



# Law enforcement efforts against bullying perpetrators in school environments

Faiz Azhar Lubis<sup>1</sup>, M. Rizal<sup>2</sup>

<sup>1,2</sup>Faculty of Sharia and Law, Universitas Islam Negeri Sumatera Utara, Medan, Indonesia,

**Abstract:** Bullying in school environments is a serious problem that has a negative impact on children's development. This study analyzes bullying cases at MAN 1 Medan and finds that the lack of moral and ethical education is one of the main contributing factors. This study also shows that handling bullying cases can be done through legal and non-legal channels. This study uses an empirical normative legal research method by combining analysis of laws and regulations, especially Law Number 35 of 2014 concerning Child Protection, and primary data from interviews. This study aims to examine law enforcement against perpetrators of bullying in school environments. The results of this study indicate that efforts to prevent bullying in educational environments can be done through legal and non-legal channels, especially by referring to Law Number 35 of 2014 concerning Child Protection. This law provides a clear definition of violence against children, including bullying, and provides special protection for children in educational environments. In addition, this study also discusses efforts to prevent bullying through non-legal channels, such as socialization, strengthening awareness of children's rights, and individual approaches. However, further efforts are needed, both through consistent law enforcement and through comprehensive prevention programs in schools, to create a safe and conducive learning environment for all students.

**Keywords:** Bullying; Education; Child Protection.

## 1. Introduction

Education is an important part of human life and is a human effort to help the souls of their children towards a better and more sustainable civilization. Violence in schools is one of the phenomena that has attracted attention in today's world of education. This includes actions by students against teachers and other students. News about bullying and violence that is increasing in print and electronic media shows that human values have been lost. Sujana, "Functions and objectives of Indonesian education."

Nowadays, bullying behavior is very concerning for education, parents, and society. Schools are not only a place where children can learn and build good character, but also misuse becomes a place where bullying behavior emerges. Lack of moral and ethical education causes many deviations among the young generation today. Sadly, these deviations are considered normal and not a serious problem. However, if these deviations are carried out from a young age, they will become habits and can become characters that are very difficult to change when they are adults. An example of deviation that we often see is bullying. This action is caused by poor moral education and an environment that allows this action to occur. Purnaningtias et al., "Analysis of the role of moral education to reduce bullying in elementary schools."

*Bullying* is a repeated act carried out by a person or group of people who are more powerful to hurt, intimidate, or humiliate another person. This behavior has been going on for a long time and unfortunately bullying is still a serious issue especially in the school environment. Both the perpetrators and victims of bullying are usually children.

### Correspondence:

Name: Faiz Azhar Lubis

Email: azharfaiz288@gmail.com

Received: Aug 24, 2024;

Revised: Sep 04 2024;

Accepted: Sep 11, 2024;

Published : Oct 30, 2024;



**Copyright:** © 2024 by the authors.

Submitted for possible open access publication under the terms and conditions of the Creative Commons

Attribution-NonCommercial 4.0 International License (CC BY-NC 4.0) license (

<https://creativecommons.org/licenses/by-nc/4.0/>).

According to The Indonesian Child Protection Commission (KPAI) reported 2,355 cases of child protection violations from January to August 2023, of which 861 occurred in educational units. There were 487 cases of sexual violence against children, 236 cases of physical and/or psychological violence, 87 cases of bullying, 27 cases of educational facility fulfillment, and 24 cases of policy victims. Efforts made by law enforcement against perpetrators of bullying can be broadly divided into two approaches, namely penal (criminal law) and non-penal (outside criminal law). The penal approach focuses more on repressive actions, namely prosecuting crimes after they occur. In contrast, the non-penal approach emphasizes preventive aspects, namely efforts to prevent crimes from occurring. In other words, the non-penal approach aims to address factors that can trigger crimes. Frensh et al., "Criminal Policy to Combat Cyber Bullying Against Children as Victims."

*Bullying* has a wide negative impact, not only for the victim, but also for the perpetrator and the surrounding environment. Victims of bullying often experience decreased self-confidence, difficulty socializing, feelings of worthlessness, and a higher risk of depression. Meanwhile, bullies tend to have difficulty adapting to the social environment and are at risk of being rejected by others later on. Khalidazia Ahyar et al., "Analysis of the Role of Emotions in Bullying Cases (Review Through Literature Study)." *Bullying* become a serious problem in MAN 1 Medan that is difficult to overcome. Students in this school who bully usually come from families facing various problems, such as divorce, domestic violence, or economic difficulties. Unstable family conditions can have a negative impact on children's emotional development, so they tend to be involved in bullying behavior, either as perpetrators or victims.

