forum for students to gain lessons and experience. School is a formal institution specifically for organizing education for the community (Rahmawati et al., 2021). School is a formal educational institution that provides academic education, in addition to education also provides instruction in non-academic fields. Schools are expected to be able to carry out the teaching and guidance process so that students are able to develop their potential in terms of spiritual, emotional, and social aspects. Desmita, 2009 in (Rizkia et al., 2024) explains that school-age children have different characters from children who have not yet started school, where they are happy, join groups, play and enjoy doing various things directly. Like teenagers, at this age they tend to like playing and joining groups and interacting socially within their groups.

The challenges that occur today are so complex and many changes occur in him, both psychologically and physically. The inability to face and resolve these changes can cause turmoil in the individual which results in various psychological and emotional consequences that have an effect on stress which will be detrimental to him if he is unable to control it (Gutji et

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al., 2021) Adolescence is a time for a child to pursue education, where the child is in the development phase from childhood to adulthood. During this period, adolescents have emotional, social, physical and psychological maturity.

Adolescence is a period full of kinetics, because at this point teenagers begin to feel romantic drama, inner unity of friendship, exploring new things that are full of challenges, namely the new world. The sensitive character of teenagers is easily changed to encourage teenagers to act according to what they want without thinking about the risks that will occur later. Teenagers mostly follow the trends of their friends, where teenagers try to stand out as individuals and as members of certain social groups. sometimes superior groups show their identity. they as a group and individuals who behave like violence, both physical and verbal, which is called bullying. (Rahmawati et al., 2021)

Bullying behavior is an action carried out repeatedly by a stronger child against a child who appears weak both physically and psychologically which can usually affect the victim of bullying both in education, mental and social relationships. Pratiwi, 2016 in (Rizkia et al., 2024) states that in social relationships, children need good social interaction skills, these social interaction skills will later help someone to blend in with their environment. However, if seen from the social aspect of children, bullying can make it difficult for children to interact well in their social environment.

One form of collective action is interaction between two parties in a relationship. Social interaction is the foundation of social life; without it, life and relationships between people in society would not exist, as human interaction is a primary prerequisite for social activity. For example, the school environment is not only a place for students to learn, but also a place to interact with teachers and fellow students and develop interpersonal skills. Therefore, the school environment serves as a model for students in learning to engage in social activities effectively. Good communication skills are essential for young people to succeed in their careers. However, problems arise when interactions between individuals and their peers are disrupted by issues such as bullying or harassment. Victims of bullying find it difficult to maintain good relationships with their peers because they lose respect and appreciation.

2. Preliminaries or Related Work or Literature Review

Bullying

Definition of Bullying

The word bullying comes from English, namely from the word bull, which means a bull who likes to bully. ramming here and there. term This Finally taken For to describe something action destructive . While according to dictionary big Language In Indonesia (KBBI) the term bullying is equivalent words of bullying . Bullying originate from the word rundung which means disturbing , annoying continuous , troublesome . Bullying means process, method , action bullying that can interpreted as someone who uses strength For hurt or intimidate people who are more weak from the perpetrator of bullying (Waluyo et al., 2023)

Olweus defines bullying as negative behavior of one or more people towards the victim of bullying which is done repeatedly and occurs from time to time. Bullying also involves unbalanced strength and power, so that the victim is in a state of being unable to defend himself effectively against the negative actions received by the victim (Trevi & Respati, 2012) in (Rizkia et al., 2024), Bullying is an experience commonly experienced by some children at school in the form of physical or verbal threats such as taunting, mocking, hitting or threatening a victim student by several students (Windi Handayani, 2024)

Factors Causing Bullying

Several factors that can cause bullying in schools, according to (Yulianto et al., 2024) explains that people who carry out bullying usually have poor emotional control, because they will vent their anger on those who are weak. Bullying or harassment can occur due to the environment. In certain conditions, children may want to associate with a group of peers, unfortunately bullying is a characteristic of that group. (Kurnia et al., 2019) explains the factors that cause bullying, including:

a. Family factors

The family is the primary educator for children. If the family environment is positive, children will behave positively, and vice versa. Children often react if they see bullying in their family environment . children will also pushed do the same thing .

b. School factors

If schools ignore these bullying incidents, it's highly likely they will continue. Bullying in schools is often inspired by unconstructive punishments, which foster a lack of respect and appreciation for others.

c. Friend factor peers

Beyond the family and school environment, children frequently interact with their peers. Sometimes children are driven to engage in bullying to prove they belong to a particular group and are respected within it.

