

Comparative Study of Bullying Perceptions between Boy and Girl Students in Bekasi City High School

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Abstract

The Difference views about bullying make students differ in providing perceptions about bullying. Bullying experience male and female students, as well as those experienced directly or indirectly will affect the perception of bullying behavior. This study aims to determine whether there are differences in perceptions of bullying between male students and female students in the Bekasi city high school. This study uses a quantitative approach. The method used in this study is comparative method. Subjects in the study were high school students in the city of Bekasi. Sampling technique in this study using cluster sampling technique. The amount of samples in this study was 400 high school students who sit in class one and grade two. Measurement used in this study was a perception scale of bullying behavior with Alpha Crombach value of 0.868. Data analysis techniques in this study used ANOVA Test. The results of this study indicate that there were differences in perceptions of male students and female students in the Bekasi city high school. Female students have a high perception of bullying compared to the perception of bullying for male.

Keywords: Perception of Bullying, Male and Female Student

INTRODUCTION

Adolescence is a difficult period, in an effort to find one's own identity (Sarwono, 2012). When the activities that are carried out are not fulfilled in the demands of energy fluctuations, then a teenager often releases excess energy in a negative direction (Desiree, 2013). The form of negative behavior that often occurs in adolescents in school, one of which appears in the form of aggression behavior by a student that is hurting other students both physically and mentally which aims to show his power. According to Olweus (1999) in Cook, Williams, Guerra, Kim, and Sadek (2010) stated that aggression behavior characterized by repeated and systematic abuse of power is included in bullying behavior. Bullying in general is a form of aggression that occurs when a person or group causes an imbalance of power to continuously harm others (Byers, Caltabiano, & Caltabiano, 2011). According to Olweus (1993) bullying is a negative behavior that is carried out repeatedly and continuously. These negative behaviors are included in acts of aggression in both verbal and physical forms (Swearer, Song, Cary, Eagle, and Mickelson, 2008). According to Hastings, Utendale, & Sullivan (2007) states that boys are physically more aggressive.

Bullying behavior becomes a social issue that great attention among scientists (Olufunmilayo, Adedayo, 2014). Bullying cases that occurred in Indonesia itself were also an important issue, various cases showed that schools were not entirely safe places for students. This is evidenced by study data from the National School Development Consortium (KNPS) in 2014, which states that almost every school has a bullying case, so that Indonesia is included in emergency bullying in schools. Based on data obtained from the Indonesian Child Protection Commission (KPAI) also shows that during 2011-2016, bullying cases involving children as perpetrators reached 1,483 cases. The most bullying cases occur in big cities, especially in the Greater Jakarta and Bandung areas, as many as 916 cases (61.7 percent). Based on the location of complaints and media monitoring in 2011-2016, especially in the city of Bekasi there were 46 victims and 93 perpetrators (Kompas, 2017). The phenomenon of the incidence of bullying in the school environment, especially in the city of Bekasi, including (a) Bullying cases for junior high school students in Bekasi who hanged themselves because they did not feel strong received ridicule from their friends at school as porridge children (Annisa, 2012), (b) The case that happened at SMA X school in

Bekasi, there are 6 boys students who like to bully by tugging on a girl's bench until he falls (Zulfa, Charolyn, Jessica, 2017).

Based on the results of the interviews with the school counselors at the X High School in the city of Bekasi, researchers found several bullying cases that occurred at school. But there is an opinion from the BK teacher where, when a student who is still in the early teenage stage, especially in boys, the form of a verbal mockery is still considered normal as normal delinquency not as bullying. In line with research conducted by the Semai Jiwa Amini Foundation in three high schools in Semarang and Jakarta which stated that there were 18.3% of teachers considered bullying, mockery between friends in school was common in teenage life. Researchers also interviewed 3 high school students in the city of Bekasi. The results of the discussion showed that participants were also involved in being victims of bullying in the School. The form of bullying behavior experienced by victims is verbal and physical. However, there was an interesting phenomenon in the discussion, where the participants considered that when they got ridicule from close friends it was a joke not a bullying behavior. However, when you get ridicule from

not close friends, especially from boys, it is considered as bullying behavior.