According to sociologist Pierre Bourdieu, bullying is a manifestation of unequal power relations. In a school environment, a rigid senior-junior system often creates a social hierarchy that allows stronger students to bully weaker students. This phenomenon shows how power can be used to control and dominate others. Bourdieu, "Distinction a social critique of the judgment of taste." Some causes of teenage bullying can occur from a child to a teenager so that the perpetrators are aggressive and can be influenced by many factors, including biological, psychological, and sociocultural factors. First, from a biological perspective, it is possible that some children have a genetic tendency to be aggressive. Second, psychologically, aggressive children have poor social skills and lack self-control. They also have a bad outlook. Third, adolescent development experiences an identity crisis and normal puberty components. Adolescents usually prefer to form gangs because they are looking for identity and want to exist. According to peer relationships, some teenagers become bullies as revenge for previous rejection and violence. Fourth, socioculturally, bullying is defined as a feeling of frustration caused by life pressures and the result of unconsciously imitating adults. The environment teaches adolescents that violence can be a way to solve problems. Kharis, "The Impact of Bullying on Adolescent Behavior (Study at SMKN 5 Mataram)."

As explained in Article 1 Number 15a of Law Number 35 of 2014 concerning Amendments to Law Number 23 of 2002 concerning Child Protection, *bullying* against children is one type of violence. Crimes against children are defined as any act that causes suffering or misery, whether physical, mental, sexual, or through neglect. This includes threats to do something, coercion, or illegal restrictions on freedom. Heliany, "Analysis of Final and Binding Arbitration Decisions and Their Impact on Legal Certainty and Justice." If a child is involved in an act of bullying, then the legal handling will refer to Law Number 11 of 2012 concerning the Child Criminal Justice System. This law stipulates that bullying cases involving children can be resolved through a diversion mechanism or through a child criminal process, depending on the severity and impact of the act.

Law enforcement in Indonesia, especially in cases of bullying, often encounters obstacles. Although there are various laws and regulations, their implementation is still not

optimal. When children are involved in bullying, legal handling must be carried out carefully. Sanctions are indeed needed as a deterrent, but what is more important is to give them the opportunity to improve themselves through guidance and training. Children are national assets that need to be fostered so that they grow into good and responsible individuals. Widodo, "The Juvenile Criminal Justice System as Criminal Offenders from the Perspective of Law Number 11 of 2012 Concerning the Juvenile Criminal Justice System."

Based on the explanation above, the main focus of this research is first, How are legal prevention efforts against bullies? Second, How to evaluate the impact of bullies? Third, How to find out the motivation of bullies to bully students? Fourth, How to enforce violations to change perpetrators and provide special training?

## 2. Materials and Methods

The researcher used the empirical normative legal research type because it uses laws and regulations and secondary data which are used as references for research on the enforcement that should be received by perpetrators of bullying in the school environment. This study uses primary and secondary data sources, secondary data is obtained through scientific works in the form of writings from legal experts such as journals, books and regulations of Law Number 35 of 2014 concerning Child Protection and, primary data is obtained through interviews with the Principal, BK teachers, Homeroom Teachers, Students and Security Guards. The analysis technique that will be used in this research is deductive inductive.

## 3. Results and Discussion

### 3.1 Legal Prevention Efforts against Bullying Perpetrators

Paku Bullying between peers, especially in educational settings, has become a very concerning issue for various levels of society. Since the initial research on bullying was conducted in Europe in 1970, this phenomenon has continued to attract the attention of the world of education and the wider community. In accordance with Article 1 number 16 of the Child Protection Law, violence against children is defined as any form of action that results in physical, psychological, or sexual suffering to children, including threats, coercion, or unlawful deprivation of liberty. Thus, based on the definition of violence, bullying can be considered a form of violence against children. Analiya and Arifin, "Legal protection for children in bullying cases according to Law Number 35 of 2014 concerning child protection in Indonesia."

In overcoming the problem of bullying, there are various approaches that can be taken, both preventive and repressive. Efforts to overcome it can be done through legal channels, such as criminal law, or non-legal channels such as mediation or counseling. The use of criminal law as a tool to overcome crime is a practice that has been going on for a long time in the history of human civilization. Acts of violence, including intimidation, are violations of the law that can be categorized as criminal acts. Hopeman, "The impact of bullying on the social attitudes of elementary school children (Case study at Tunas Bangsa School, Denpasar City)."

