A Guidebook of Group Guidance Services with Role Play ContainsWelas Asih to Prevent Verbal Bullying

Septia Rahmawati*[1], Arbin Janu Setiyowati[2], Nur Eva[3]

[123] *Universitas Negeri Malang, Indonesia*
e-mail: septia.rahmawati.2101118@students.um.ac.id

ABSTRACT. The act of verbal bullying is a feeling harsh, the impacts can be generated such are problem of social, psychological and academic problems, from those impacts it is necessary to have a comprehensive prevention effort. This research and development seek to construct a group counselling guideline book using role-play techniques with welas asih to prevent verbal bullying in Junior High School (JHS). This study uses the ADDIE model research and development approach (Analysis, Design, Development, Implementation and Evaluation). Based on the results of the analysis of research data, validation of guidance and counselling material experts, validation of cultural experts, validation of learning media experts, and potential product users as well as effectiveness tests, it can be concluded that the group counselling guideline book use role play technique with welas asih to prevent verbal bullying in Junior High School (JHS) is in the very good category according to the aspects of product acceptability (accuracy, usability, convenience, and attractiveness). Based on the results of limited field tests, it shows that a group counselling guideline book using role-play techniques with *welas asih* is effective in preventing acts of verbal bullying in Junior High School (JHS).

Keywords: *: Verbal Bullying, Role Play, Welas Asih*

INTRODUCTION

The act of bullying is likened to an iceberg phenomenon that looks small on the surface but has many problems that are mostly not easy to identify (Riantika, 2020). The character survey conducted by the Ministry of Education and Culture which involved 6.5 million students and 3.1 million teachers from the elementary/Madrasah to SMA/SMK levels showed a 24.4% potential for bullying to occur in the school environment (Research and Development and Bookkeeping Agency, 2021). The Child Protection Commission in Indonesia (KPAI) agrees that there were 37,381 reports of bullying between 2011 and 2019, with a total of 2,473 cases allegedly occurring in the world of education (Inzana, Maharani & Hardin, 2022). Schools are one of the educational institutions trusted by the community as a civilizing process and a vehicle for developing human potential (Efianingrum, 2018). If it continues to be left without proper handling, of course, acts of bullying will become an issue that continues to interfere with the growth and development of students in the school environment. In Indonesia, bullying is a universal problem that can seriously threaten the physical and emotional health of children and adolescents (Dhamayanti, 2021).

Most recently, a case that is still being hotly discussed by the people of Indonesia, is where students set fire to their school, allegedly because they were often bullied (BBC News Indonesia, 2023). The International Center for Research on Women (ICRW) in 2015 explained that Indonesia

*Septia Rahmawati*1, Arbin Janu Setiyowati2, Nur Eva3*

ranks first in incidents of bullying in schools with a percentage of 83% of the five countries that were used as research subjects. Bullying itself is a translation of the word bullying (Borualogo, Wahyudi & Kusdiyati, 2020). Olweus in Wulandari (2018) defines bullying as a negative action in a fairly long and repeated time carried out by one person or more against another person, where there is an imbalance of power and the victim cannot protect himself. According to the American Psychological Association (APA), bullying is a form of aggressive behaviour aimed at hurting other individuals, which is done intentionally and continuously (Sujadi & Wahab, 2017). Teenagers admit that they often make fun of their friends when they make mistakes (Waliyanti, Kamilah & Fitriansyah, 2018). The tendency to verbally bully occurs because of the low ability of students to place themselves in the situation of the person being bullied. Bullying involving students as actors is an extraordinary anxiety in this era (Ramli, Hidayah, Eva, Hanafi, & Saputra, 2020).

Acts of verbal bullying were also found in one of the junior high schools in Wagir District, Malang Regency which was the place of research. Respondents were 182 students with details of 52% yelling at someone, 43% calling others by nicknames they didn't like and 41% committing acts of physical bullying by hitting, kicking or pushing someone. It can be seen that in 2 of the 3 forms of bullying, verbal bullying gets the first place carried out by students. Promotive and preventive efforts must be immediately encouraged to prevent and overcome violence against children, including cases of bullying at schools (UNICEF, 2020). The government through the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 82 of 2015 confirms that educational units are required to prepare Standard Operating Procedures (POS) or Standard Operating Procedures (SOP) to prevent acts of violence and are required to socialize POS/SOP to prevent violence to students, educators, education staff and so on (Education, 2015). Prevention efforts in the school environment are synonymous with the function of guidance and counselling.

