Efforts To Handle Bullying Behavior and Mental Health Impact for Victims and Perpetrators of Bullying in Junior High Schools in Indonesia

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ARTICLE INFO	ABSTRACT

Purpose. Bullying is a negative behavior that can occur in schools from elementary school to tertiary level. This study aims to explore efforts to deal with bullying in schools and provide an overview of the impact of bullying behavior on victims and perpetrators, The study also attempts to recommend prevention of bullying behavior, treatment efforts for victims and perpetrators **Design/methodology/approach.** This research adopted a qualitative research design with a descriptive analysis approach, taking a purposive sample of ten participants comprising students, school principals, student representatives, Guidance Counseling teachers, and religious teachers. Data was collected through observation, interviews and documentation search. Data analysis used the stages of organizing and preparing data, reading all the data, coding, compiling themes and data descriptions, constructing pieces, interpreting and giving meaning to documents on the subject. **Findings/results.** The results of this study show that bullying in junior high schools takes the form of verbal and physical bullying. School prevention efforts include (a) complying school rules regarding violence against fellow students, (b) Holding anti-bullying outreach, (c) Involving students in looking for factors that cause bullying, (d) Carrying out mediation between victims and perpetrators if bullying occurs, (e) Giving special attention to victims and perpetrators of bullying (e) providing sanctions and monitoring for perpetrators of *bullying* , (f) giving special attention to victims and perpetrators of *bullying* . The obstacles to preventing bullying are (a) differences in student character, (b) seniority (c) holding competitions to make anti- bullying posters (d) mediating between victims and perpetrators of bullying. I**mplications for research and practice.** The findings that have been revealed in research on bullying prevention policies, some policy implementations have had an impact on students and institutions. The existence of regulations on points of violence, socialization, mediation, sanctions, and treatment for bullying victims provide changes in student behavior in interacting. Theoretically, this also supports a more conducive, safe and comfortable learning process for students. Teachers as mentors who directly have intensive interactions with students also need to be provided with the

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ability and skills to identify bullying. Teacher sensitivity will greatly influence early and rapid handling of bullying victims. The results of this study can be a simple guideline for further research.

Introduction

Education is the foundation of a nation's strength. A great nation begins the foundation of strengthening schools as institutions that provide teaching to society. Likewise, education in Indonesia has a noble goal of creating a better community. Article 5, paragraph 4 of Law Number 20 of 2003 concerning the National Education System, states that education is an effort to eradicate ignorance and that citizens with the potential for intelligence and unique talents have the right to receive special education (Alhadar et al., 2024). In accordance with the mandate of law, schools as educational institutions have a role in educating and directing students to develop every potential that exists in each student (Idris & Putra, 2021). This implies that schools must also have safe conditions and situations in implementing education nor shall the school should experience interference either physically or mentally. One of the tasks of schools and teachers is to ensure that these conditions can be implemented well.

The goals and targets of schools as a formal institution that organizes education are expected to have policy regulations that can enable all school stakeholders to carry out their duties properly without interference. The school policies that are formed do not only provide important points about the learning strategies implemented but also describe a good and enjoyable school culture for students (Hariandi et al., 2021). School conditions like this will encourage students to be able to carry out learning activities safely, comfortably and happily. Moreover, teachers have an important role and full responsibility in shaping each student's character in the school environment (Gusman et al., 2022). Teaching itself is a profession that requires certain skills in aspects of teaching, professionalism, personality and social aspects (Naseh et al., 2023). A professional teacher must have educational and teaching abilities. A teacher must be able to guide, direct, and accompany students in the learning process at school. Students are the nation's successors and, therefore, need to be prepared from an early age with adequate abilities and skills.

The demands and duties of teachers are so great in educating students, providing an illustration of the many obligations that must be carried out by a teacher. not only providing information knowledge, but also required to provide a sense of security and comfort in the learning process (Muflihin et al., 2024). On the other hand, it is also necessary to see the limitations of teachers, where teachers cannot supervise all the activities of their students at all times, so that later there are events that occur outside the teacher's knowledge.