Impact of bullying

Kurnia (2020) stated that there are several impacts of bullying, including:

1) Depression

Bullying can cause significant psychological distress for victims. When someone is repeatedly subjected to teasing, insults, or verbal or physical abuse, it can lead to emotional distress such as profound sadness, loss of interest in daily activities, and persistent feelings of helplessness. This condition can progress to clinical depression if not promptly addressed.

2) Lack of trust self

Victims of bullying often begin to doubt their abilities and self-worth due to the constant humiliation they experience. They may feel inadequate, useless, or always wrong. This lowered self-confidence can affect how they socialize, learn, and make decisions in their daily lives.

3) Isolated

Students who are victims of bullying tend to withdraw from their social environment. They feel unsafe, afraid, and uncomfortable around their peers, especially if the bully comes from the same neighborhood. This leaves victims feeling isolated and deprived of social support, which is crucial for their social-emotional development.

4) Loner

Feeling pressured and unaccepted by their social environment, victims of bullying often choose to isolate themselves. They avoid social interaction as a form of self-protection from hurtful treatment. This deprives them of opportunities to develop healthy social skills and foster personal growth.

5) The decline performance academic

The psychological impacts of bullying, such as stress, fear, and anxiety, can affect students' concentration and motivation to learn. As a result, victims often experience decreased school performance, lack of focus during lessons, and are reluctant to actively participate in learning activities. In the long term, this impacts their academic achievement.

(Wella et al., 2024) states that the impact of bullying is that victims of bullying withdraw from their social environment, feel depressed, and commit suicide, and for perpetrators it causes them to have a hard character, lack empathy, and uncontrolled emotions, low achievement, smoking, using drugs, anarchic actions such as brawls, skipping school, defying parents or teachers, etc. Victims of bullying tend to feel afraid, anxious, and have lower self-esteem compared to children who are not victims of bullying.

According to Frey & Carlock, 1984 in (Wella et al., 2024), self-esteem is an evaluation of the concept of self, namely a belief that we have and is often called self-esteem. Duncan in Aluedse in (Brion-Meisels et al., 2022) also states that when compared with children who are not victims of bullying, victims of bullying will have low self-esteem, low self-confidence, poor self-assessment, high levels of depression, anxiety, inability, hypersensitivity, feeling insecure, panic and nervousness at school, impaired concentration, rejection by colleagues or friends.

3. Proposed Method

Place and time of research

The research location is the place of implementation research conducted by researchers. Researchers do The research was conducted at SDN Malahayu 03, Banjarharjo District, Brebes Regency. The research period was from February to May 2025, even semester of the 2024/2025 academic year.

Research Data Sources

According to (Windi Handayani, 2024) data sources refer to the origin of research data obtained and collected by researchers. In answering problem research, possibility needed One or more data source, thing it really depends data needs and sufficiency for answer question research. This data source will determine the type of data obtained, whether including primary data or secondary.

Focus Study

Research focus is an important part of research, focus study beneficial For limit the field to be researched. Focus study useful for researchers For get results or more valid field data, therefore that, research focus is very important in directing the research process. From identification problems encountered at SDN Malahayu 03, researcher focus study that is forms of bullying that occur in the environment school, factors that influence level involvement student in interaction social, differences victim and non-victim interactions, as well as role school in reduce bullying.