Moreover, the spirit of guidance and counselling services currently emphasizes the preventive-developmental function rather than the curating function (Triyono, 2022). It would be relevant if guidance services were used as an effort to address acts of verbal bullying in schools because, through a preventive way, it is hoped that students will be able to sort out the right actions and attitudes in supporting the achievement of psychological development in an ideal and positive direction (Bhakti, 2015). To Permendikbud, No. 82 of 2015, schools are required to develop Standard Operational Procedures for preventing acts of verbal bullying. Based on these studies and descriptions, it is necessary to develop a guideline for prevention through guidance and counselling services that integrate the value of the ability to place oneself in other people's situations. When students can position themselves as people who receive verbal bullying from other people, this will increase their sense of *welas asih* for the bullied teammate. By trying to be *welas hesitant*, students will think more about feelings, emotional experiences and the impact of their verbal bullying actions.

The results of the preliminary study described above show that there is a need to develop BK (Guidance and Counseling) services to prevent acts of verbal bullying in schools. One of the BK (Guidance and Counseling) services that can be developed is group guidance services. Guidance is chosen as a preventive effort, with group settings it is hoped that it can encourage changes in student behaviour in a more positive direction. In good social development, it is necessary to have the ability to show the right response to every incident encountered (Muharammah, Setiyowati, & Flurentin, 2022). In the school environment the group guidance approach is carried out within the framework of preventive efforts and the topics/problems faced by some students are relatively similar (Azhar, Kusnawan & Miharja, 2017). The technique used in this group guidance service is role-play. The selection of role-play group guidance techniques in the development of guidebooks is based on the characteristics of new class VII students. The characteristics of new SD/MI graduates generally are happy to play, happy to move, happy to work in groups, and happy to feel/do it directly (Rahayu, 2019). The role play technique was chosen while considering the characteristics of class VII students because the role play technique is effective in suppressing the intensity of aggressive actions, namely bullying in middle schools, both junior and senior high schools (Popytasari, 2021).

Group guidance with role play techniques will utilize one of the contents of Javanese culture, namely *welas asih*. The content of *welas asih* is taken from the concept of the philosophy of the Javanese people, one aspect of which explains about *welas asih* for marang sepadhane urip. Hidayati, Salma, & Suparno (2018) regarding the benefits of growing a *welas hesitate,* person, it turns out that *welas asih* can foster empathy in children. Empathy is needed, the lack of empathy that students have is a factor causing bullying to occur at school (Rahayu, & Permana, 2019). This research adds innovation to the implementation of guidance and counselling services, especially group counselling at schools. In updating, expanding and applying for guidance and counselling scholarship, one must always adhere to the application of values that are human values widely shared by society (Sofa, 2022). The implementation of group guidance services not only puts into practice the theories and approaches put forward by the West but is also able to formulate separate compositions about Indonesian guidance and counselling based on the cultural peculiarities of the Archipelago (Hariko, & Ifdil, 2017).

From the introductory description above, this study aims to produce a product in the form of a *welas asih*ate role-play technique group guidance guidebook to prevent acts of verbal bullying in junior high schools (SMP) that meet the aspects of accuracy, usability, convenience and attractiveness and are tested for effectiveness.

METHOD

This study uses the ADDIE research design and development model (Analysis, Design, Development, Implementation and Evaluation). In the analysis stage, an analysis of product development needs is carried out based on preliminary studies conducted to find out the phenomena that exist in the field. At the analysis stage, a literature review is carried out to strengthen the findings and topics that will be developed into products. Sources of literature review come from books, e-books, research journals and related articles. A preliminary study was also carried out by distributing the Olweus Bully/Victim Questionnaire (OBVQ) questionnaire. At the design stage, a product development design is carried out based on the results of the previous analysis stages that have been carried out. At this stage, the aim is to be able to find out the achievement or success in product development by constructing a role-playing technique filled with *welas asih* and creating a guide product development construct.