Students as objects of education have the right to receive instruction in an environment that is safe, comfortable and free from fear (Kurniati et al., 2020). School managers and other elements need to be responsible and ensure this condition. Schools are obliged to protect all students from intimidation, violence, and verbal and non-verbal bullying, which might result in disruption to learning. Furthermore, if this happens continuously, it can cause mental disorders in students who are victims. Other impacts that may arise are lack

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of self-confidence, hurt feelings, trauma, lying and the emergence of fear in the school environment.

In almost all schools, currently the urgent problem that needs to be solved is the bullying behavior. Some bullying behavior is carried out because of the ignorance of the perpetrator in this case students to other students. There is also bullying that is carried out because of the perpetrator's venting factor who gets similar behavior from other people, either in the family or community environment. Another form of bullying behavior that has now developed is in the realm of cyberspace, through social media, which is not directly related to interaction. The impact that arises is also no less great and can even have a direct effect on the victim of bullying. Whatever may be the form, it turns out that bullying has a significant impact on the mental health of both the victim and the perpetrator. Victims of bullying will usually appear unhappy, sad, gloomy and the like. On the other hand, although the perpetrators of bullying are physically happy, in their hearts there is also a feeling of confusion, fear and worry or anxiety. This research explores the actual mental health conditions between victims of bullying and perpetrators of bullying.

This phenomenon as a symptom of psychological illness provides serious problems for the world of education in seeking prevention efforts. In general, the government has provided policies and guidelines on bullying, schools are expected to be able to translate government policies into implementation in their respective schools according to their character and conditions. This study aims to explore efforts to deal with bullying in schools and provide an overview of the impact of bullying behavior on victims and perpetrators, especially the impact on their mental health. The focus of this research is prioritized on the form of handling and prevention of bullying behavior, treatment efforts for victims and perpetrators in junior high schools in Indonesia and also the obstacles faced by schools in preventing bullying behavior.

Literature Review

Forms of Bullying in Education

A large number of people including teachers themselves consider bullying behavior to be normal among children (Ali et al., 2022). Bullying is regarded as a form of play among their age group. However, what needs to be realized is that bullying behavior is a form of violence against students that either makes a direct or indirect impact on the victim's physical and psychological well-being, especially a bullying behavior that involves physically pushing, hitting and so on (Abdillah et al., 2020; Lopata & Nowicki, 2014). There is also the behavior of mocking, scolding and verbally attacking the victim. This is a form of violence that will affect the child's psychology in the future (Hateriah & Sarkiah, 2023).

Actions of pushing, teasing and ridiculing that seem normal will impact the victim's prolonged trauma. This behavior is despicable. Moreover, viewed from a religious context, as stated in the Koran, Surah Al Hujurat verse 11, it is not permissible for a person or group of people to humiliate, criticize and make fun of other people. This verse implies that a person must be able to maintain his attitude and verbal attitude toward other people to avoid hostility and conflict, whether physical or psychological.

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In general, there is almost no specific policy from the school regarding anti-bullying programs (Kapile et al., 2023). It is realized that there is a need for policies formulated by schools to prevent and overcome bullying behavior. Law number 23 of 2022 concerning child protection explains in Article 54 that children inside and outside school must be protected from acts of violence committed by teachers, school administrators, school friends or other parties who have opportunities to carry out acts of bullying.

The Role of Schools in Dealing with Bullying

The school and other school stakeholders are essential in preventing bullying behavior. While schools make specific policies related to prevention of bullying and make strategic choices in overcoming bullying in schools, the role of teachers is significant to monitor the classroom environment and establish communication with students' parents. The teacher is one of the school spearheads with a vital role in overcoming and handling bullying behavior (Craig et al., 2011). Teachers who interact with students always have sensitivity regarding the students' conditions. For example, if a student who is usually cheerful becomes gloomy and withdrawn, which could indicate that he has just had a problem. Teachers can directly provide approaches and guidance to the students concerned. Teachers can also directly intervene if a student is being bullied. Teachers can provide explanations, warnings, or even advice to students who drive. This responsibility and sensitivity are essential to prevent further things, especially bullying. Teachers and school officials must be aware of the opportunities for bullying and be able to anticipate and resolve them (Destiyanti, 2022). Besides that, bullying behavior can be identified through the perpetrator's psychological symptoms, where they have low psychosocial attitudes. Bullies usually tend to be aggressive, and unfriendly, like to dominate, uncooperative and also experience anxiety (Latipah et al., 2020). Another tendency of their attitude is that they have difficulty adjusting, and they also tend to take their aggressive behavior for granted. Some of the perpetrators of bullying were found to be children who received a parenting style that tended to be violent and applied physical discipline (Krisnana et al., 2019; Putra & Dendup, 2020; Yusuf et al., 2019).