Based on the results of the interview above, both students and schools have different views and understanding of bullying behavior. From the results of interviews also found that generally a student considers that mocking, fighting, or disturbing other students is common in students in school and this is not a serious problem or bullying. Students assume that, the problem will be taken seriously and said to be bullying if the behavior results in serious injury or physical problems in students who are victims of bullying. In this case the differences in views and understanding of bullying will be perceived by different stimuli, so that the results of each person's perception may vary. According to Davidoff and Rogers in Walgito (2002), this can happen because the perception is individual. In the case of bullying behavior, when a student's perception of bullying behavior is different from other students, bullying behavior that occurs in schools can also vary. In addition, if students do not realize and understand that their behavior is a bullying behavior, the prevention of bullying behavior is hampered. A person's awareness of the occurrence of bullying behavior and the consequences of these behaviors is one of the

keys to reducing victims of bullying in the future. When someone perceives bullying behavior as a serious and dangerous behavior, then someone will tend to avoid and not do the behavior. Vice versa, when someone considers bullying behavior as normal and harmless behavior, then someone will tend to let the behavior happen or even do it (Yuniarto, 2007). The experience of bullying does not only occur in boys students, but girls students also have a tendency to become perpetrators and victims. In general, boys students more often apply physical bullying while girls students often accept non-physical bullying behavior. So, they both bullying both boys and girls students. However, there are differences in bullying that occur, related to patterns of socialization from within the family, school, and community environment that have been contaminated with stereotypes and applied to men and women (Coloroso, 2002). The experience of bullying in boys and girls students will affect the perception of bullying. From the results of interviews with several high school students, there were several differences in perceptions about bullying in both boys and girls students. The reason the researchers conducted this research was conducted in the city of Bekasi, by looking at the data based on the results of a survey

conducted by the Indonesian Child Protection Commission (KPAI) in 2011-2016, where there were complaints that the city of Bekasi was the second largest city in Jakarta's bullying area (Kompas, 2017). Therefore, this study, trying to develop research to see the difference in Bullying Perceptions Between Boys and Girls Students in Bekasi City High School.

METHODS Type of Research

This study uses a quantitative approach. The method used in this study is comparative, namely statistics relating to the method or method of comparison, which states that there are differences between the groups of data studied.

Participant

Participants in this study were 400 1-2 grade high school students from 6 schools in the city of Bekasi. namely 16 Bekasi State Senior High Schools from Pondok Melati Subdistrict, Youth Cadets from North Bekasi Subdistrict, MA Al-Mu'awanah from South Bekasi Subdistrict, State Vocational High School 6

from East Bekasi Subdistrict, Yadika 4 High School from Pondok Gede Subdistrict, State MA 2 from Rawalumbu Subdistrict.

Sampling technique

Researchers use probability sampling techniques in sampling this study, more specifically, the probability sampling technique used in this study is cluster sampling. Of the total twelve sub-districts in the city of Bekasi, six sub-districts were selected as the sampling population by means of the authors looking for Bekasi sub-district data and then writing down a total of twelve subdistricts and then shuffling by selecting part numbers in the odd number sequence taken, namely Pondok Melati subdistrict, Bekasi Utara, Bekasi Selatan, Bekasi Timur, Pondok Gede, and Rawalumbu. Of the six sub-districts, six schools were chosen as samples, namely Bekasi 16 Public High School from Pondok Melati Subdistrict, Youth Cadets from North Bekasi Subdistrict, MA Al-Mu'awanah from South Bekasi Subdistrict, State Vocational High School 6 from East Bekasi Subdistrict, High School Yadika 4 from Pondok Gede sub-district, State MA 2 from Rawalumbu sub-district. Of the six schools, each was selected in the first and second grades

as the research sample. So, 400 students will be selected as research samples.