Data collection technique

In this study, the data collection techniques used include several methods to obtain valid and in-depth information regarding the impact of bullying on students' social interactions at SDN Malahayu 03. The data collection techniques used are interviews, observation and documentation.

Data Analysis Techniques

According to Bogdan & Biklen in (SAMPURNA, 2024) data analysis is an effort made by working with data, organizing data, sorting it into manageable units, and what is learned, and deciding what can be told to other people.

Data analysis techniques according to Miles & Huberman in (Triatmojo & Hangestingsih, 2019) state that activities in qualitative data analysis are carried out interactively and continuously until complete, so that the data is saturated. Activities in the analysis are data reduction, data display, and conclusion drawing/verification.

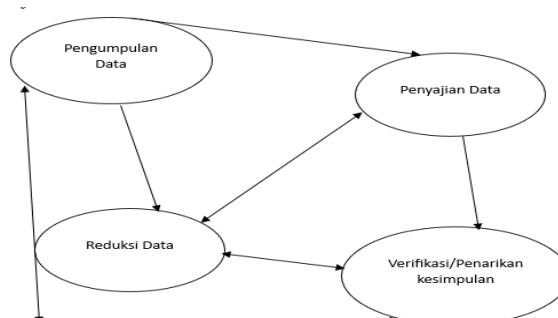


Figure 1. Data Collection Techniques.

After the researcher has collected data (data collection), the next process consists of four stages that must be carried out, including:

1. Data collection

According to Milea & Huberman in (Arif & Noorhayati, 2024) direct contact data with people, events, and situations at the location research. In the next step First This including selecting and summarizing relevant documents.

2. *Data Reduction* Data reduction is the process of selecting, focusing, and simplifying data obtained from interviews, observations, and documentation. Data irrelevant to the research focus will be eliminated, while significant data will be categorized according to predetermined themes. In this stage, data is classified based on the impact of bullying on students' social interactions, both in the context of relationships with peers, teachers, and the school environment as a whole.

3. *Data Display* Data presentation is done in the form of narrative descriptions, matrices, or tables in order to provide a clear picture of the patterns and trends of the data obtained. Data that has been categorized will be presented in the form of a systematic summary to facilitate understanding and further analysis. This data presentation also refers to the findings of various previous studies, such as those put forward by Astuti and (Wahyuni et al., 2024) and (Marleni et al., 2024), which highlight the influence of bullying on students' psychosocial well-being and social interactions.

4. Conclusion *Drawing and Verification* After the data has been analyzed and presented, the final step is to draw conclusions based on the research findings. The conclusions drawn must reflect the impact of bullying on students' social interactions at SDN Malahayu 03. In addition, verification is carried out by comparing the results of this study with theories and previous studies to ensure the validity of the findings. Several studies such as those conducted by (Pratama, 2023) and (Sutini et al., 2023) provide perspectives that support the results of this study.

4. Results and Discussion

The results of this study were obtained from data obtained from several sources or research informants conducted using interview, observation, and documentation techniques. The informant sources in this study were students who were bullied and the fifth-grade teacher. The focus of this study was related to "Analysis of the Impact of Bullying on Student Social Interaction at SDN Malahayu 03".

Impact of Bullying

Bullying is aggressive behavior carried out repeatedly by a stronger individual or group against a weaker individual, either physically or psychologically. Bullying can take the form of physical violence, verbal teasing, social exclusion, or even digital intimidation (*cyberbullying*).

The impact of bullying isn't just temporary; it can affect a child's mental and social development long-term. Here are three main impacts often experienced by victims of bullying.