At the development stage, the implementation of the stages of the development process will produce finished products according to needs. After the product is finished, an expert test is then carried out to obtain data in the form of suggestions, criticisms, and responses to improve the product being developed. As for a series of expert tests, starting from guidance and counselling material expert tests, cultural experts, learning media experts and potential product users. The implementation stage is carried out after the product is finished and has been tested materially by several related experts. The implementation is in the form of a product test of a *welas asih*ate role-play technique group guidance guide to prevent acts of verbal bullying. Implementation was carried out in small groups through a pre-experimental with one group pretest-posttest design.

In the research and development of the data obtained in the form of numerical and verbal data. Verbal analysis technique by collecting various inputs, suggestions and criticisms from material expert tests and prospective product user tests. Numerical data will be analyzed to determine the feasibility level of the product from Arikunto & Safruddin (2009). The division of feasibility categories is obtained by dividing the range of percentage numbers according to the Likert scale (Arikunto & Safruddin, 2009). Likert scale with a range of 1-4 with an explanation of the number 1 indicating the product is not feasible and number 4 indicating the product is very feasible. Quantitative data were analyzed using the average formula (mean). A high total span indicates that the product being developed is good and feasible. The results of the range values are used for the interpretation of data obtained from counselling experts, media experts, and potential product users

according to each aspect.), while the formula and interpretation of the results of numerical data analysis are described below.

Table 1 Interpretation of Expert Test Analysis Results and Prospective Product Users

No.	Achievement Level	Qualification	Explanationsangat baik
1.	$81 \leq x \leq 100\%$	Very good	Very decent, no need to revise
2.	$61 \leq x \leq 80\%$	Good	Decent, no need to revise
3.	$41 \leq x \leq 60\%$	Pretty good	Not feasible, needs to be revised
4.	$21 \leq x \leq 40\%$	Not good	Not feasible, needs to be revised

The analysis technique for testing the effectiveness of guide products at the implementation stage uses SPSS version 26 non-parametric statistics, namely the Wilcoxon Signed Rank Test is conducted to test a group of subjects at different times. In the Wilcoxon Signed Rank Test, the decision to accept or reject the null hypothesis (Ho) is based on probability (Asymp. sig). If the probability (Asymp. sig) is less than 0.05, then the null hypothesis is rejected. Meanwhile, if the probability (Asymp. sig) is greater than 0.05, then the null hypothesis is accepted. The last stage is evaluation, starting from the evaluation of the expert test and evaluating the effectiveness of the guide product. Product trials are conducted to obtain data regarding the product being developed.

RESULT AND DISCUSSION

Results

This research resulted in a book product "A Guidebook of Group Guidance Services with Role Play ContainsWelas Asih to Prevent Verbal Bullying". In this guidebook, there is an introductory part which contains: the rationale, purpose, overview, target users, participants, knowing *welas asih*, and the teacher/counsellor framework. Then in part, the steps for group guidance activities, contain a grid of group guidance service activities, general instructions and specific instructions. In part two, there are general instructions which contain the implementation of *welas asih*ate role play technique group guidance to prevent acts of verbal bullying from the first meeting to the last, discussing topics/themes, objectives and activities. Group guidance procedures have different goals and objectives. Achievement of goals and objectives is designed sequentially through a guidance and counselling service implementation plan (RPLBK).

In the analysis phase, the developer collects information on needs (need assessment) which results in the percentage of acts of bullying that are often committed by students in one of the junior high schools in Wagir District, Malang Regency. From the information collection, it was found that of the 182 students who filled out the questionnaire, it was shown that 52% of the respondents shouted at someone, 43% of the respondents called other people by nicknames they did not like and 41% of the respondents committed acts of physical bullying by hitting, kicking or pushing someone. From the results of the analysis, it can be seen that 2 of the 3 forms of bullying are verbal bullying by shouting and calling other people nicknames. After obtaining the data, a focused group discussion was carried out with the school counsellor to find out the real conditions in the field according to the counsellor's observations in the school environment. It can be confirmed that acts of verbal bullying often occur in schools. Then carry out theoretical studies regarding acts of verbal bullying and prevention efforts and carry out design plans for products that will be developed according to field needs, and carry out evaluations.

