

Student Perceptions of Bullying

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Abstract

Students have faced or done unusual things one of which is the act of *bullying*. As individuals who are in the early adult group, students should already have a correct and precise understanding of *bullying*. However, there are still many *bullying* incidents that occur among students. This research is quantitative research with descriptive approach. The respondents were new students in the academic year 2020/2021 at one of the universities in Jakarta which has 513 students. The collection method uses Likert scale model which is distributed through google form. Data analysis was carried out using percentiles to describe the categories of perceptions that new students have of *bullying*. Based on hypothetical data (89,3%) and empirical (50,49%) indicates that the majority of new students have a neutral perceptions of *bullying*. That means the majority of new students give inconsistent assessments of aggressive behaviors repeated by individuals or groups against weak individuals. The next conclusion based on hypothetical data (0%) and empirical (28,65%) shows that there are still new students who have a bad perception of bullying or it can be interpreted that there are still students who are wrong in making judgment against *bullying*.

Keywords: perception, *bullying*, student

INTRODUCTION

Topic of *bullying* remains a topic that many people pay attention to. *Bullying* is inappropriate act performed verbally, physically and socially in the real world or cyberspace. *Bullying* has a bad effect for individuals where the individual feels uncomfortable, depressed and distress by a person or group (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2018). According to Sejiwa in Zakiyah, Humaedi, and Santoso (2017) *bullying* is a behavior with the use of power that aims to harm an individual or group in verbal, physical, or psychological which gives a negative impact for the survivors.

During the Covid-19 Pandemic, *bullying* problems can occur in the educational environment, one of them is at the university level. Examples of bullying cases that occurred in the campus environment included in August 2019 in Ternate. At the PKKMB (Pengenalan Kehidupan Kampus Bagi Mahasiswa Baru) new students get inappropriate treatment. New students are required to follow senior orders to do activities such as climbing the stairs by squatting and drinking water mixed with saliva in relays (Arnani, 2020). Another case in PKKMB activities in September 2020, new student was shouted at by his senior for not using complete attributes. The case went viral because there was footage of the incident uploaded on social

media (Faizal, 2020). A similar case occurred during orientation at one of the universities in Bengkulu in September 2020 (Ihsan, 2020).

Bullying brings a lot of negative impact to the survivors where the loss is not only physical but also psychological. In some cases of extreme bullying, it can cause or lead to loss of life. According to Hilda in Anesty (2009) *bullying* is not only affect the survivors but also the perpetrators, someone who sees directly and the social environment that affects the quality of a group. The impact on survivors can cause feelings of anxiety and fear that will affect the concentration of learning process on campus. If *bullying* continues it can result in low self-esteem, feelings of worthlessness, and withdrawal from the social environment (Rigby, 2005). While the impact for someone who commits *bullying* according to Sanders in Anesty (2009) is that the perpetrator has a high confidence and self-esteem, tends to show an aggressive attitude that approves of violence, stubborn, emotional, unable to control or manage low stress. These *bullying* individuals basically have a need to master the environment and lack empathy for the survivors. Through *bullying*, perpetrators realize that they have power over others and the environment. *Bullying* without the help of other parties will lead to the emergence of other violent and criminal acts. Another impact of *bullying* on *bystanders* suggests that bullying behaviour is generally justified. In such situation, some *bystanders* participated with the perpetrators of *bullying* because they feel afraid of becoming the next victim. Meanwhile other *bystanders* remain silent, do nothing and believe that it is not important to stop the *bullying*.

Bullying is an act that is not reasonable for anyone, including students. *Bullying* when is not handled properly will leads to negative behavior in the future. Negative behavior that might appear is

violence. Violent behavior carried out against family, children, spouses or co-workers. Other negative behavior that might appear is being involved in a criminal group.

Based on the results of the initial study to 551 new students in the academic year 2020/2021 at one of the university in Jakarta, it is known that 90% of students understand about the meaning of *bullying*. However, cases of bullying are still common among the students, as previously described. Therefore, researchers consider that it is very important to know how new students perceptions of *bullying*. An individual's view of something in the concept of psychology is referred to as perception. Slameto (2010) states that perception as a related process to the receipt of messages or information into a person's brain. Through the exposure above, researchers are interested describing in depth how new students perceive *bullying*.

THEORY AND DISCUSION

A. Perception

1. Perception Meaning

In the dictionary of Psychology, perception is interpreted as a way of working, products and actions resulting from energy patterns that hit sensory organs, where the process, product, or action raises awareness of objects with different reaction capacities to the object (Matsumoto, 2009). According Walgito (2010) perception is the act of organizing, interpreting, a stimulus received by the senses that results something meaningful, and is a complete response in the individual.