Research Methods

Research Design

This study adopted a phenomenon approach (Alhadar et al., 2024), which is a characteristic of qualitative research. This approach emphasizes descriptive data from respondents based on written oral information and researchable behavior. Since the research involved evaluation of both physical and psychological characteristics of perpetrators of bullying in a school environment, qualitative research

Sample and Informants of research

The sample for this research comprised 15 participants, including students, school principals, student representatives, guidance and counseling teachers, and religious teachers, from three school locations in Yogyakarta and Central Java. The purposive sampling technique was adopted for the selection of participants, where the conditions and criteria for participants were determined first, namely subjects with important information or even perpetrators and victims of bullying who are considered key informants.

Instrument and Procedure

The research instruments comprised observation, interviews, and documentation search, each taking the form of a previously created guide or protocol. Secondary data, that supports or complements the primary data, was taken from school documentation with respect to existing bullying cases, school policies and other information related to research data needs. The data collection procedure involved first the researcher's preparation to design the research instrument, and obtaining the school's permission and willingness of prospective informants. This was followed by determining the day and time of data collection, in the form of interviews, observations and other data requests from existing documentation. Observation and interview activities were carried out at school according to the informant's free time after carrying out learning activities in class. Several informants wanted interviews outside the school to feel safe and comfortable in providing information. Each interview was recorded with informants' prior permission and lasted from 30 minutes to 60 minutes. The names of all informants were kept confidential in order to maintain their privacy and confidentiality.

Data Analysis

The data collected from interviews and observation was first verbalized into scripts. These transcripts were analyzed using six stages: organizing and preparing the data through category construction, sorting and naming the categories, coding and compiling themes and data descriptions, theoretical construction between pieces, and finally interpreting and giving meaning to the themes that were identified (Idris & Putra, 2021). Figure 1 summarizes this research analysis framework.
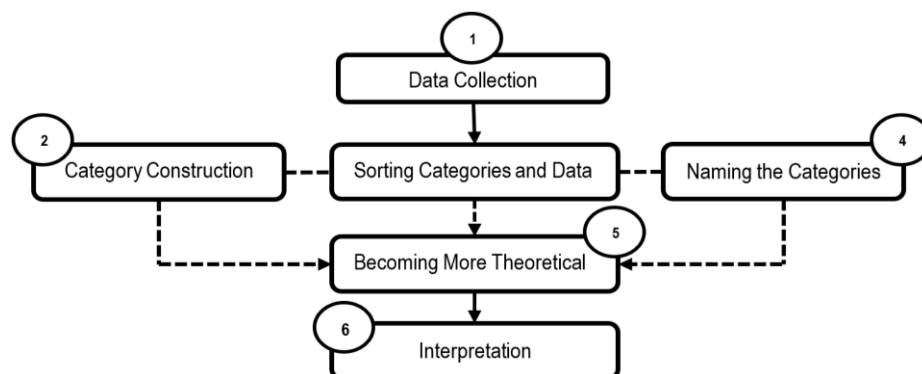

Figure 1: Research Analysis Stage

Results

Forms of Bullying at School

Based on the results of interviews in the field, it can be seen that there are various forms of bullying in schools. As the school's leader, the principal explained in an excerpt from his interview that "the form of bullying that occurs is usually due to the seniority aspect where the higher class will feel superior, braver, and so on." The guidance and counseling teacher added, "I most often call out students who bully because of seniority. Upperclassmen bully

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their younger classmates. There are also reasons why other students have physical limitations. For example, short, fat and others." Several students who were victims of bullying said, "I experienced bullying when I first entered school. I was asked for money by seniors to buy snacks. Some of my friends were also asked for money". Another student explained, "usually I am asked for money after school, so sometimes I don't dare because usually the ones asking for money are seniors. The teachers don't know because they are already home from school". This was reinforced by one of the bullies who stated, " I was bullied because I was afraid as a younger classmate, so if they wanted something, I gave it to them."