In the design phase, the developer creates a construct from the guidance of the role-play technical group and *welas asih* content to become a prototype guide product. The next stage, the development stage, is to get the product to be tested by experts. The results of validation by experts are used to determine the analysis of products developed using score interpretation (Arikunto, 2009). A product that is developed will be said to be feasible to be applied as a learning media if the percentage obtained from the validation results is more than 61%. If the presentation is less than 60%, it is necessary to do a more in-depth revision of the product being developed. Guidelines

for the percentage of data from the results of expert judgment are analyzed with the formula below. The results of the assessment at the development stage of the guidebook product are explained in the following table.

Table 2 The Assessment Results by 2 Guidance and Counseling Material Experts, 2 Cultural Experts, 2 Learning Media Experts and 2 Prospective Product Users

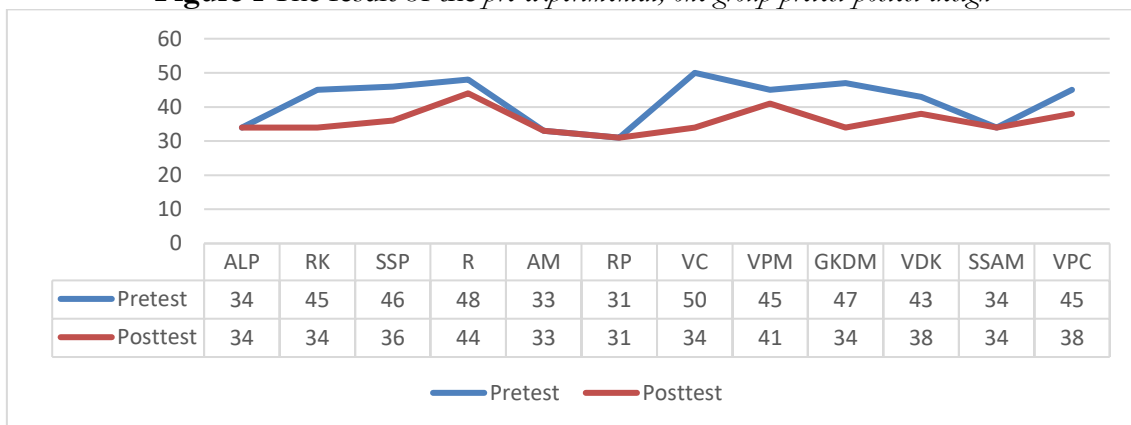| No.	Validator	∑	n	Rerata Persentase
1.	2 Ahli Materi BK (Bimbingan dan Konseling)	76	88	88.6%
2.	2 Ahli Materi Budaya	83	88	94.25%
3.	2 Ahli Media Pembelajaran	126	128	98.4%
4.	2 Calon Pengguna Produk (Konselor)	88	88	100%

From the explanation in Table 2, the average percentage value of the overall validity index from guidance and counselling material experts is 88.6%, the percentage of cultural material experts is 94.25%, then 98.4% is obtained from the learning media expert test and two potential product users assess 100%. This interprets that the product of the role play technique group guidance guidebook contains *welas asih* to prevent acts of verbal bullying each having very good and appropriate qualifications in terms of guidance and counselling material, culture, learning media and from potential users of the product.

Furthermore, the implementation stage is carried out with a pretest using verbal bullying instruments to see the level of verbal bullying committed by students. The results of the pretest which was distributed to class VII SMP showed that all students totalled 180 students. It was found that 180 students had a level of bullying in the low category so 180 students had the same opportunity to become members of the group counselling that would be implemented. According to Latipun (2006), the number of members in group guidance services is between 4-12 people, so the researchers used a cluster sampling technique, in which class VIIA-VIIF became a regional sample and the selection of people per class totalled 2 consisting of 1 male and 1 female. to be used as a sample of the implementation of group guidance services.