A similar opinion was conveyed by McMahon in Sumanto (2014) which defines perception as a method of interpretation of incoming stimuli with an information receiving tool or called *sensory information*. While James in Slameto (2014) conveys perception as the

absorption of data received from the environment by our senses, and the rest is received from memory processing that has been attached and then re-managed based on the life experiences. Sumanto (2014) concluded that perception is a way of understanding information from stimulus. Stimulus is obtained from a sense related to a symptom, event and object which is then processed by the brain.

Based on these various definitions it can be synthesized that perception is a way of working that begins with the reception of stimuli through sensing and forming responses and assessments based on an impression, thought and knowledge.

2. Perceptual Aspects

There are 3 (three) aspects that affect perception according to Walgito (2010):

a. Cognitive

This section related with knowledge of events and objects. Both were found because of the receipt of the stimulus. The cognitive aspect relates to how to gain insights and experiences in the past. The point is that a person in judging something is influenced by his view of something based on the expectations, the insight gained from hearing or vision in daily life or based on events that has experienced in the past.

b. Affective

This affect related to a person's emotions and relates to a management of excitatory. It means the acceptance of stimuli will be selected and grouped into individual emotions. An individual can rate something based on positive emotions and negative emotions. The affective aspect works based on the evaluation of cultural values or

personal values that individuals have as well as moral and ethical education. These values were obtained from an early age which later became the basis of the individual's view of life.

c. Conative

The third aspect is related of how to manage and interpret stimuli that causes someone to behave and act based on interpreted stimuli. Its form is someone's action against an acceptable excitatory object.

Based on the aspects of perception that have been described can be synthesized that the entire realm of psychology that is cognitive, affective and conative becomes a benchmark in the individual to perceive something.

3. Factors Affecting Perception

According to Huffman (2010) there are 3 (three) factors that affect the selection of perception:

a. Selective Attention

Selective attention means filtering and paying attention to important sensory messages. In almost every situation, there is excessive sensory information, but the brain manages to sort out the important messages and discard the rest. For example, when someone is seriously reading a book in a room they might ignore the sounds around them.

b. Feature Detectors

The second factor in the selection is the presence of special neurons in the brain called *feature detectors* that only respond to certain sensory information.

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c. Habituation

Another physiological factor that is important in selecting only certain sensory data is *habituation*. The brain seems to be "prepared" to pay more attention to environmental changes than constant stimuli. A person tends to quickly get used (or under-respond) to predictable and unchanging stimuli.

Waligito (2010) argues that there are three factors that affect an individual's view or perception:

a. Interpreted Objects

Objects are stimuli received by human sensing. Objects as stimulus are present from outside as well as within the individual concerned regarding receptors.

b. Senses and Nerve Centers

The senses are a means of receiving stimulus, while the sensory nerve as a means of conveying the stimulus that the nerve center then receives or it called the brain.

c. Attention

Perception requires the presence of someone's attention, which is the first step to forming a perception. When an individual is able to focus his attention on objects or stimuli, it will be easier for someone to compile a complete perception.

Based on these explanations can be synthesized that the factors that influence perception are the environment, physiology and psychological.

B. Bullying

1. Definition

Prasetyo in Sufriani & Sari (2017) defines bullying as repeated aggressive actions committed by a person or group with the aim of

physically or psychologically attacking individuals or groups.

Stuart in Praghlapati (2020) describes the concept of bullying as a type of conduct disorder and anti-social behavior that makes the group of children with largest mental disorders. Behavioral disorders can be in the form of affective aggression behavior (impulsive, uncontrollable, unplanned or denial) or predatory aggression (goal-oriented, planned, or hidden) can be seen in children with behavioral disorders.

Ken Rigby in Zakayah (2018) says that bullying is a desire to hurt others. Such desire is shown in acts of behavior that make others miserable. Such actions are carried out by individuals who have power but are not responsible. Actions are generally performed repeatedly without involving empathy. *Bullying* is a behavior based on consciousness and deliberate aims to torment others and raise fear (Coloroso in Fitri, 2018).

Muvariz in Andini (2019) explained that bullying is a violent act and aims to hurt and cause distress to the victim. These actions are carried out deliberately and repeatedly by perpetrators who have power over a weaker person or group. and intentionally by a stronger individual or group to a weaker individual or group.