Several teachers also testified to bullying behavior carried out by students. As expressed by the class teacher (AH), who explained "during learning, especially when there is a test in class, there are students who threaten other students to provide answers to their questions. Students who are forced, some dare to refuse, but many do not dare so they will give what is requested. Students who report problems to teachers will usually immediately take action against students who do bullying by calling the person concerned and apologizing to the bullied". The religious teacher added, "I often call students who have bullying behavior. Usually when I talk to them face to face, there are several reasons why they bully, including because some have experienced the same behavior from other people. There are also those who are due to family factors who receive harsh education from their parents so that sometimes violence occurs both physically and verbally. Besides that, there is also something interesting from the results of my interrogation of victims and perpetrators of bullying, namely the impact on their mental health. For victims of bullying, there is a fear of going to school, if they are forced to go, they become quiet and look afraid. This mental condition is also experienced by the perpetrators, where they are also afraid of being caught by the teacher or principal, so some of them also become sensitive and more emotional" (Widodo et al., 2025).

The vice principal for student affairs also emphasized that "currently children who bully are also doing it in cyberspace, including in the class WhatsApp groups, on Facebook and other social media. Many directly give bad comments and also bully friends or even other people. Bullying on social media is also our concern. Some of the perpetrators who can be identified are then given direction and understanding of what has been done that can harm others either physically or mentally. Usually, we ask to make a statement not to do the act. If it is repeated, the school will call the parents to be given a report and handled". This explanation implies that bullying at school can be identified as direct bullying behavior through physical use and indirect bullying behavior through the use of social media or social exclusion.

The many forms of bullying provide a picture of a form of mental illness that infects the current generation along with the advancement of existing technology as one of the triggers. This bullying behavior is mostly carried out by students at the junior high school level. Some reasons for the emergence of this behavior can also be identified due to internal and external factors. Internally, students are not yet mature enough and know that what they are doing has a big impact. Another aspect is that bullies have past trauma because they may have also experienced bullying. While external reasons are the influence of social media and existing broadcasts, environmental and family factors and also the limitations of religious education.

Efforts to Prevent Bullying in Schools

The existence of bullying behavior carried out by students towards other students certainly makes learning conditions uncomfortable and unsafe. Some students who are victims of bullying do not even dare to go to school and do not dare report it to the teacher. This was revealed in an interview with one of the students who was a victim of bullying who stated "I used to be bullied by seniors and asked for pocket money. At first, I didn't give money, but then there was a threat from my brother. I didn't go to school the next day because I was afraid." This situation is of concern to the school to prevent bullying. As stated by the deputy principal for student affairs, " the school always tries to provide understanding to students so that bullying behavior is eliminated from the school. If this behavior persists, the school will summon the perpetrator and victim for mediation. If necessary, sanctions will be given if the case is serious. Don't forget that schools also carry out monitoring through class teachers to monitor children's development."

Information was added by the guidance and counseling teacher that "with anti-bullying socialization, students begin to understand the meaning, impact and prevention. Some students who feel bullied also have the courage to fight back or even have other friends help." In line with this, the student affairs teacher also explained that "bullying is not permitted anywhere, so we as the school often provide information, guidance and direction to students, especially in class. This is to prevent bullying from occurring in the school environment." Religious teachers provide their responses as part of the school stakeholders who direct the development of students' morals and character. This is in accordance with the results of an interview excerpt which stated "Thank God, the children we have accompanied so far are safe, although there are some students who are a bit domineering and tend to be aggressive. However, we always monitor and provide understanding. Some we have identified as having problems outside of school, such as at home and in the environment. Some parents are strict in educating their children while the children are not ready, so they take it out on school."

A student who had been a victim of bullying also said "I was once teased and made fun of by a classmate. Then I responded. Those who mocked me then asked for a fight. I just kept quiet and stepped aside." Another student who had experienced a similar incident also added, "often our friends who have big bodies make fun of us. Some people sometimes push and hit us. I have had this experience and reported it to the teacher." This was reinforced by information from the principal that, "Many schools today have begun to cooperate with parents of students in efforts to prevent bullying behavior. The form of cooperation that is built is by asking parents to monitor their children if there are signs of something different from their children. It could be that the child is experiencing bullying and is a victim, or the child is bullying others. Information from parents is very important to cross-check the child's behavior at school. In addition, schools have also begun to coordinate with guardians of students in the form of routine meetings held to provide information on the development of each student.