The result of pre-experimental, one group pretest-postest design.

The results of the initial pretest scores showed that all group members had a low verbal bullying behaviour tendency with a score range of 30-50. Then after knowing the score of tendencies to act of verbal bullying with the pretest all group members, totalling 12 people, were given group guidance services with *welas asih*ate role-play techniques to prevent acts of verbal bullying. Interventions are carried out according to guidebook products that have been tested by experts and are feasible to implement. The graph of the intervention results is presented to determine the difference in pretest and posttest values.

Figure 1 The result of the *pre-experimental, one-group pretest-postest design*

	ALP	RK	SSP	R	AM	RP	VC	VPM	GKDM	VDK	SSAM	VPC
Pretest	34	45	46	48	33	31	50	45	47	43	34	45
Posttest	34	34	36	44	33	31	34	41	34	38	34	38

Septia Rahmawati*1, Arbin Janu Setiyowati2, Nur Eva3

Based on Figure 1 described above, the posttest scores show that of the 12 group members who underwent group guidance with *welas asih*ate role-play techniques to prevent acts of verbal bullying, they did not show an increase in scores some group members experienced a decrease in the tendency to commit acts of verbal bullying. , but the post-test score is still in the low category. There was no increase in post-test scores towards the moderate category.

Guidebook Effectiveness Test Results

The analysis technique used is the calculation of the change score from the results of the pretest and posttest. The data obtained was analyzed to determine the level of change in students' pretest and posttest scores. Performed using non-parametric statistical tests with the Wilcoxon signed-rank test analysis method to determine the significance of changes before and after the intervention that occurred in the target.

Table 3 Result of *the Wilcoxon signed-rank test*

Test Statistics[b]

	Posttest - Pretest
Z	-2.524[a]
Asymp. Sig. (2-tailed)	.012

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

Based on Table 3, the results of the Wilcoxon signed-rank test can be concluded that the Asymp. Sig. for the pretest and posttest is 0.012, the value does not exceed 0.05 or less than 0.05, so the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted. Where this shows that there is an influence from the intervention carried out by the school counsellor using a *welas asih*ate role play technique group guidance guide to prevent verbal bullying from being developed. The last stage of evaluation is evaluating whether the product made is feasible and as expected based on.

DISCUSSION

The product in this research and development is in the form of a *welas asih*ate role play technical group guidance book product to prevent acts of verbal bullying in junior high schools (SMP). Products are arranged systematically using the ADDIE research and development model design (Analysis, Design, Development, Implementation and Evaluation). The product was developed based on the results of a need assessment at a junior high school in Wagir District, Malang Regency. The need assessment carried out can determine the need for the implementation of guidance and counselling services in schools. The aspects of assessing product acceptability refer to Arifin (2012), the four aspects are accuracy, usability, convenience and attractiveness. The accuracy aspect includes the accuracy of the material/topic, and the language in the guidebook while the usability aspect includes the use of the guide product for guidance and counselling teachers (counsellors) to facilitate group guidance services in schools. The aspect of convenience includes how the product guide is user-friendly and easy to use in implementing services by the guidebook while attractiveness contains the attractiveness of the visual appearance of the guidebook, the material presented and the language used.

A product is said to be feasible if it meets the product acceptability of the description in the previous paragraph. The acceptability of the product guidance group guidance technique with *welas asih*ate content to prevent acts of verbal bullying in schools is described as follows: (1) the guide has illustrated pictures depicting group guidance techniques role play with *welas asih* to prevent acts of verbal bullying in schools. This is in line with Adityo's statement (2012) that the cover, the illustration used is a picture of a message that is not readable but can represent the story in an attractive graphic form. That the cover represents identity, builds meaning and shapes the reader's perception (Rachminingsih, & Sundari, 2022). (2) the guide is prepared using standard writing systematics in terms of language, presentation of tables, presentation of images, and others that are adapted to the

needs of prospective product users, namely school counsellors. Writing guidebooks must comply with standard Indonesian language writing conventions and be easily understood by potential product users (Rahim & Puluhulawa, 2019). (3) the guide has ISO and JIS BSNP standards with a cover made of 260-gram glossy art paper and contents pages made of 70-gram HVS paper. Finally, (4) the guidebook is compiled by systematically covering the front cover, inner cover, preface, table of contents, chapter I introduction, chapter II steps for guidance and counselling activities, list of references, profiles of developers and institutions, and attachments.