From these various definitions, it can be synthesized that *bullying* is repeated aggressive action by a person or group with the aim of hurting weaker individuals.

2. *Bullying* Impact

Hilda in Purnama (2013) stated that *bullying* has an impact on the victims, perpetrators, someone who witnesses it, which then affects the reputation of a community.

Anesty in Purnama (2013) explains the impact of bullying on victims causes fear, anxiety, reduces the focus of learning process at school, and makes survivors avoid school. Meanwhile, the impact for perpetrators according to Colorosa in Purnama (2013) said that the perpetrator will be trapped as a bullying actor, less ability to build relationships, subjective, non empathetic and see himself as a strong and likable figure who impacts on the pattern of relationships in the future.

Purnama (2013) revealed that when *bullying* is ignored without positive intervention, then the negative impact will be about the bystanders or the individual who witnessed. Bystanders may assume that bullying is acceptable to the environment.

3. *Bullying* Factors

Verlinden in Sufriani & Purnamasari (2017) states that there are four factors that influence a person to commit *bullying*, individual factors related to the biological and temperament of a person, family, *peers*, schools and media. A similar explanation was given by Gerald in Fitri (2018) who stated the factors that influence *bullying* are biological, personal, family, peer groups, schools and communities. Family is the first educational environment for children. When parents are too strict educating their children or taking care with excessive punishment, or family conflict condition that have the potential to shape the child into a perpetrator of *bullying*.

Based on the two explanations above, it can be synthesized that various aspects that exist in the child's life environment can influence the emergence of *bullying* behavior.

C. Students and *Bullying*

Wardani and Fajriansyah (2017) stated that bullying is a familiar behavior for students, because this behavior is still common in the educational environment including at the college level. Hulukati and Djibran (2018) in their research described that the age of students in general is in the age range of 18-25 years. Based on that range, students are grouped into early age groups which means they are able to think, act and also have a responsible for their behavior which if they break the rule, they will have certain criminal consequences (Simbolon, 2012). However, in reality there are still students involved as perpetrators of bullying. It is because the transition of adolescence to adults, students often try a variety of new things that are positive or negative (Wardani and Fajriansyah, 2017). Meanwhile, Putri and Silalahi (2017) in their research stated that students become perpetrators of *bullying* because they have difficulty to build friendships, difficult to control emotions, having a behavior problems and lack of academic performance.

Bullying behavior in universities based on Simbolon research (2012) generally occurs during the orientation period of campus introduction or (PKKMB). In fact, *bullying* does not only occur during the PKKMB period, but also common on campus dormitories or in the locations with minimal supervision from campus parties. However, in the pandemic situation *bullying* still occurs even though PKKMB activities are carried out online, like *bullying* cases that has been described in introduction chapter.

According to Wardani and Fajriansyah (2017) students who become perpetrators of *bullying* consist of two characteristics, students who commit acts of bullying consciously and students who do not realize that their behavior is an act of *bullying*.

D. Student Perception of *Bullying*

Students in general can be grouped into early age group. At that age, students are considered mature and responsible for their behavior and there are consequences if the student commits negative behavior.

In daily life, students are faced with many common good things such as group work, socializing, and so on. On the other hand, students have also faced uncommon things, which is *bullying*.

As individuals in the early group of age, students should already have a correct and proper understanding of *bullying*. However, there are still many bullying cases that occur among the students. Therefore, researchers is interested to study further how students perception of *bullying*. Student views categorized as perceptions in psychological constructs.

Based on the definition of perception and *bullying*, researchers concluded that students' perception of bullying is an assessment process as a result of sensory sensing of repeated aggressive behavior by students as individuals or groups towards weaker individuals.

RESEARCH METHODS

A. Type of Research Methods

This research uses quantitative descriptive design. According to Arikunto in Putra (2015:73) descriptive quantitative is a research method that aims to see and describe with numbers about the ⁹object being studied. This is in line with the purpose of this study which is to find out how ⁸new students perceive *bullying*. This study uses data in the form of numbers which are then processed using statistics, after that the results will be explained through a description of the conclusions compiled based on statistical analysis.

B. Research Time and Place

The research began in August 2020 and was completed in December 2020, while the research site is one of the universities in Jakarta.

C. Research Respondents

The respondents were 513 new students in the academic year 2020/2021. The respondents of this ³study came from 7 faculties, there are the Faculty of Education, Faculty of Literature, Faculty of Law, Faculty of Engineering, Faculty of Economics and Business, Faculty of Social and Political Sciences, Faculty of Vocational.