Obstacles Faced by Schools

In general, the obstacles faced by schools are internal and external factors. Internal aspects include the diverse character of each student, the student's physical form and the

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child's emotions. Due to their respective conditions, these children often show their aggressive side. Apart from these internal aspects, external aspects also appear, namely environmental influences, lack of parental attention, economic factors, and the influence or exposure to information on the internet. The school, in this case represented by the principal, explained that "one of the obstacles faced in overcoming bullying behavior is differences in children's characters, economic factors, the influence of internet media and also a lack of control on the part of parents. Some parents admit that because they are busy, they sometimes don't have time to pay attention. his son." The student also informed that "sometimes friends who don't know anything are persuaded by bullies to join in the bullying. Sometimes they are also busy with other students mocking, making fun of and pushing. So sometimes those who are bullied don't dare." This also becomes an obstacle because the school conditions are uncomfortable and there is pressure from other students.

The interesting thing found was that the bullies themselves felt the impact of their behavior. As one of the students who was involved in bullying said, "I am often avoided by other friends because of what I do. Many of my friends keep their distance because they fear me." The guidance and counseling teacher also provided additional information related to the obstacles in handling bullying by explaining that "students who experience bullying behavior often do not report it to the teacher. The reason is that they are afraid of being treated more harshly by their bullies. This condition certainly also makes it a little difficult for teachers to solve the problem. All students need to understand that if they do not report what they are experiencing, it will be more difficult to handle."

Several of the conditions above imply that it is necessary to look at the obstacles that may exist and arise in handling bullying behavior. so that the form of treatment can be adjusted to existing conditions. obstacles faced both internally from children and or external aspects from others become a problem faced by schools. It requires the involvement of many parties both from the school, parents and even the wider community.

Long Term Solution for Schools

The prevention measures taken by schools and teachers to reduce bullying behavior have not all gone smoothly. This condition is a consideration for the school to find a solution. One of the critical interviews with the school principal stated, "there are several solutions that we are working on to prevent bullying at school. First, regular socialization for students and parents. Second, there is a policy from the school in the form of punishment for perpetrators of bullying. Third, every "class teacher should provide information about bullying during their lessons. Fourth, ask all elements of the school not to be indifferent and consider bullying behavior normal. Schools must be aware of the symptoms of bullying from the start to take preventive measures early."

The guidance and counseling teacher (BK) added, "for perpetrators of bullying, we give sanctions in the form of summons and warnings. Don't forget, we also give other punishments by giving certain tasks, whether cleaning the class or something else." Some of the punishments carried out by the teacher are not just ordinary punishments, but also provide a lesson that bullies who do bad things will get the results of their actions too. The punishment given is also educational and leads to more positive things.

Several teachers gave suggestions in handling this bullying problem, namely the synergy between schools, parents and the government. One of the class teachers gave his view that "in addition to the punishment that is educational for students, there also needs to be a policy in monitoring children who are victims and perpetrators. This is so that they get a sense of security and comfort again and are enthusiastic at school. In addition, the perpetrators of bullying can also be given a final evaluation note or report card to show what has been done and what has been improved as part of future preventive measures". The research results above can be specifically explained in Figure 2.
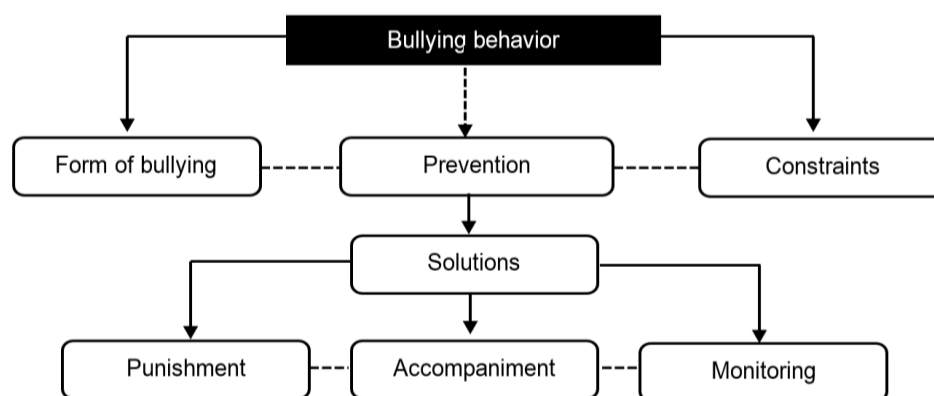