The acceptability of the contents of the guide was assessed by two guidance and counselling material experts, two Javanese cultural experts, two learning media experts and two school counsellors who were the subject of prospective product users. The results of the final assessment of all experts are in very good and decent qualifications with an overall average percentage of expert test results of 95.3%. With these percentages according to Arikunto & Safruddin (2009), the percentage range of $81 \leq x \leq 100\%$ has very good qualifications and is very feasible. Furthermore, the results of the effectiveness test showed no increase in the tendency for acts of verbal bullying. The effectiveness of implementing group counselling using role-play techniques to prevent acts of verbal bullying has been proven through several previous studies. Atikah & Wirastania (2022) concluded that there was a significant influence on the application of role-playing techniques on the bullying behaviour of students in group guidance services, the results of the implementation of group guidance services using role-playing techniques showed positive changes, seen from the results of student scores in the pre-test and post -tets denotes a drop. In addition, Setiyawati (2012), concluded that group guidance through role-playing techniques was effective in reducing indicators of student bullying behaviour, in the aggressive, impulsive aspect, namely the behaviour of liking things that smelled of violence, being easily offended by trivial things and using violence to achieve goals.

The *welas asih*ate role play technique group guidance guidebook is a guidebook for school counsellors in organizing group guidance service activities aimed at developing a *welas asih*ate personality to prevent acts of verbal bullying among students. This guidebook was designed by prioritizing systematic steps by the Implementation Operational Guidelines (POP) for guidance and counselling services in schools. The implication of the guide product for guidance and counselling services in schools is that having appropriate, easy, interesting steps while adhering to the values of the Javanese people's philosophy of life will be useful for school counsellors to prevent acts of verbal bullying through group guidance services.

CONCLUSION

The findings from this research and development are a product in the form of a *welas asih*ate role-play technique group guidance guidebook to prevent acts of verbal bullying in junior high schools that meet product acceptance with very good and very feasible classifications. This is important because schools where researchers and developers carry out research still do not have a guideline for preventing acts of verbal bullying. Product effectiveness tests carried out showed that there was an effect before being given an intervention and after being given an intervention using this guide so that it was effective in preventing acts of verbal bullying.

The research and development that resulted in a product of a *welas asih*ate role play technique group guidance manual to prevent acts of verbal bullying in junior high schools contributed a new perspective or point of view to guidance and counselling services, especially group guidance services. Contributing new concepts that integrate with everyday cultural values. Provide new perspectives and understanding to students regarding situations of verbal bullying. The findings from this research and development also confirm previous findings that the technique of role play is effective in preventing acts of bullying, especially verbal bullying.

The limitations of this study can be seen from the effectiveness test of the guide which only uses one-group pretest and posttest without a control group, so further researchers need to test the effectiveness using a control group. Limited from the aspect of the sample, variations in class levels

*Septia Rahmawati*1, Arbin Janu Setiyowati2, Nur Eva3*

were studied using only class VII SMP, and then limited locations were used as places for research, so further research is needed that accommodates all the limitations of this research and development. By accommodating the limitations of this research and development, so that a deeper and more comprehensive understanding can be achieved, it is hoped that more appropriate policies can be formulated. This guidebook can be used by counselors in providing group guidance services to students which can be used as an effort to prevent acts of verbal bullying at school.

REFERENCES

Adityo, W. (2012). Pemaknaan ilustrasi sampul buku "Poconggg Juga Pocong" (Studi Semiotik Ilustrasi Sampul Buku "Poconggg Juga Pocong" Pada "Bukune").