Depression

Depression is a psychological disorder characterized by persistent feelings of deep sadness, loss of interest, and pessimism. Victims of bullying are particularly vulnerable to depression due to repeated emotional stress, feelings of insecurity, and low self-esteem. This can progress to a serious mental health disorder if not addressed early.

a. Prolonged Feelings of Sadness

Prolonged sadness refers to an emotional state in which an individual, particularly a child or adolescent, experiences persistent and profound sadness that lasts for a long period of time, not just a momentary or temporary event. In the context of bullying, this sadness is a response to negative experiences such as repeated abuse, teasing, insults, exclusion, or intimidation. Victims of bullying don't just feel hurt for a moment; the sadness lingers and continues to haunt them, even after they are no longer in the bullying environment. This can develop into symptoms of depression, anxiety, or other emotional stress disorders. This is consistent with interviews conducted with students asking the following question: "Have you ever felt sad after being bullied at school?" Why do you think this feeling of sadness can persist for so long after being bullied?

Interview results with respondent 1 "Yes, I feel very sad. I feel like I am not appreciated and have no friends who can support me. Because their words or actions are always in my head. The emotional wounds are deeper than the physical wounds." (Interview 07/14/2025). Interview results with respondent 2 "Yes, I feel very sad, especially when I am bullied in front of other friends. Because their actions make me feel embarrassed and I keep thinking about it even at home." (Interview 07/14/2025). Interview results with respondent 3 "Yes, I feel very sad. Sometimes I want to cry when I remember it again. Because I keep thinking about it, especially when I meet the bullies again." (Interview 07/14/2025). Interview results with respondent 4 "Yes, I am very sad. Sometimes I want to cry when I am made fun of. Because their words hurt me, and I keep thinking about it at home." (Interview 07/15/2025). Interview result of respondent 5 "Yes, I was really sad. It felt like I had no friends. Because what they said to me was really hurtful, so it was hard to forget." (Interview 07/15/2025).

Based on the results, it can be concluded that bullying has a very deep and negative emotional impact on students who are victims. Nearly all student respondents admitted to experiencing prolonged feelings of sadness, disrespect, shame, and even the urge to cry due to harsh words, insults, or hurtful treatment from their peers. Victims tend to remember the bullying incidents continuously, even outside the school environment, such as at home, indicating the presence of unresolved emotional trauma. The wounds experienced are not only physical, but more dominantly psychological or emotional wounds that leave long-lasting scars.

According to (Espelage et al., 2022) prolonged feelings of sadness in children who are victims of bullying often arise due to the accumulation of emotional stress and experiences of social rejection. Children feel unsafe, worthless, and unsupported, so that the sadness they experience is not temporary, but rather persistent and interferes with daily functioning. Meanwhile, (Cunha et al., 2024) explains that prolonged sadness in depression can be an important indicator of serious emotional disorders, especially if accompanied by behavioral changes such as withdrawal from friends, lack of energy, and loss of interest in previously enjoyed activities.

According to (Wahyuni et al., 2025) lack of self-confidence is defined as a psychological condition in which individuals feel doubtful about their own abilities, are unsure of their potential, and have a negative view of themselves, thus inhibiting their courage in socializing and participating in the school environment. Astuti and Wahyuni explain that lack of self-confidence in elementary school students generally arises as a result of repeated bullying experiences, where victims feel unappreciated, belittled, or shunned by their peers. This has a direct impact on students' psychosocial health, including decreased motivation to learn, fear of social interactions, and a tendency to withdraw from the social environment.



Figure 2 Prolonged feelings of sadness.

Based on Figure 2, a student is seen sitting with his head down in the classroom, accompanied by a researcher. The classroom atmosphere appears quiet, and the student's body expressions show signs of sadness or holding back emotions, which could be associated with negative emotional states resulting from bullying experiences. The image depicts a student experiencing prolonged feelings of sadness after being bullied. This is evident from the student's body language, which appears gloomy, looking down, and showing a withdrawn attitude, as well as the presence of assistance from the researcher who is suspected of providing an emotional approach or counseling. This situation reflects the deep emotional impact felt by the student, in line with the results of previous interviews that bullying leaves emotional wounds that are not easily healed.