Figure 2: Research Results

Thus, based on these results, bullying behavior can be identified from its forms, prevention, obstacles, good long-term solutions and forms of punishment that can be given to provide a deterrent effect.

Discussion

Based on research findings, it is known that there are forms of bullying, the obstacles faced, prevention efforts and solutions to problems that need to be carried out collectively and comprehensively. This means that the school, teachers, parents, and guardians of students are responsible for preventing it. Several treatments can be carried out to anticipate bullying behavior, such as creating a feeling of safety and comfort in the school environment (Akbulut et al., 2010). Knowing each student's character and family profile. This information will be an essential ingredient in finding the best solution to preventing bullying at school. This is in line with Brank's research findings which explain that bullying carried out by the perpetrator and felt by the victim can have a very broad impact. can affect the educational process at school, family and peer relationships, psychological well-being, and physical and mental health. Therefore, schools must strive to implement various programs in intervening and preventing (Le Menestrel, 2020)

School policies need to be made to provide education and sanctions for bullying behavior that occurs. Instruction is provided in the form of outreach to all school members and is carried out continuously. Anti-bullying socialization is the provision of information in the classroom, in the school and family environment (Idris & Putra, 2021). Not only that, the policy created is to create school regulations regarding points related to bullying. In

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line with the explanation above, the research produced by Juvonen and Graham (2014) also explains that bullying will greatly affect children, especially at school age. Schools need to create policies in efforts to prevent bullying by describing the protective factors taken, the approaches taken and also the interventions taken to reduce the negative impacts of bullying in schools (Idris & Putra, 2021).

According to Rettew and Pawlowski (2022), bullying refers to repeated and intentional aggressive behavior where there is a power differential between the victim and the bully. The negative effects of bullying on a person's mental and physical health are enormous and in line with other major forms of child abuse. Efforts to improve bullying detection are indicated, especially among adolescents who show school phobia, depression, anxiety, and decreased school performance. Several anti-bullying efforts have been developed in several schools by emphasizing the role of mental health professionals in reducing and preventing bullying. Providing anticipatory bullying guidance, using effective tools to screen for bullying, and making efforts in early intervention to detect bullying (Aini et al., 2024).

Another effort that needs to be done by the school is a moral approach based on religious values. This is very important because human nature is a religious creature. They realize and understand that all human actions must be good and not harm others. A religious approach can be an important effort to touch someone's conscience when making a mistake. They are made aware with a reasonable explanation that what other people experience if it is likened to happening to themselves will also feel detrimental. Information from the religious aspect is very necessary to make students aware of good and bad actions (Ruia & Tabassum, 2023). Students are given the understanding that bullying behavior is an act that is not permitted and is hated by Allah SWT. It is also essential for every teacher to include bullying material so that students remain self-aware of the harmful impacts of bullying behavior (Gusman et al., 2022). Teachers are involved in intensive awareness and increasing efforts to prevent bullying. Teachers take a personal approach to students who are indicated to be bullying, so they don't do it. This is the case. Teachers can also involve students in discussing and looking for factors that cause bullying at school. Students are given the freedom to find solutions together to solve the problems they face. Respect and trust can develop a sense of responsibility, which ultimately gives rise to a purpose of reminding each other of fellow students.

Many factors trigger bullying behavior. Some of these factors are differences in student character, and differences in economic background and social status. Student character influences behavior. Students who are used to living in a harsh environment will also develop a rude attitude. Meanwhile, students who are in a typical environment will have very different perspectives and behaviors. This gap can be a trigger for bullying behavior. Economic background can also be another factor in the emergence of bullying behavior besides social status factors.