Arifin, Z. (2012). Model penelitian dan pengembangan. Bandung: PT Remaja Rosdakarya.

Arikunto, Suharsimi, & Safruddin A.J, Cepi. (2009). *Evaluasi Program Pendidikan.* Jakarta: Bumi Aksara

Atikah, J. F., & Wirastania, A. (2022). Efektivitas Teknik Role playing Dalam Bimbingan Kelompok Terhadap Perilaku Bullying Siswa Kelas VIII SMP Negeri 5 Surabaya. *Efektor,* 9(2), 264-271.

Azhar, A. N., Kusnawan, A., & Miharja, S. (2017). Layanan Bimbingan Kelompok dalam Meningkatkan Kedisiplinan Belajar Siswa. *Irsyad: Jurnal Bimbingan, Penyuluhan, Konseling, dan Psikoterapi Islam,* 5(1), 1-20.

Badan Penelitian dan Pengembangan dan Perbukuan. (2021). *Framework Survei Karakter Asesmen Nasional 2021.* Jakarta: Kementerian Pendidikan dan Kebudayaan Republik Indonesia.

BBC News Indonesia. (2023, Juli 3). Kasus Siswa Bakar Sekolah di Temanggung, Karena Diduga 'sering dirundung' – 'Bullying di Indonesia sudah mengkhawatirkan'. Diakses dari https://www.bbc.com/indonesia/articles/cd1n7m1xezdo

Bhakti, C. P. (2015). Bimbingan Dan Konseling Komprehensif: Dari Paradigma Menuju Aksi. *Jurnal Fokus Konseling,* 1(2), 93-106. https://doi.org/10.52657/jfk.v1i2.96

Borualogo, I. S., Wahyudi, H., & Kusdiyati, S. (2020). Prediktor Perundungan Siswa Sekolah Dasar. *Jurnal Ilmiah Psikologi Terapan,* 8(1), 26-42. https://doi.org/10.22219/jipt.v8i1.9841

Dhamayanti, M. (2021). Bullying: Fenomena Gunung Es di Dunia Pendidikan. *Sari Pediatri,* 23(1), 67-74. http://dx.doi.org/10.14238/sp23.1.2021.67-74

Efianingrum, A. (2018). Membaca Realitas Bullying Di Sekolah: Tinjauan Multiperspektif Sosiologi. *DIMENSIA: Jurnal Kajian Sosiologi,* 7(2), 1-12. https://doi.org/10.21831/dimensia.v7i2.32584

Hariko, R., & Ifdil, I. (2017). Analisis kritik terhadap model KIPAS; Konseling intensif progresif adaptif struktur. Jurnal Konseling Dan Pendidikan, 5(2), 109-117.

Hidayati, F., Salma., & Suparno. (2018). Pengembangan Model Pembelajaran Empati Anak melalui Pendidikan Karakter Welas Asih Diri. *Seminar Nasional dan Call for Paper "Membangun Sinergitas Keluarga dan Sekolah Menuju PAUD Berkualitas,* 56–64.

Inzana, N., Maharani, D., Hardin, L., & Rahmawati, C. (2022). Sosialisasi Pembinaan Karakter Anti Perundungan Atau Bullying Terhadap Kalangan Remaja Di SMA Negeri 07 Bombana. *Jurnal Abdi Masyarakat Ilmu Pemerintahan (JAMIN),* 1(3), 106-114. https://doi.org/10.31764/jamin.v1i3.9155

Muharammah, N. W., Setiyowati, A. J., & Flurentin, E. (2022). Pengembangan" Perasaan Kita" sebagai Upaya Internalisasi Empati pada Siswa SMP. Buletin Konseling Inovatif, 1(2), 64-73.

Pendidikan, P. M., & Nomor, K. R. I. (2015). *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No. 82 Tahun 2015 Tentang Pencegahan dan Penanggulangan Tindak Kekerasan di Lingkungan Satuan Pendidikan.* Jakarta: Kementerian Pendidikan dan Kebudayaan Republik Indonesia.