Research Instruments

The measuring instrument that will be used in this study is a measuring tool for Bullying perceptions that researchers make on their own based on perception theory according to Baron and Byrne (2003) and the theory of bullying according to Olweus (1993). The measuring instrument consists of demographic data about the incidence of bullying, and the perception of bullying which consists of dimensions of impressions and cognitive dimensions (understanding). The researcher conducted readability tests and expert judgment before testing the measuring instruments. Tests of measuring instruments are carried out to measure the reliability and validity of the measurement tools that have been made. The measuring instrument uses a guttman scale which aims to measure the assessment of adolescent perceptions of bullying behavior at school. The number of measuring instruments is 2 response responses, namely "yes" and "no". Scoring in this measuring instrument is the highest score of two (2) and the lowest score of one (1).

Researchers carried out expert judgment tests to experts in the construction of measuring instruments and experts in social psychology, from the expert's results there were several points recorded as revision materials on items. The results of the notes from the expert judgment stated that there were sentences with languages that were still less effective, response responses were adjusted to the statement, pay attention to the layout in the measuring instrument so as not to complicate the filling process. After conducting an expert judgment test, the researchers then tested the readability of measuring instruments for 10 grade 1 and class 2 high school students. After there were no problems related to the use of language and face validity, the researchers distributed questionnaires to test measuring instruments. Researchers tested the measuring instrument on 33 high school students. The measuring instrument consists of 40 items that measure the scale of perception of bullying. The measuring instrument measures one construct of perception of bullying, which consists of cognitive dimensions and Impressions. In the cognitive dimension and Impressions there are physical dimensions, verbal, relation, cyber. Based on the Cronbach's Alpha test, the alpha

coefficient results obtained from the bullying perception questionnaire measuring 0.863.

Item Analysis

The researcher conducted an item analyst test using internal consistency techniques, namely by looking at the correlation between each item with a total score (Anastasi & Urbina, 1997). Furthermore, to see whether the correlation is significant or not, the itemtotal correlation results are compared with the correlation standards that are considered significant according to Nunnally and Bernstein (1994) in Arsela (2013), which is 0.2. Based on calculations with the SPSS program, the corrected item-total correlation results from a total of 40 items contained 32 items above 0.2 which are the limits of Nunnally and Bernstein means that this measuring instrument is valid and good enough to measure teenage perceptions of bullying. But there are 8 items that have a corrected item-total correlation score below 0.2. The item based on the analysis test means that it is less homogeneous in measuring the construct of perception of bullying. The researcher then deletes items that have scores below 0.2 that are items with numbers 1, 5, 11, 15, 16, 17, 28, and 33. The researcher also deletes items so that the number of items both

favorable and unfavorable in each dimension balanced number and because it has been represented by other items in each dimension, the deleted items are items number 6, 8, 21, 23, 29, 34, 37, 40. So the total items deleted are 16 items.

dimensions of Impressions and cognitive dimensions, while in the construct of bullying consists of physical dimensions, verbal, relation, cyber. Based on the results of the revision of the measuring instrument, the bullying perception questionnaire used in this study consisted of 12 favorable items on the Impressions dimension and 12 unfavorable items on the cognitive dimension. However,

After revising, the measurement tool in this study has 24 items consisting of two constructs, namely perception and bullying. In the construct of perception consists of

after making changes to the statements the researchers did not retry, and just test the readability to the research supervisor. Giving scores on items with favorable characteristics is a score of 2 for the “yes” answer and a score of 1 for the “no” answer. Conversely, for items with unfavorable characteristics, score 2 for “no” and score 1 for “yes”.

RESEARCH RESULT

Participants in this study amounted to 400 students from 6 high schools, namely SMA Negeri 16 Bekasi as many as 70 students (17.5%), Youth Cadets as many as 102 students (25.5%), MA AlMu'awanah as many as 32 students (8, 0%), SMK Negeri 6 Bekasi as many as 66 students (16.5%), SMA Yadika

4 as many as 65 students (16.3%), MA Negeri 2 Bekasi as many as 65 students (16.3%). Participants in this study were grade 1 and 2 high school students, ranging in age from 14 to 18 years.