The Indonesian government has made efforts to prevent bullying in educational environments through legal channels through various regulations. Some of these include Child Protection Law Number 35 of 2014, Regulation of the Minister of Education and Culture Number 82 of 2015 which specifically regulates the prevention

and handling of acts of violence in educational units, and Regulation of the Minister of Education and Culture Number 18 of 2016 which replaces Permendikbud Number 55 of 2014 concerning the New Student Orientation Period, with the aim of creating a safer and more conducive school environment.

Law Number 35 of 2014 concerning Child Protection defines violence against children as “any act that results in physical, psychological, or sexual suffering to a child, including threats, beatings, or unlawful deprivation of liberty”. This law also strengthens child protection in educational settings. Article 9 paragraph (1a) explicitly states that every child has the right to protection from sexual violence and all other forms of violence in educational settings. In addition, Article 25 involves the community, including historians, in efforts to protect children’s rights. Perpetrators of violations of children’s rights can be subject to criminal sanctions of imprisonment and fines.

The addition of provisions regarding “violence” and special protection for children in the school environment in Law Number 35 of 2014 is a significant step. This is because Law Number 23 of 2002 previously did not provide a clear definition of violence against children. In fact, data shows an increase in cases of violence involving children in schools, both as victims and perpetrators. This condition makes children vulnerable to legal problems and has an impact on their future. Frensh et al., “Criminal Policy to Combat Cyber Bullying Against Children as Victims.”

Non-legal bullying prevention is a proactive effort to prevent criminal acts in the school environment. Steps that can be taken include: socialization of the negative impacts of bullying on victims and perpetrators, strengthening awareness of children's rights to a safe learning environment, and individual approaches to students who exhibit bullying behavior to provide counseling and guidance.

Based on research and interviews conducted at MAN 1 Medan, handling bullying cases can be done in two ways: (1) legal (penal) through the courts, especially for serious cases, and (2) non-legal (non-penal) channels, such as academic sanctions which are more suitable for cases in the school environment. Although legal action can be an option in bullying cases, not all cases need to be resolved through legal channels. In the school environment, the school takes a non-legal approach such as giving academic sanctions or mediation between the parties involved which is considered more effective in dealing with bullying cases in schools. Non-legal (Non-penal) Bullying Prevention Efforts carried out by MAN 1 Medan school are as follows: a) Socialization and Education: Providing comprehensive information about bullying, including its negative impacts, to all students. In addition, teaching emotional control skills and constructive problem solving, b) Counseling guidance: Providing easily accessible counseling services for all students, both victims and perpetrators of bullying, to provide emotional support and help them overcome the problems they face, c) Cooperation with Various Parties: Involving teachers, spiritual guides, police, and other related institutions in providing socialization, counseling, and training on bullying prevention, as well as moral and legal values, d) Character Development: Building student character that is empathetic, tolerant, and respects differences. This can be done through various activities, such as group discussions, role-playing, and social activities. Bullying Prevention Efforts at MAN 1 Medan through the Academic Process are carried out as follows: a) Individual

Approach: Providing special attention to students involved in bullying cases, either as victims or perpetrators, through an individual approach or counseling, b) Mediation: Facilitating the mediation process between victims and perpetrators of bullying by involving BK teachers as mediators, c) Parental Involvement: Involving parents in the process of resolving bullying problems to provide support and supervision for children, d) Academic Sanctions: Providing academic sanctions that are appropriate to the level of violation as a form of consequence for bullyin.

### ***3.2 How to Evaluate the Impact of Bullie***

Bullying not only has a negative impact on the victim, but also on the perpetrator and the people around him. The impact can be seen in various aspects of life, from mental health to academic achievement.

Impact of bullying on the perpetrator: Bullies generally have high but fragile self-esteem. They often feel the need to dominate to prove themselves. Lack of empathy and difficulty controlling emotions make them tend to act aggressively. If not properly intervened, bullying behavior can develop into more complex problems, such as acts of violence, acts of violence, and decreased academic achievement. Purwaningsih and Mega, "The Relationship between Bullying and Self-Confidence of Grade X Students of SMA Muhammadiyah 11 Karanganyar."