Popytasari, H. (2021). Teknik Role Playing dalam Bimbingan dan Konseling untuk Perilaku Bullying di Sekolah Menengah. Jurnal Fokus Konseling, 7(2), 76-89.

Purnamasari, N. L. (2019). Metode addie pada pengembangan media interaktif adobe flash pada mata pelajaran tik. Jurnal Pendidikan Dan Pembelajaran Anak Sekolah Dasar, 5(1), 23-30. https://doi.org/10.29100/jpsd.v5i1.1530

Rachminingsih, I., & Sundari, Y. (2022). Analisis Gramatika Visual dalam Pemaknaan Potret Perempuan pada Sampul Majalah Mangle. ATRAT: Jurnal Seni Rupa, 10(3), 214-221.

Rahayu, B. A., & Permana, I. (2019). Bullying di sekolah: Kurangnya empati pelaku bullying dan pencegahan. Jurnal Keperawatan Jiwa, 7(3), 237-246.

Rahayu, T. (2019). Karakteristik Siswa Sekolah Dasar dan Implikasinya Terhadap Pembelajaran. *Misbahul Ulum (Jurnal Institusi),* 1(2), 109-121.

Rahim, M., & Puluhulawa, M. (2019). Pengembangan panduan bimbingan dan konseling untuk mengembangkan kecerdasan sosial siswa. Jurnal Psikologi Pendidikan dan Konseling: Jurnal Kajian Psikologi Pendidikan dan Bimbingan Konseling, 4(2), 77–87.

Ramli, M., Hidayah, N., Eva, N., Hanafi, H., & Saputra, N. M. A. (2020). Pengembangan Kompetensi Bk Online Pada Guru Sekolah Menengah Atas Kota Malang. Prosiding Hapemas, 1(1), 496-509.

Riantika, E. (2020). Asuhan Keperawatan Komunitas Peer Bullying Education dalam Upaya Pencegahan dan Pengurangan Perilaku Bullying Pada Siswa Kelas VII di SMP Siti Khadijah Padang. *Doctoral Dissertation,* Universitas Andalas.

Setiyawati, T. M. (2012). Efektivitas Bimbingan Kelompok Melalui Teknik Role Playing Untuk Menangani Perilaku Bullying: Studi Kuasi Eksperimen terhadap Siswa Sekolah Dasar Laboratorium Percontohan UPI Bandung (Doctoral dissertation, Unipersitas Pendidikan Indonesia).

Sofa, A. N. (2022). Konseling Model Kipas (Konseling Intensif Progresif Adaptif Struktur). In Prosiding Seminar Nasional Bimbingan dan Konseling Universitas Negeri Malang (pp. 196-207).

Sujadi, E., & Wahab, M. (2017). Strategi Coping Korban Bullying. *Tarbawi: Jurnal Ilmu Pendidikan,* 13(2), 21-32.

Triyono, T. (2020). Strategi Konseling Online Sebagai Pendekatan Psikoedukasional untuk Kesejahteraan Mental Anak dan Remaja: Paradigma Preventif. *In Prosiding Seminar Bimbingan dan Konseling,* (107-112).

UNICEF. (2020). *Perundungan di Indonesia : Fakta-fakta Kunci, Solusi, dan Rekomendasi.* Indonesia: United Nations Children's Fund.

Waliyanti, E., Kamilah, F., & Fitriansyah, R. R. (2018). Fenomena perilaku bullying pada remaja di Yogyakarta. Jurnal Ilmiah Keperawatan Indonesia [JIKI], 2(1), 50-64. https://doi.org/10.31000/jiki.v2i1.831

Wulandari, I., & Irmayanti, R. (2019). Bimbingan Kelompok Melalui Teknik Role Playing Terhadap Perilaku Bullying Siswa SMA. *FOKUS (Kajian Bimbingan & Konseling dalam Pendidikan),* 2(4), 125-137. https://doi.org/10.22460/fokus.v2i4.5256

Wulandari, M. E. (2018). Perilaku Bullying Pada Anak Sekolah. *Journal of Holistic and Traditional Medicine,* 3(2), 265-269.