Fear of Having an Opinion in Class

Fear of expressing opinions in class is a condition in which students feel anxious, embarrassed, or hesitant to express ideas, answers, or questions during classroom learning activities. This fear can arise from a lack of self-confidence, fear of being laughed at, having had negative experiences (such as bullying or being teased when speaking), or not feeling psychologically safe in the classroom environment. This is in accordance with interviews conducted with students with the following questions: "Are you reluctant to express your opinion in class after experiencing bullying?" How does bullying affect your courage to discuss or speak in class?

Interview results with respondent 1 *"Yes, I'm afraid that my opinion will be laughed at or considered stupid again. My courage has decreased drastically. I prefer to remain silent because I feel like everything I say will be wrong."* (Interview 07/14/2025). Interview results with respondent 2 *"Yes, I'm afraid that if I say something wrong, I'll be mocked or laughed at again. I've become quiet and rarely raise my hand. Even when I know the answer, I just keep quiet."* (Interview 07/14/2025). Interview results with respondent 3 *"Yes, I'm afraid that my friends will laugh at me or bully me again. I don't dare"*

to speak. I prefer to just keep quiet." (Interview 07/14/2025). Interview results with respondent 4 *"Yes, I'm afraid to speak. I'm afraid of being laughed at or teased again. I just keep quiet. I don't dare to ask or answer questions in front of others."* (Interview 07/15/2025). Interview results with respondent 5: *"Yes, I'm afraid of making a mistake and being laughed at again. So I lose my courage. I'd rather just keep quiet so no one talks about it."* (Interview 07/15/2025).

In addition to the opinions of respondents 1 to 5, this was further strengthened by the opinion of respondent 6. The following is the interview result from respondent 6, asking the following questions: *"Are students reluctant to express their opinions in class after experiencing bullying?" How does bullying affect students' courage in class discussions?*

Interview results with respondent 6: *"Yes, they are afraid their opinions will be laughed at or ridiculed, so they prefer to remain silent. Bullying makes students passive and reluctant to participate in discussions. They are worried about becoming the butt of ridicule."* (Interview 07/15/2025)

From the questions above, it can be concluded that bullying has a significant negative impact on students' courage to express their opinions in class. Most respondents admitted to being afraid to speak up because they feared their opinions would be laughed at, mocked, or considered stupid. This leads to a decrease in self-confidence and courage, so they prefer to remain silent even if they know the answer or have an opinion. Bullying makes students passive, reluctant to ask questions, answer questions, or participate in class discussions. Thus, bullying hinders the development of communication and students' active participation in the learning process.

Based on the researchers' observations, they found that bullying has been shown to have serious impacts on students' psychological well-being, particularly in two key areas: self-confidence and the ability to express themselves. Students who are victims of bullying tend to experience impaired social interactions, withdraw, feel worthless, and become passive in class. An unsupportive environment and negative peer behavior make them feel unsafe to express themselves and develop their potential, thus hindering the overall learning process.



Figure 3 . afraid to speak up in class.

Figure 3 reflects the real impact of bullying on students' psychosocial health, particularly on self-esteem and courage in interactions. Students sitting alone can be a clear example of feelings of worthlessness and fear of speaking up, which can ultimately disrupt their social, emotional, and academic development at school.

5. Conclusions

Based on the results of research conducted through interviews, observations, and documentation at SDN Malahayu 03, it can be concluded that bullying has a significant impact on students' social interactions, especially for victims. These impacts are seen in the following aspects: (1) Emotional and psychological: Students who are victims of bullying show symptoms such as feelings of worthlessness, prolonged sadness, fear of expressing opinions, and experiencing pressure to be accepted by the group. (2) Decreased social interaction: Victims tend to isolate themselves, avoid group activities, and withdraw from the social environment of the class. (3) Decrease in academic achievement: It was found that victims of bullying experienced a decline in academic grades and difficulty concentrating while studying, as a result of the mental pressure they experienced. (4) School environment: The existence of a

culture of seniority and the lack of serious handling by the school towards perpetrators of bullying causes victims to feel increasingly unsafe. Thus, bullying has a negative impact overall on the psychosocial well-being and development of students' social interactions.

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