The following explanation of the characteristics of participants can be seen in table 1:

Table 1
Characteristics of Participants Based on Age, Gender, Level of Class and Type of School in High School Students in Bekasi City (N=400)

Characteristic	N	%
Age		
14 years	2	0,5
15 years	71	17,8
16 years	202	50,5
17 years	109	27,3
18 years	16	4,0
Gender		
Laki-Laki	210	52,5
Perempuan	190	47,5
Grade		
1 st Grade	172	43,0
2 nd Grade	228	57,0
School Type		
SMA Swasta	65	16,3
SMA Negeri	70	17,5
SMK Swasta	102	25,5
SMK Negeri	66	16,5
MA Swasta	32	8,0
MA Negeri	65	16,3

In the table above, it can be seen that the most characteristic of participants at the age of 16 years is 50.5%, the most boys sex is 52.5%, the most school level is from grade 2, which is 57.0%, and the majority of participants came from Private Vocational Schools, namely

25.5%. The description of the incidence of bullying in research is measured based on demographic data. The table below explains the frequency distribution of bullying occurring in high school students.

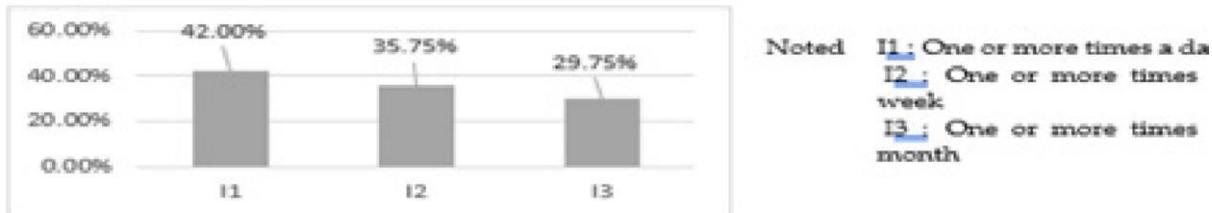
Table 2
Frequency Distribution of Students as Actors, Victims, and Witnesses (n = 400)

	Variabel	Frequency	Percent (%)
Victim			
Yes	147	36,8	
No	253	63,2	
Actors			
Yes	165	41,3	
No	235	58,8	
Witness			
Yes	335	83,8	
No	65	16,3	

Based on the table above it is known that as many as 335 students or 83.8% (n = 400) of high school students are known to have seen or witnessed the occurrence of bullying, as many as 147 students or

36.8% ($n = 400$) had been victims of bullying, and as many as 165 students or 41.3% ($n = 400$) had been a bullying agent.

Diagram 1
Frequency Distribution How Often Do Bullying ($n = 400$)



Based on the diagram 1, from the results of the study how often do bullying. The results obtained almost every day high school students bullying, and the highest intensity of bullying is one or more times a day 42.00%.

