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The Impact of Bullying on the Development of Mental Health in Children

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ABSTRACT

The occurrence of bullying behavior within Elementary School has the potential to create an environment that is detrimental to the physical and mental development of children. The observed bullying behavior within this context can be categorized as physical or non-physical/verbal. The bullying observed in this study arises from misunderstandings and minor issues that have a significant impact on the mental wellbeing of those subjected to it. This study employs a qualitative approach as a case study methodology. The research findings indicate that the forms of verbal bullying observed at Elementary School include slandering the victim and the victim's parents, mocking, threatening, and using profanity. With regard to the forms of physical bullying, these include hitting, taking things, and pinching. It can be observed that victims of bullying exhibit signs of distress. They become quiet, weak, afraid when they meet the perpetrators, and tired of the perpetrators' treatment. Additionally, they become markedly moody and disinterested in learning. Educational institutions have implemented a variety of strategies in response to bullying behavior. These include counseling, disciplinary measures, and integrating early religious education into the curriculum. Furthermore, incorporating character education, comprising curricula designed to instill positive values and behaviors, has become a strategy to promote constructive social interactions. Additionally, educational establishments have sought to utilize students' leisure time in productive endeavors, such as providing engaging learning activities.

Keywords: Mental health, Children, Bullying

INTRODUCTION

In the contemporary era, social issues frequently portray children as victims in the media. One such issue is bullying, a particularly disheartening phenomenon in a society where children should feel secure and protected. This concern aligns with Law 23 of 2002 on child protection, which asserts that every child has the right to live, grow, develop, and participate in accordance with the dignity of humanity and to be protected from violence and discrimination.

Sukawati et al. (2021) define bullying as a treatment that causes physical and mental harm to others, occurring repeatedly on varying scales. (Sukawati, Muiz Lidinillah and Ganda, 2021). Mohan and Bakar (2021) argue that power hierarchies often drive bullying behavior, manifesting in forms such as physical violence, verbal abuse, and alienation in schools. The Program for International Student Assessment (PISA) data reveals a troubling prevalence of bullying in Indonesia, with significant percentages of children experiencing intimidation, ostracism, insults, threats, physical aggression, and gossip. UNICEF also notes Indonesia's

high prevalence of child abuse compared to other Asian countries. (Mohan and Bakar, 2021)

Sukmawati et al. (2021) emphasize that school bullying behavior is often not taken seriously by teachers, who may view it as part of student development. This lack of response allows bullying to persist, underscoring teachers' need to cultivate positive student relationships and address conflicts. Factors contributing to bullying include differences in economic status, religion, gender, customs, and seniority, with bullies often seeking physical dominance or popularity among peers. (Sukmawati I, Fenyara AH, Fadhilah AF, 2021)

In addition to physical and verbal bullying, cyberbullying has emerged as a significant issue in the digital age, with severe mental health consequences for adolescents. Cyberbullying, defined as aggressive or harassing acts via digital channels, can lead to anxiety, depression, low self-esteem, and suicidal thoughts. Studies have demonstrated that victims of cyberbullying are more prone to mental health issues and behavioral problems. Given its increasing prevalence and severe

impact, it is crucial to understand the effects of cyberbullying on adolescent mental health.

The objective of this study is to comprehensively investigate the impact of cyberbullying on the mental health of adolescents. In particular, the study will explore the underlying factors and potential interventions to mitigate the adverse effects of cyberbullying.

METHODS

In employing a qualitative methodology, the author of the research sought to investigate human experiences and the contexts within which they are expressed. Qualitative research encompasses a diverse array of subject matter, including people's lives, histories, behaviors, functional organizations, social movements, and relationships. This type of research often employs a case study approach. A case study is a method of inquiry that examines a specific instance within a broader social context. Although opinions vary regarding the simplicity or difficulty of undertaking case study research, it is an engaging and promising area worthy of continued exploration by experienced researchers and those at the outset of their careers. This research project is based at SDN Bhakti Karya Jogja, located at Jalan Gambir Anom, Manukan, Condongcatur, Depok, Sleman Regency, Yogyakarta Special Region. The researcher selected Elementary School for this study because of the observation of instances of bullying perpetrated by children in the sixth grade at this school. (Moleong, 2021)

The data set required for this qualitative research study is The school's efforts to reduce bullying behaviors at SDN Bhakti Karya Jogja. In qualitative research, the primary data sources are words and actions, while documents and other sources provide additional data. The data sources in the study are 1) Teachers of SDN Bhakti Karya Jogja and 2) Students of SDN Bhakti Karya Jogja. The data collection techniques employed in the study are interviews, observation, and documentation. Qualitative researchers may gain a deeper understanding of phenomena by conducting in-depth interviews and observations within the setting.