The research findings of Alonso et al, strengthen empirical data that bullying is often caused by physical appearance, socio-economic aspects, and individual characteristics are the main factors related to victims and perpetrators of bullying (Alonso-Fernández et al., 2020). Some solutions that can be applied in preventing bullying are the implementation of educational punishments applied to perpetrators of bullying. the concept of punishment also needs to be adjusted to the conditions of students both in terms of school level and

how it is implemented. this means that in certain conditions there will be different treatments between students who are still in elementary school, high school to college level. each person's ability will be very different in understanding their behavior, so they are also given different treatments.

Special school rules and policies regarding bullying can be a solution that schools can implement. This policy contains regulations regarding forms of punishment for perpetrators of bullying, resolving problems by mediating the parties involved, and also carrying out special monitoring of both the perpetrator and the victim. This is done with the intention that the perpetrator and victim open up to each other. This mediation allows victims to receive defense. mediation can also be a warning to the perpetrator that what they are doing is something that is not good and is prohibited. Mediation as a form of problem-solving can also illustrate that bullying in any form is not permitted. Mediation can also be a tool to control or monitor bullies after mediation is complete.

No less important program that can be done as a solution to handling bullying is to provide assistance for victims and perpetrators. mentally they experience severe psychological shock. The feelings of shame, fear, guilt that arise need to be neutralized by providing assistance. Intensive assistance by providing positive activity stimulation and restoring their self-confidence can be a gradual way to restore their mentality. The existing companion can also be a place to pour out their complaints, stories and hopes for them to be able to become healthy individuals again. This assistance requires cooperation from various parties, especially from schools and families (Abdullah et al., 2021). parents can be companions in the family environment. teachers and trusted peers can be companions at school.

Every student has the right to school security and comfort. Not only victims of bullying, perpetrators of bullying will also experience indirect bullying behavior such as being shunned and ostracized. School staff are also obligated to accompany and guide them to improve things. This is where the teacher's role is vital to change this behavior. Teachers always attend students at school so that there is more intense interaction and students can hear and implement what is conveyed. As an institution that oversees all elements of the school, the school has a more significant role and responsibility to ensure that the teaching and learning process can be carried out smoothly, safely, orderly, and comfortably. Schools can also collaborate with parents and committees to find the best solution for resolving bullying behavior.

The government which established educational institutions and appoint officials, also has the main task and role in forming policies in a broader scope, namely nationally, as an effort to standardize collective handling strategies while should comply with the characteristics of each school. This important role of the government will be a way to achieve educational goals specifically with an implementation process without interference and obstacles in it.

Conclusion

Although bullying has become a school concern in the last ten years, bullying behavior is still very common and even with various types with varying impacts. One of the serious impacts is related to mental health for victims and perpetrators of bullying. Many of them

engage in negative behavior such as self-harm, not wanting to socialize, often sensitive and easily angered, and some even attempt suicide. The research empirically explores prevention efforts and school policies in existing educational institutions. Based on the research findings, bullying behavior is very diverse. Following the conditions, forms of bullying have also emerged in cyberspace or social media in particular, and what may be termed as cyberbullying. Direct and indirect bullying is often found in schools.

In an effort to prevent these symptoms, the school can implement preventive and curative policies as per school conditions. Another step that can be made is to provide continuous socialization and information to students. There is also cooperation with parents as supervisors and educators in the home environment to care about what their children do. The obstacles faced by the school are also generally due to two factors: from the students' side (internal) and from outside the students (external). Students who have differences in character, nature, attitude and even body posture can become a stimulant for bullying. On the other hand, there are external factors such as environmental influences, parenting patterns and damaging information from the internet which are easily obtained and can also trigger bullying behavior.

The school's efforts are also ultimately a deterrent to bullying behavior at school. Schools have a role in making policies, and implementing and evaluating results. The strategies and methods that are always used can be a tool to prevent phenomena and forms of bullying behavior at school. This research based on the process and results found still has limitations, namely in the methodological aspects, research subjects and types of analysis used. Other researchers need to develop different research based on the recommendations and limitations of this research to further refine the research results based on qualitative and quantitative research. The results of this study need to be developed further because they only target junior school subjects and methodologically, quantitative empirical research needs to be conducted to strengthen the results of this study.

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