Diagram 2
Frequency Distribution of Places Where Do Bullying

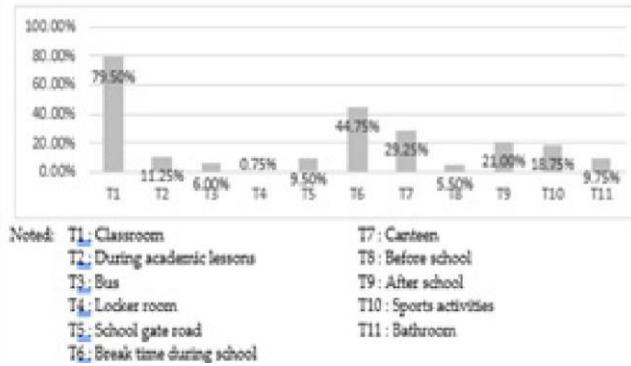
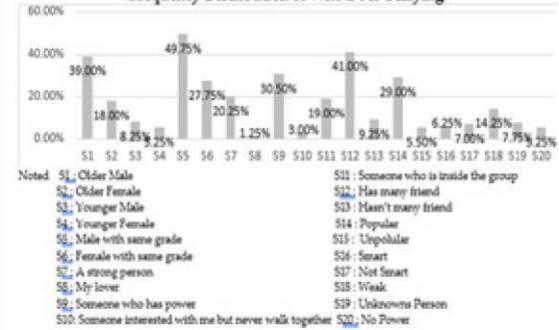
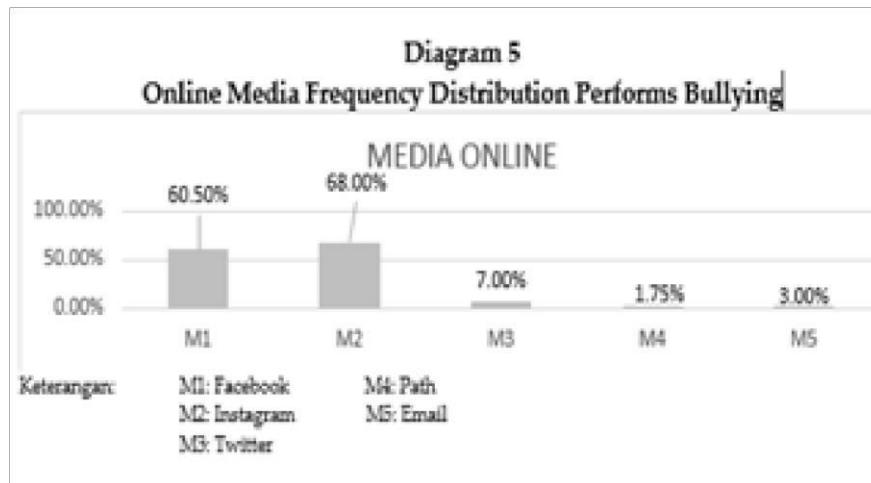
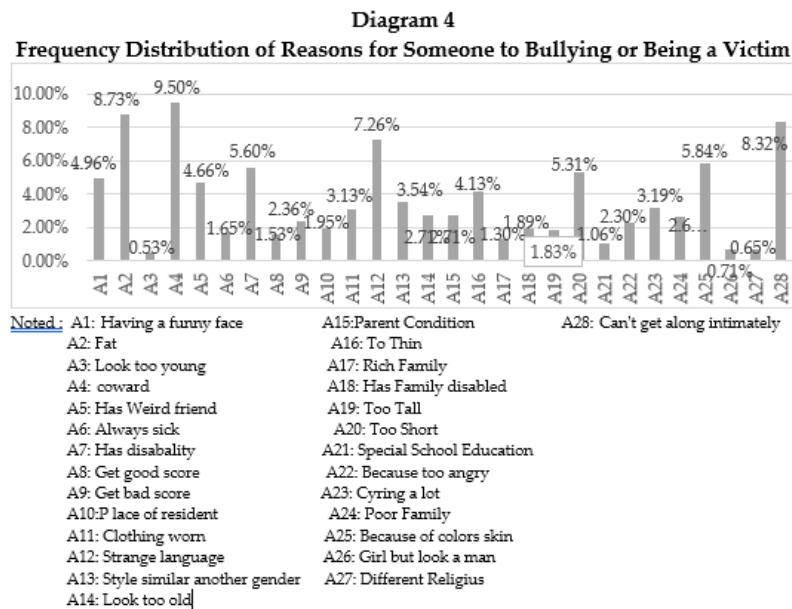


Diagram 3
Frequency Distribution of Who Does Bullying



Based on the diagram 2 stated that the place in the school which is often the location of the occurrence of bullying is in the classroom (79.50%). And based on the diagram 3, it states that boys who are of the same age are the most bullying (49.75%).



Based on the diagram 4 states that the reason for bullying is because of cowardice (9.50%). And based on the diagrams 5 stated that online media that is most widely used as a medium for bullying is Instagram (68.00%) and Facebook (60.50%).

Overview of the Category of Bullying Perception dimensions, each of 12 items with two answer on High School Students choices, yes and no. Perceptual score scores for The perception of bullying in this study each

participant are obtained by dividing the was measured using 24 items divided into two total score of participants by the number of items. A low score indicates that someone has no understanding and serious assessment of bullying. Whereas a high score indicates that someone has a very serious understanding and assessment of bullying. The limitation of norms in this study is that for scores smaller than 30 is having a low perception of bullying

and a score higher than 30 is having a high perception of bullying.