Furthermore, documentation is a crucial element of the data set, including materials written by the researchers. Data collection can be conducted through interviews, which are conversations between two or more individuals in which the researcher poses questions to the subject or group of research subjects. Overall, interviews represent a crucial source of case study evidence, given that most case studies pertain to human behavior or specific events. Interviewees with a profound understanding of the subject matter can provide invaluable insights into specific events or behaviors. Furthermore, interviewees may provide avenues for historical inquiry that may not have otherwise been considered, such as situations that can identify other relevant sources of evidence. Observation encompasses a spectrum of formal and informal data collection activities. In instances where formal observation is conducted, the development of observational instruments forms an integral part of the case study protocol, with fieldworkers

assessing the frequency of particular behavioral patterns over an extended period of time within a specific geographical area.

In certain instances, observational evidence can provide supplementary insights regarding the subject under study. For instance, in the case of a study of a new technology or school curriculum, it is not necessarily the case that observations of the technology or curriculum in operation are useful in determining the actual usefulness of the technology or any potential problems encountered. This is illustrated by the observation that was used to obtain data on the impact of bullying behavior on children's mental health. In collecting data from non-living sources, including documents and recordings, the documentation technique represents one of the principal data collection methodologies employed in social research. As Bunging notes, the documentation technique traces historical data. Despite its initial infrequent utilization in qualitative research, it has become an indispensable and inextricable element within qualitative research. This transition can be attributed to researchers' growing awareness and comprehension that a considerable quantity of data is stored within documents. In this study, the selected data analysis technique employs the qualitative data analysis method outlined by Miles and Huberman, which comprises three distinct stages: data reduction, data display, and conclusion drawing/verification.

RESULT AND DISCUSSION

The phenomenon of bullying behavior, or what is often referred to as child delinquency in the elementary school environment, is still perceived as a regular occurrence by both parents and teachers. However, there is a growing concern that the delinquency of children at elementary school age is becoming increasingly problematic. There are many forms of bullying behavior, including physical contact such as pinching, hitting, and verbal abuse, which can include the use of profanity and other forms of intimidation.

The research indicates that there is a visible prevalence of bullying behavior. The motivation behind the perpetrator's decision to engage in bullying behavior can range from a desire to joke around to a genuine intention to cause harm to the victim. After mocking the victim, the perpetrator often feels a sense of relief, as though he has achieved his goal. However, the victim's response is merely to remain in his seat.

In addition to bullying within the classroom setting, bullying occurs outside the classroom during recess. In these cases, the perpetrator and other friends engage in harassment directed towards the victim. Additionally, the victim was subjected to physical violence, including being struck or pinched. Furthermore, the perpetrator stole the victim's belongings without permission. The victim reported the perpetrator to the homeroom teacher, resulting in the perpetrator receiving a reprimand. This corroborates with the victim's account, as documented in an interview.

The researchers observed victims of bullying, perpetrators of bullying, and friends in the classroom. Upon entering the classroom, the researchers noted that everything appeared normal. There were no indications of suspicious or unusual behavior. All students were engaged in learning activities under the guidance of the teacher. However, after several observations, the researchers noticed some irregularities. For instance, a female student sitting alone in the classroom appeared sad. Subsequently, a male student approached the female student and took some of her stationery without saying goodbye to the owner. The male student also mocked the female student.

In addition, other students engage in disruptive behavior during lessons, including mocking and disturbing the class. However, they are not invited to participate in discussions. This phenomenon appears to have been occurring for an extended period. It was observed that the perpetrators were visibly pleased after teasing the girl. The researcher's account of the observations made provides insight into the impact of bullying behavior on students' mental health. Victims of bullying are often quiet, have closed personalities, do not easily trust others, experience a crisis of confidence, and become moody personalities.

From the observations mentioned earlier, it may reasonably be concluded that the victim becomes quiet and does not easily talk to others due to a fear of being bullied by the perpetrator. This created a sense of unease in the classroom setting.

If such instances are not addressed promptly, the psychological consequences for victims of bullying can be severe. The victim may feel powerless to respond, mainly if the perpetrator is more physically imposing and capable of inflicting more significant physical harm.

The occurrence of child delinquency or violence in schools is a common phenomenon in the elementary school environment. It is a common assumption among educators that bullying does not occur in elementary school settings. However, research indicates that bullying does take place in junior and senior high school environments. This is consistent with the interview quoted by Mr. B, the sixth-grade homeroom teacher, who stated that bullying cases typically occur in the context of older children, for instance, among junior high school and high school students. In the school environment, this phenomenon appears to be relatively uncommon.

This analysis indicates that the teachers at Elementary School are unaware of bullying behavior. It can be reasonably assumed that bullying will not occur within an elementary school environment. The occurrence of child delinquency on a continuous and repeated basis is a phenomenon that is still prevalent in the children's environment. Pinching, mocking, and kicking are perceived as mere jests. This is based on the results of an interview with Mr. B, who indicated that such behaviors as hitting and mocking do occur. However, it is expected that children will engage in joking and teasing.