Impact on victims: Victims of bullying are often the target of repeated physical and verbal attacks, causing them to experience long-term psychological trauma. Deep fear, anxiety, and depression make it difficult for them to interact with others and concentrate on daily activities. As a result, victims often experience a decline in academic performance and isolate themselves from their social environment. In the most severe cases, thoughts of ending their life can arise as an attempt to stop their suffering.

Impact of bullying on people around: Bullying is a socially accepted behavior that can create an environment that tolerates acts of violence. In situations like this, some students may feel forced to join the perpetrator to avoid becoming the next victim. Other students may choose to remain silent because they are afraid of the consequences if they try to stop the bullying. The most disliked thing is when students start to view bullying as something normal and does not need to be changed. Magfirah and Rachmawati, "The relationship between school climate and the tendency towards bullying behavior."

The bullying case involving students of MAN 1 Medan not only resulted in isolating themselves from the outside world, lack of self-confidence and feeling depressed, but also resulted in experiencing mental disorders and resulting in being transferred from school. This is done if the victim and perpetrator have been warned several times in mediation and with very serious consideration. Directions to transfer schools are given to the victim and perpetrator in order to provide a deterrent effect to the perpetrator and the victim of bullying does not get the same thing at their new school.

### ***3.3 Motivation of Perpetrators to Commit Bullying***

Family is one of the causes of students doing bullying. Children who grow up in a less harmonious family environment and get less attention from their parents often feel insecure and unloved. Lack of affection and emotional support can hinder their social and emotional development, making it difficult for them to build healthy relationships with others. As a consequence, some children may seek attention or recognition in negative ways, such as bullying. Karina, Hastuti, and Alfiasari, "Bullying behavior and adolescent character and its relation to family and peer group characteristics." In addition, parental divorce can also cause stress and anxiety in children, which can trigger bullying. In an effort to cope with these feelings, children may seek an outlet in unhealthy ways, such as bullying peers. Divorce can also have a negative impact on children's academic achievement. Family economic problems can trigger children to

bully. Parents' busy work and conflicts arising from economic difficulties can make children feel insecure and stressed. Lack of basic needs can also contribute to behavioral problems.

Meanwhile, the perpetrators bullied students at MAN 1 Medan because of peer influence which is one of the main factors that triggers bullying. These students often spend a lot of time with their friends by forming small groups (gangs). In this gang, they influence each other, including in terms of behavior. The pressure to be accepted and recognized in the group can encourage gang members to carry out bullying, because they think that such actions are common and acceptable in their environment. The search for self-identity is very important for the perpetrators, and other group members. Often a place for them to find their identity. These small groups have a negative influence, such as encouraging violent behavior or violating norms, so teenagers tend to follow this behavior.

The bullying case that occurred at MAN 1 Medan cannot be justified by misunderstanding. This act of bullying, which is often considered trivial, can have very serious impacts, both for the victim and the perpetrator. Victims of bullying often experience deep trauma that affects their mental health, disrupts the learning process, and hinders their social development. In extreme cases, bullying can even lead to life-threatening violence. The results of the examination conducted by the perpetrators that the perpetrators did this because there was a dispute between two gangs in different schools and the perpetrators were considered to be on the opposite side of their group. Further investigations from the two statements of the perpetrators who had been arrested explained the motive for this bullying because the perpetrators felt hurt between one group and another.

### ***3.4 Enforcement of Violations to Change Perpetrators and Provide Special Training***

According The Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) issued Permendikbudristek Number 46 of 2023 to regulate the prevention and handling of violence in educational institutions. This Permendikbudristek forms a Violence Prevention and Handling Team (TPPK) within the educational unit environment and determines their functions and responsibilities. This regulation is here to protect students in order to get a safe, comfortable and enjoyable education. Manggali and Rohman, "Problems of Preventing and Handling Bullying in School Environments Referring to Permendikbudristek Number 46 of 2023."

Article 1 Paragraph 3 of the 1945 Constitution explains that the State of Indonesia is designated as a state of law, this shows that Indonesia is a country that believes that power must be exercised in a correct and fair manner without siding with one party. This is a place where the law functions as the highest pillar to ensure justice and truth in Indonesia. Law enforcement officers who are responsible for maintaining balance and justice in all areas of life are needed to build a state of law. Finolia and Wahyuningsih, "Criminal Sanction Policy for Perpetrators of Child Exploitation Crimes in Law Number 35 of 2014 Concerning Child Protection."