D. Instrumentation

Research instruments in the form of questionnaires containing open questions are used to capture the initial data of research. Meanwhile, questionnaires with closed statements were compiled based on the Likert Scale model to obtain data on new students' perceptions of bullying. Questionnaire consists of 18 statements that refer to aspects of perception, cognitive, affective, and conative.

The research instrument used a Student's Perception of *Bullying*. The number of items in this scale is 18 ⁷statements. The choice of answers consists of 4, Strongly Agree, Agree, Disagree, and Strongly Disagree. From the 18 statement items there are 9 *favorable* items and 9 *unfavorable* items. The score moves from 1 to 4. On favorable items if respondents choose the Strongly Agree answer then the score obtained is 4 while if the respondents choose Strongly Disagree then the score obtained is 1. In unfavorable items, if the respondent selects the Strongly Agree answer then the score obtained is 1 while if selecting the Strongly Disagree option then the score obtained is 4. Research scale in the form of questionnaires shared with all respondents through *Google Form*. This data collection method uses *Google Form* to simplify the data collection in the Covid-19 pandemic situation.

E. Research Procedures

The research began with a literature study on *bullying*, perception, and students. Furthermore, an initial survey was conducted in the form of open questions to find out the understanding of new students about the definition of *bullying*. The next process is structured by a new student perception of *bullying* consisting of 18 items. This scale was given to 513 new students at one of the Universities in Jakarta through *Google Form*. After the data was collected, researchers analyzed the research data.

F. Data Analysis Techniques

The analytical method used in this study is percentile. According to Pratikno, Prastiwi, dan Rahmawati (2020) percentile is a number of data divider that has been sorted from the smallest to the largest number, into 100 equal sub-groups. Meanwhile, according to Periantalo (2017) percentile is the relative position of the score along with the score below it in a frequency distribution. The use of percentile methods is useful to describe the categories of perceptions that new students have towards bullying. The process of creating categories in the analysis of research data is hypothetical and empirical.

RESULTS AND DISCUSSION

Hypothetical categorization use ⁶percentile 25 and ⁶percentile 75. Percentile 25 and percentile 75 hypothetically referred to ²the percentage results obtained based on the total score obtained from the scale that has been ²compiled. Categorization is done by multiplying the ²highest score of 4 and the ²lowest score of 1 with the number of items on the instrument, with the following details:

⁴Highest Score: 18 item x 4 = 72
Lowest Score: 18 item x 1 = 18

After finding the highest and lowest scores, then next is to determine the 25 percentile and the 75 percentile for categorization. The following are the

results of percentile 25 and percentile 75 that have been processed through SPSS version 26.0.

Table 1.

Hypothetically 25 percentile and 75 percentile results

Statistics		
Students' Perception of <i>Bullying</i>		
Percentiles	25	32,25
	75	58,50

In table 1 can be formed categorization as follows:

- If the total answers of respondents are $\leq 32,25$, then it belongs into **bad** category.
- If the total answers of respondents is between 32.26-58.49 then it is **neutral**.
- If the total answers of respondents are $\geq 58,50$ then it is in a **good** category.

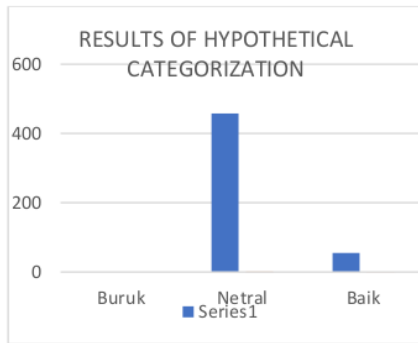
After the ²formation of category has been determined then it ²can be seen in table 2.

Table 2.

Results of Categorization Based on Hypothetical

Category	Frequency	Percentage
Bad	0	0,0%
Neutral	458	89,3%
Good	55	10,7%
Total	513	100%

More details of these results can be graphically presented in the following bar chart:



Picture 1. Results Chart Of Categorization Based on Hypothetical

In table 2 and picture 1 can be seen the results of hypothetical categorization that respondents' perception of bullying belongs to the neutral category of 458 respondents with a percentage of 89.3%, while in the good category there are 55 respondents with a percentage of 10.7% and 0 respondents who have a bad category with a percentage of 0%.

Table 3.

The Result of Percentile 25 and Percentile 75 Empirically

Statistic		
Students' Perception of <i>Bullying</i>		
N	Valid	513
	Missing	0
Percentiles	25	49
	75	56

In table 3 can be formed categorization as follows:

- If the total answers of respondents are ≤ 49 , then it is in the **bad** category.
- If the total answers of respondents between percentile 25 and percentile 75 then it is **neutral**.
- If the total answers of respondents are ≥ 56 , then it is in the **good** category.