The categorization in this study is divided into 3 (three), namely high, Medium, low. Low value means that students consider not serious

about bullying, enough value means that students take seriously bullying and high grades mean that students consider very seriously on bullying.

Table 3
Categorization of Bullying Perceptions on Respondents

Variable	Range Score	Criteria	N	Percentage (%)
Perception	31 - 38	High	126	31.5 %
	39 - 43	Medium	138	34.5 %
	44 - 48	Low	136	34.0 %

Based on table 3 above it can be seen that most high school students in the city of Bekasi have a perception of bullying in the category of enough as many as 138 students (34.5%). Overall it can be seen that most students have Medium perceptions of bullying. This means that high school students in the city of Bekasi

have a serious understanding and assessment of bullying.

Hypothesis Test

The purpose of this study was to determine differences in perceptions of bullying between boys students and girls students in the Bekasi city high school.

Table 4

One Way Test Results Anova Perception of Bullying based on Gender

Variable	Gend er	Mean	SD	Sig
Bullying Perception	M	40.27	4.28	0,002
	F	41.58	4.19	

Based on the table above, it is known value of 0.002 ($p < 0.05$), which means that there are differences in perceptions of boys students to see differences in perceptions of bullying and girls students in Bekasi city high school. Between boys and girls students showed a sig. By comparing the mean value of the mean perception of bullying in girls students is

higher at 41.58 compared to boys students that is equal to 40.27, it can be concluded that girls students have a high perception of bullying compared to the perception of bullying in men. This means that girls students have a high assessment and understanding in seeing bullying behavior.

DISCUSSION

The results of this study indicate that the incidence of bullying that occurs in high school students is 335 students from the total participants of 400 students or by 83.8% ($n = 400$) high school students are known to have seen or witnessed the occurrence of bullying, this proves that the height the incidence of bullying in high school. In line with the results of the research of the Faculty of Psychology UI Team, shows that bullying is common among high school students (Yuniarto, 2007). This phenomenon occurs because students and high school students are in adolescent development, namely the transition period between childhood into adulthood which includes changes in biological, cognitive, and socio emotional (Santrock, 2003). The results of the research on the involvement of the role of students in the bullying event showed that of 400 high school students who were participants, 165 students or The results in this study give an overview of most participants admitted that the frequency of time of bullying by high school students in the city of Bekasi is one or more times a day. The

41.3% ($n = 400$) had been bullying agents. This is in line with data from the Indonesian Child Protection Commission (KPAI) also shows that during 2011-2016, bullying cases involving children as perpetrators reached 1,483 cases and based on the location of complaints and media monitoring in 2011-2016, especially in the city of Bekasi there were 46 victims and 93 perpetrators (Kompas, 2017). The results also showed that as many as 25.5% of students had bullied as well as bullying. This is in line with the research conducted by Atlas and Pepler (1998) which categorizes the victim-victim, because in one condition a student can bullying another student and in other conditions the student becomes a victim of bullying by other students. A person who becomes a victim can have a feeling of revenge for the treatment he gets so that when the student gets the opportunity to do bullying, he can turn into a bullying agent (Djuwita, 2011).

frequency of bullying is quite high compared to the results of research conducted by Olweus and Solberg (2003) in cities in other countries for adolescents aged 11-14 who show a lower

frequency, which is two to three times a week. The high frequency of bullying in high school children in this study was due to a more mature age level than previous studies. Besides that, it can also be seen that the place that is often used to bullying high school students in the city of Bekasi is in the classroom. This is consistent with the results of research conducted by Bradshaw, Sawyer, and O'Brennan in Arsela (2013) which proves that bullying behavior is most often done in classrooms because students spend most of their time in class so that more things can be expressed in space class. In this study also provides an overview of online media or social media used to conduct cyberbullying, namely Instagram.