Bullying according to the Criminal Code (KUHP) in Indonesia is categorized as a criminal act or categorized as a crime against humanity. The articles of the Criminal Code that regulate this are in articles 76C, 80, 170, 351. According to Article 80 of Law Number 35 of 2014 concerning Child Protection, it states: (a) Any person who violates the provisions as referred to in Article 76C shall be punished with imprisonment for a maximum of 3 (three) years and 6 (six) months and/or a maximum fine of IDR

72,000,000.00 (seventy-two million rupiah). (b) In the event that a child as referred to in paragraph (1) is seriously injured, the perpetrator shall be punished with a maximum prison sentence of 5 (five) years and/or a maximum fine of IDR 100,000,000.00 (one hundred million rupiah). (c) In the event that a child as referred to in paragraph (2) dies, then the perpetrator must be punished with a maximum prison sentence of 15 (fifteen) years and/or a maximum fine of Rp. 3,000,000,000.00 (three billion rupiah). (4) The penalty is increased by one third of the provisions as referred to in paragraph (1), paragraph (2), and paragraph (3) if the perpetrator of the abuse is the parent.

Article 80 of the Criminal Code explains that anyone who violates the provisions of Article 76C, which includes violence in the form of harassment and abuse of children, is threatened with criminal penalties, as follows: (a) With a maximum prison sentence of 3 (three) years 6 (six) months or a maximum fine of seventy-two million rupiah; (b) If it causes serious injury, the punishment is a maximum of 5 (five) years imprisonment or a maximum fine of one hundred million rupiah; (d) If it causes death, the penalty is a maximum of 15 (fifteen) years imprisonment and a maximum fine of three billion rupiah; (e) and the penalty is increased by one third if the perpetrator is the parent himself.

This criminal act of bullying is a crime that is done intentionally against the victim that has been done by the perpetrator. This resulted in its inclusion as a crime in the Criminal Code section of crimes against the survival of humanity.

Article 55 paragraph (1) of the Criminal Code states that those who commit, order and participate in committing a crime are subject to criminal penalties as perpetrators (dader) of a crime.

Article 55 of the Criminal Code mentions four groups who can be punished: The perpetrator or the perpetrator, Order to do or doenpleger, Participate or participate, Organizer or uitlokker. Article 55 Paragraph (1) of the Criminal Code, which has the following elements: (a) Each person, That what is meant by every person is anyone as a legal subject who is able to be held responsible for his actions. (b) Those who intentionally carry out acts of bullying, An act done intentionally and with full awareness committing acts of bullying against the victim. (c) Those who do it, order it to be done, and those involved.

Anyone who carries out or is involved in the sense of carrying out an action together bullying where there are at least 2 people, namely the perpetrator and the perpetrator's assistant who also participated in carrying out the criminal incident. As a result of the actions of the perpetrator of bullying with severe trauma experienced by the victim according to the Republic of Indonesia Law Article 80 Paragraph 2 concerning child protection, the perpetrator can be punished with a prison sentence of more than (5) five years.

In relation to several cases involving teenagers, especially children who are still in school, of course the police always work together and collaborate with related agencies, schools and the community to continue to take persuasive and preventive steps. These steps have often been carried out and continue to be carried out by the police, such as conducting socialization of the dangers of drugs by visiting schools to convey how dangerous it is, like a criminal act that initially only wanted to exploit oneself which was

wrong but ultimately ended up having to deal with the law and the police and being punished.

Literacy education efforts from the school together with same as others are also done by the police. This is not only the responsibility of the police but is a shared responsibility that requires concern from all environments. Supervision and patrols carried out by the police are part of preventive measures taken by the police by increasing patrol activities and reprimanding directly in the field.

#### 4. Conclusion

Efforts to handle bullying cases at MAN 1 Medan combine preventive and repressive efforts. The main focus is prevention through socialization, education, and character development. However, academic sanctions are also given as a consequence of bullying actions. This approach is expected to create a safe, inclusive, and bullying-free school environment. Bullying is a serious problem that requires immediate and appropriate handling. Its wide impact is not only detrimental to individuals, but also damages the social order in the school environment. Therefore, efforts to prevent and handle bullying must be a top priority in all educational institutions.