The occurrence of bullying behavior in elementary school was brought to the attention of the school's teaching staff. The teachers are not passive in the face of bullying within their school. Although the children appear

to act normally when observed without using specialized instruments, they exhibit behaviors indicative of bullying. During the learning process in the classroom, students are expected to pay attention to the teacher's explanations. Outside the classroom, they are expected to engage in typical play activities. There is nothing unusual about this.

The teachers began considering ways to reduce bullying behavior at SDN Bhakti Karya Jogja. This was done to prevent such incidents from occurring again to other students. Mr. B, the 6th-grade homeroom teacher, began to consider ways to reduce bullying behavior that occurred.

The prevention of bullying behavior in the school environment can be achieved through various methods, including instilling religious education from an early age, filling spare time with beneficial activities, providing strong character guidance to students, and so forth. As evidenced by the interview with Mr. B, educators will implement preventive measures to eradicate bullying behavior and prevent its recurrence gradually. These measures may include incorporating early religious education, engaging students in constructive activities during their free time, and providing guidance on developing positive character traits.

In the context of elementary school, bullying behavior, or child delinquency as it is often termed, is still perceived as an everyday occurrence by both parents and teachers. However, it is becoming increasingly evident that child delinquency at the elementary school age is a cause for concern. Bullying is a complex phenomenon, influenced by a multitude of factors, both within the family and in the broader environment. At SDN Bhakti Karya Jogja, for instance, teachers tend to view bullying as a regular aspect of childhood. There are numerous forms of bullying, including physical aggression, verbal abuse, and the use of derogatory language.

Bullying behavior at Elementary School is typically manifested in the context of peer interactions. This behavior can be broadly classified into two categories: verbal and physical. Based on the findings of the research conducted, the prevalence of bullying behavior at Elementary School can be described as follows:

1. Verbal bullying perpetrated by students of Elementary School includes the following:
 - a. Slandering the victim and the victim's parents. On one occasion, the perpetrator slandered the victim and the victim's parents during class. The perpetrator stated that the victim's parents had irregular jobs and engaged in other forms of disparagement.
 - b. Teasing the victim. Teasing is the most common form of bullying. The perpetrator employs various forms of ridicule and taunting to inflict emotional distress upon the victim.
 - c. The perpetrator resorts to intimidation tactics, which often originate from a misunderstanding between the victim and the perpetrator. These tactics have the effect of instilling fear in the victim, compelling them to avoid going home.

- d. The profanity in question refers to language that is typically considered inappropriate or offensive. However, due to the perpetrator's negative sentiments towards the victim, such language is frequently employed by the perpetrator.
2. The forms of physical bullying that occur at Elementary School include:
 - a. Hitting because of annoyance for no reason several times carried out by the perpetrator against the victim.
 - b. Taking the victim's belongings without permission.
 - c. Pinching is a behavior that the perpetrator did several times to the victim. The perpetrator suddenly and without provocation pinched the victim.

This is consistent with the theoretical assertion that the forms of bullying that occur in general are verbal and physical. Verbal bullying is defined as the use of threatening language, the use of disrespectful language directed at the victim, the extortion of funds or resources from the victim by the perpetrator, and the dissemination of negative information about the victim. Physical bullying is defined as any action carried out by the perpetrator against the victim that causes physical harm or intimidation, including hitting, biting, kicking, and other forms of aggressive behavior.

The phenomenon of bullying in the elementary school setting has been demonstrated to have a detrimental impact on all parties involved. The negative consequences of bullying can be observed across a multitude of domains, including mental health, social relationships, academic performance, and physical wellbeing.

In educational settings, the effects of bullying extend to the mental wellbeing of the victim. The detrimental impact of bullying on a victim's mental health is evident through the use of negative words by peers, overt physical actions, and direct or implied threats by the perpetrator.

Based on research conducted at SDN Bhakti Karya Jogja, the following impacts of bullying were identified:

1. Passive
The individual in question sits alone in their seat during learning activities. During recess, the victim chooses to remain in the classroom eating lunch they have brought from home with female companions.
2. Weak
The victim's physical condition became weak as a result of the perpetrator's repeated use of physical bullying tactics, including hitting, pinching, and taking items without the owner's knowledge.
3. Fear of meeting the perpetrator
The victim exhibited a fear of the perpetrator, leading to increased caution or avoidance when encountering the perpetrator to prevent further bullying.
4. Moody
The victim becomes increasingly moody and withdrawn.

5. Rarely interact
They often remain in the classroom, rarely interact with their peers, and are more cautious when socially interacting with their friends.