From the results of the study, it can be seen that the frequency of those who do more bullying is boys. Boys have a tendency to behave physically aggressively given that men are physically stronger. according to Beran & Leslie, 2002 in Latifah (2012) states that boys are also generally more accepting and more often show involvement in bullying. The results in this study also show that the reason someone bullying or being a victim of bullying is because of a coward or coward. According to Beane (2008) in his book explaining the factors that cause children to be bullying perpetrators,

among others, because of the fear factor that fear in a child can make the child become a bullying agent. Based on the results of this study also gives an overview of online media that is often used to do bullying is Instagram. This is in line with news from one of the media sources, Liputan6.com, explaining that social media (social media) Instagram which contains photos and videos is claimed to be the most frequently used for cyberbullying. In this study shows that, there are differences in the perception of bullying in boys students and girls students in Bekasi city high school. Girls students have a high perception of bullying compared to the perception of bullying in men. This means that girls students have a serious assessment and understanding in seeing bullying behavior. While boys students lack judgment and serious understanding in seeing bullying behavior. Bullying behavior for students, both boys and girls, will influence perceptions of bullying behavior. In boys students do not realize that their behavior is a bullying behavior, the prevention of the occurrence of bullying behavior is hampered. Whereas girls students have an awareness of the occurrence of bullying behavior and the consequences of these behaviors are one of the keys to reducing the victims of bullying in the future. When a girls

student perceives bullying behavior as a serious and dangerous behavior, it will tend to avoid and not perform the behavior. Vice versa, when boys students consider bullying behavior to be normal and harmless behavior, it will tend to let the behavior occur or even do it. The difference in humanity is also known as one of the risk factors that encourage children to bullying (Heath & Sheen, 2005). This is in line with research conducted by Nansel et.al, (2001) stating that boys are more often perpetrators and victims of bullying. The results of this study provide tangible evidence of the differences in perceptions of bullying between boys students and girls students in the Bekasi city high school. Girls students have a higher perception of bullying compared to boys students. This situation shows that the sex difference factor provides a role for students to do bullying.

CONCLUSION

Perception of bullying is an impression or response received by the sensory tool about bullying behavior which is then organized and interpreted, so that individuals are aware of what they perceive in order to give meaning to bullying behavior, in the process of occurrence of this perception, hope and cognitive structure influence what is considered and how to

interpret it. In this study shows that, there are differences in the perception of bullying in boys students and girls students in Bekasi city high school. Girls students have a high perception of bullying compared to the perception of bullying in boys students. This means that girls students have a serious assessment and understanding in seeing bullying behavior. While boys students lack judgment and serious understanding in seeing bullying behavior. Bullying behavior for students, both boys and girls, will influence perceptions of bullying behavior. In boys students do not realize that their behavior is a bullying behavior, the prevention of the occurrence of bullying behavior is hampered. Whereas girls students have an awareness of the occurrence of bullying behavior and the consequences of these behaviors are one of the keys to reducing the victims of bullying in the future.

SUGGESTION

Methodological advice

- a. Research on bullying behavior should continue to be developed, by looking at other comparisons besides seeing perceptions.
- b. Subsequent research needs to explore the factors that most influence the formation

of students' perceptions of bullying. The research should be carried out by combining two qualitative and quantitative methods.

- c. For further research, it is necessary to add research data about students' attitudes to bullying with the aim of seeing how much students in the city of Bekasi have an agreeing attitude towards bullying.

Practical advice

- a. Based on the results of the study it was found that there were differences in the perception of bullying in boys students and girls students in the Bekasi city high school. Girls students have a high perception of bullying compared to the perception of bullying in boys students. This can be a reference for interested parties to provide appropriate handling of bullying in schools.
- b. Need to do counseling, seminars, psychoeducation of students, related to the lack of knowledge about bullying that occurs in high school students in the city of Bekasi.
- c. Communities where people live also contribute to the occurrence of bullying behavior in high school students.

Therefore, the community is expected to provide social support and good control for adolescents, especially outside the school environment by creating beneficial activities.

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