Bullying is a complex problem that requires serious handling and involves various parties. The influence of peers and gang groups is an important factor that needs to be considered in efforts to prevent and overcome this bullying problem. The importance of law enforcement in addressing the problem of bullying. However, beyond the legal aspect, prevention efforts must also be carried out comprehensively, involving various parties, and starting from the school environment. With clear regulations and coordinated efforts, it is hoped that bullying cases in Indonesia can be suppressed and a safe learning environment can be realized.

#### References

- Analiya, T. R., & Arifin, R. (2022). Perlindungan Hukum Bagi Anak dalam Kasus Bullying Menurut Undang-Undang Nomor 35 Tahun 2014 tentang Perlindungan Anak di Indonesia. *Journal of Gender And Social Inclusion In Muslim Societies*, 3(1), 125–144.
- Bourdieu, P. (2018). Distinction a social critique of the judgement of taste. In *Inequality* (hal. 287–318). Routledge.
- Finolia, F., & Wahyuningsih, S. E. (2021). Kebijakan Sanksi Pidana Bagi Pelaku Kejahatan Eksploitasi Terhadap Anak Dalam Undang-Undang Nomor 35 Tahun 2014 Tentang Perlindungan Anak. *Prosiding Konstelasi Ilmiah Mahasiswa Unissula (KIMU) Klaster Hukum*, 1(1).
- Frensh, W. F., Kalo, S., Mulyadi, M., & Bariah, C. (2017). Kebijakan Kriminal Penanggulangan Cyber Bullying terhadap Anak sebagai Korban. *USU Law Journal*, 5(2), 164999.
- Heliany, I. (2021). Analisis Final and Binding Putusan Arbitrase Serta Dampaknya Terhadap Kepastian Hukum dan Keadilan. *Jurnal Yure Humano*, 5(2), 78–91.
- Hopeman, T. A. (2020). Dampak bullying terhadap sikap sosial anak sekolah dasar (Studi kasus di sekolah Tunas Bangsa Kodya Denpasar). *PENDASI: Jurnal Pendidikan Dasar Indonesia*, 4(1), 52–63.
- Karina, K., Hastuti, D., & Alfiasari, A. (2013). Perilaku bullying dan karakter remaja serta kaitannya dengan karakteristik keluarga dan peer group. *Jurnal Ilmu Keluarga & Konsumen*, 6(1), 20–29.
- Khalidazia Ahyar, M., Zulfanova Saputri, S., Khoirunnisa, S., Murdiana, V., Ahmad Dahlan, J. K., Ciputat Timur, K., & Tangerang Selatan, K. (2024). Analisis Peran Emosi Dalam Kasus Pembullyingan (Tinjauan Melalui Studi Pustaka). 6(1), 19–27.