This mental chaos is a consequence of a lack of awareness of emotional conflicts and a reluctance to confront the challenges of life's difficulties due to the influence of societal pressures, which can lead to social disorganization and disintegration. Another contributing factor is the prevalence of crises in society, which can prompt individuals to seek escape from the realities of life. Conversely, those who are mentally healthy will experience an inner atmosphere of safety, security, and prosperity—various efforts to achieve happiness, security, inner peace, and mental health aim to find peace. In connection with this, there are many emerging guidance and counseling services, psychiatrists, mental consultants, and so on who attempt to provide answers to the problem of an unhealthy soul.

It is a common misconception that child delinquency or violence in schools is an ordinary occurrence in the elementary school environment. Many teachers assume that bullying will not occur during elementary school, believing it can only occur in the junior or senior high school environment. However, in reality, teachers should prioritize addressing bullying in elementary school settings, as it can have long-lasting consequences for the victims. The child also feels threatened, resulting in a shift of focus from the lesson to avoiding further bullying.

If left unchecked, bullying behavior can have fatal consequences. This is why teachers at Elementary School must consider ways to prevent bullying from occurring again. Despite this, when observed in a neutral setting, students at Elementary School behave in a manner consistent with that of typical children.

In addition to the efforts mentioned earlier, the elementary school has implemented preventative measures to reduce bullying behavior. These include:

1. Instilling religious education at an early age to students.
3. Providing students with strong character education through learning activities.
4. Allocating spare time for students to engage in constructive activities, such as extracurricular scouts, hadroh, and tahfidz Al-Qur'an.

Various strategies may be employed to reduce bullying behavior, including enhancing counseling guidance services. As elucidated by Prayitno, the responsibilities of counseling teachers and counselors within the scope of counseling services include assisting individuals in overcoming challenges through various services. Prayitno posits that individual counseling constitutes a counseling service a counselor provides to alleviate the client's problems. Consequently, this service can assist individual students in alleviating bullying-related problems with the assistance of counseling teachers/counselors. In order to reduce bullying behavior at SDN Bhakti Karya, it is essential to garner support from all relevant parties, including teachers and parents. If bullying behavior is permitted to continue,

it will have a detrimental impact on the future generation of the nation. Teachers must provide their students with comprehensive support in order to facilitate the gradual disappearance of bullying.

The school and family environment are among the most influential factors in children's bullying behavior. Therefore, parents and teachers play an essential role in children's growth and development at home and school. Furthermore, children's exposure to certain forms of media, including television, YouTube, and other social media platforms, can also influence their tendency to engage in bullying behaviors. The role of the teacher in addressing bullying among students is to serve as a guide, advisor, and facilitator, providing support and guidance to help students navigate bullying challenges and foster a positive school environment.

The findings of this study are consistent with those of Sukmawati I, Fenyara AH, Fadhilah AF, and H.C. (2021), who demonstrated that bullying can have a detrimental impact on social functioning, self-esteem, sleep disturbances, anxiety, depression, and suicidal ideation. To prevent and mitigate the impact of bullying, it is essential to engage families and schools as active partners in fostering a positive environment.

In contrast, research conducted by Sukawati and colleagues (2021) indicates that victims of bullying experience feelings of rejection and isolation from their peers. Those who perpetrate bullying in groups employ a range of tactics, including physical, verbal, and mental bullying. The role of schools and parents must be considered to reduce bullying behavior at the school level. This is to reduce the incidence of mental illness in children. The results of this study also correlate with the findings of Mohan & Bakar's research (2021). Bullying occurs in children who feel powerful, and they do it in groups. Forms of bullying that occur, such as verbal bullying and violence, still occur frequently. Schools and families must assume an active role in reducing and eliminating bullying.

CONCLUSION

The results of research conducted at Elementary School on the impact of bullying behavior on children's mental health permit several conclusions to be drawn. The forms of bullying behavior that occur at the school are as follows: verbal bullying, which includes slandering the victim and their parents, mocking, threatening, and using profanity—physical bullying, which includes hitting, taking items without permission, and pinching. The impact of bullying behavior on children's mental health at Elementary School is evidenced by the following observations: victims of bullying become quiet, weak, and afraid when they meet the perpetrator; they become tired of the perpetrator's treatment of them; they become very moody; and they also exhibit a lack of excitement about learning. Efforts to reduce bullying behavior at Elementary School have included providing early religious education, filling spare time with constructive activities such as extracurricular scouting, hadroh, and other pursuits, and implementing character education through learning activities, advice, and disciplinary measures.

RECOMMENDATION

It is recommended that future research be conducted to expand the scope of inquiry to encompass a broader range of mental health issues affecting children, particularly those related to bullying. To ensure the accuracy and completeness of the research data, it is essential to adhere to rigorous reproducibility standards.

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