- Kharis, A. (2019). Dampak Bullying Terhadap Perilaku Remaja (Studi pada SMKN 5 Mataram). *JIAP (Jurnal Ilmu Administrasi Publik)*, 7(1), 44–55.
- Magfirah, U., & Rachmawati, M. A. (2010). Hubungan antara iklim sekolah dengan kecenderungan perilaku bullying. *Jurnal Universitas Islam Indonesia*, 1(10).
- Manggali, G. S., & Rohman, A. (2024). Promblematika Pencegahan dan Penangan Tindakan Perundungan di Lingkungan Sekolah Mengacu pada Permendikbudristek Nomor 46 Tahun 2023. *Bandung Conference Series: Law Studies*, 4(1).
- Nomor, U.-U. (23M). *tahun 2002 tentang Perlindungan Anak*.
- Purnaningtias, F., Aika, N., Sucipto, A., & Putri, Z. M. B. (2020). Analisis peran pendidikan moral untuk mengurangi aksi bully di sekolah dasar. *Autentik: Jurnal Pengembangan Pendidikan Dasar*, 4(1), 42–49.
- Purwaningsih, S., & Mega, I. (2017). Hubungan Perundungan (Bullying) Dengan Kepercayaan Diri Siswa Kelas X SMA Muhammadiyah 11 Karanganyar. *Undergraduate Thesis. Surakarta: Institut Islam Negeri Surakarta*.
- Sujana, I. W. C. (2019). Fungsi dan tujuan pendidikan Indonesia. *Adi Widya: Jurnal Pendidikan Dasar*, 4(1), 29–39.
- Widodo, G. (2016). Sistem Pemidanaan Anak Sebagai Pelaku Tindak Pidana Perspektif Undang-Undang Nomor 11 Tahun 2012 Tentang Sistem Peradilan Pidana Anak. *Jurnal Surya Kencana Dua: Dinamika Masalah Hukum dan Keadilan*, 6(1), 65–67.
- Analisa, T. R., & Arifin, R. (2022). Perlindungan Hukum Bagi Anak dalam Kasus Bullying Menurut Undang-Undang Nomor 35 Tahun 2014 tentang Perlindungan Anak di Indonesia. *Journal of Gender And Social Inclusion In Muslim Societes*, 3(1), 125–144.
- Bourdieu, P. (2018). Distinction a social critique of the judgement of taste. In *Inequality* (hal. 287–318). Routledge.
- Finolia, F., & Wahyuningsih, S. E. (2021). Kebijakan Sanksi Pidana Bagi Pelaku Kejahatan Eksploitasi Terhadap Anak Dalam Undang-Undang Nomor 35 Tahun 2014 Tentang Perlindungan Anak. *Prosiding Konstelasi Ilmiah Mahasiswa Unissula (KIMU) Klaster Hukum*, 1(1).
- Frensh, W. F., Kalo, S., Mulyadi, M., & Bariah, C. (2017). Kebijakan Kriminal Penanggulangan Cyber Bullying terhadap Anak sebagai Korban. *USU Law Journal*, 5(2), 164999.
- Heliany, I. (2021). Analisis Final and Binding Putusan Arbitrase Serta Dampaknya Terhadap Kepastian Hukum dan Keadilan. *Jurnal Yure Humano*, 5(2), 78–91.
- Hopeman, T. A. (2020). Dampak bullying terhadap sikap sosial anak sekolah dasar (Studi kasus di sekolah Tunas Bangsa Kodya Denpasar). *PENDASI: Jurnal Pendidikan Dasar Indonesia*, 4(1), 52–63.
- Karina, K., Hastuti, D., & Alfiasari, A. (2013). Perilaku bullying dan karakter remaja serta kaitannya dengan karakteristik keluarga dan peer group. *Jurnal Ilmu Keluarga & Konsumen*, 6(1), 20–29.
- Khalidazia Ahyar, M., Zulfanova Saputri, S., Khoirunnisa, S., Murdiana, V., Ahmad Dahlan, J. K., Ciputat Timur, K., & Tangerang Selatan, K. (2024). *Analisis Peran Emosi Dalam Kasus Pembullying (Tinjauan Melalui Studi Pustaka)*. 6(1), 19–27.
- Kharis, A. (2019). Dampak Bullying Terhadap Perilaku Remaja (Studi pada SMKN 5 Mataram). *JIAP (Jurnal Ilmu Administrasi Publik)*, 7(1), 44–55.
- Magfirah, U., & Rachmawati, M. A. (2010). Hubungan antara iklim sekolah dengan kecenderungan perilaku bullying. *Jurnal Universitas Islam Indonesia*, 1(10).
- Manggali, G. S., & Rohman, A. (2024). Promblematika Pencegahan dan Penangan Tindakan Perundungan di Lingkungan Sekolah Mengacu pada Permendikbudristek Nomor 46 Tahun 2023. *Bandung Conference Series: Law Studies*, 4(1).
- Nomor, U.-U. (23M). *tahun 2002 tentang Perlindungan Anak*.
- Purnaningtias, F., Aika, N., Sucipto, A., & Putri, Z. M. B. (2020). Analisis peran pendidikan moral untuk mengurangi aksi bully di sekolah dasar. *Autentik: Jurnal Pengembangan Pendidikan Dasar*, 4(1), 42–49.
- Purwaningsih, S., & Mega, I. (2017). Hubungan Perundungan (Bullying) Dengan Kepercayaan Diri Siswa Kelas X SMA Muhammadiyah 11 Karanganyar. *Undergraduate Thesis. Surakarta: Institut Islam Negeri Surakarta*.
- Sujana, I. W. C. (2019). Fungsi dan tujuan pendidikan Indonesia. *Adi Widya: Jurnal Pendidikan Dasar*, 4(1), 29–39.
- Widodo, G. (2016). Sistem Pemidanaan Anak Sebagai Pelaku Tindak Pidana Perspektif Undang-Undang Nomor 11 Tahun 2012 Tentang Sistem Peradilan Pidana Anak. *Jurnal Surya Kencana Dua: Dinamika Masalah Hukum dan Keadilan*, 6(1), 65–67.