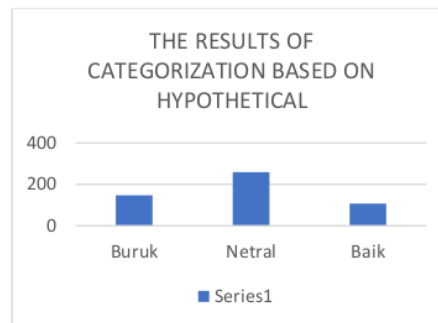
After finding the highest and lowest values, then next is to determine the 25 percentile and the 75 percentile for categorization. Here are the results of percentile 25 and percentile 75 that have been processed through SPSS version 24.0.

Table 4.

The Results of Categorization Based on Empirical

Category	Frequency	Percentage
Bad	147	28,65%
Neutral	259	50,49%
Good	107	20,86%
Total	513	100%

More details of these results can be graphically presented in the following bar chart:



Picture 2. The Results of Categorization Based on Empirical

In table 4 and picture 2 can be seen empirical categorization that the majority of respondents have a perception of *bullying* that belongs to the neutral category. This can be seen from the highest frequency in the neutral category of 259 respondents with a percentage of 50.49%. Then respondents who have bad perception as many as 147 respondents with a percentage of 28.65% and 107 respondents who have a good category with a percentage of 20.86%.

⁵ This research was conducted to find out and describe how the perceptions of new students in the academic year 2020/2021 at a university in Jakarta against *bullying*. After conducting hypothetical analysis, the results were obtained that as many as 458 respondents had a neutral perception of *bullying* with a percentage of 89.3%, while as many as 55 respondents with a percentage of 10.7% had a good perception of *bullying*, and no student had a bad perception of *bullying*. It can be concluded based on hypothetical data that the majority of new students have a neutral perception of *bullying*.

In addition to analysis using hypothetical categories, analysis is also carried out using empirical data. From the results of the analysis based on empirical data, it was obtained that as many as 259 respondents with a percentage of 50.49% have a neutral perception of *bullying*, while as many as 147 respondents with a percentage of 28.65% have a bad perception of *bullying*, and as many as 107 respondents with a percentage of 20.86% have a good perception of *bullying*. Based on the empirical data, it can be concluded that the majority of new students have a neutral perception of *bullying*. There are also new students who already have a good perception of *bullying*, although there are still new students who have a bad perception of *bullying*.

When ² compared between hypothetical and empirical data it can be concluded that the majority of new students have a neutral perception of *bullying*. The data means that new students have a neutral assessment of aggressive behaviors repeated by individuals or groups against weak individuals. Neutral assessment indicates that students are unable to give a consistent assessment of *bullying*.

Other comparison result shows that based on empirical data there are new students who have a bad perception of *bullying*. This indicates that in fact there are still new students giving inappropriate assessments of aggressive behavior repeated by individuals or groups against weak individuals. Poor judgment indicates that students are misassessing *bullying*.

On the other hand, there are new students who have a good perception of *bullying*. Good perception means that new students are able to give a proper assessment of *bullying*.

Factors that affect new students have not yet determined the right attitude towards *bullying* indicates new students have not been able to think and act in mature. This shows that there is a discrepancy between the behavior of new students and what was conveyed by Hulukati and Djibran (2018) in their research that students in general age between 18-25 years old, and according to Simbolon (2012) students are able to take responsibility for their behavior, which if they violate the rule of law, they will get certain criminal consequences. It is because students consider of *bullying* behavior to be common thing and students are also still in the period of searching for identity so that they are often unable to determine their attitude correctly (Wardani & Fajriansyah, 2017).

The next factor influencing new students to give a neutral assessment of *bullying* caused by the students' unconsciousness towards their behavior

which turns out to be a category of *bullying* behavior. It is because bullying is considered as a common behavior in the student environment. When bullying behavior is repeated and becomes a habit will be considered as normal thing to do, so that if it is allowed, it will create a generation that justifies the wrong thing (Wardani & Fajriansyah, 2017). Based on empirical analysis results found that there are students who have a bad perception of bullying means that the new student gives an incorrect assessment of aggressive behavior carried out repeatedly by individuals or groups against weak individuals. Bad judgment indicates that students are misassessing *bullying*. This is due to several influencing factors such as those presented by Verlinden in Sufriani & Purnamasari (2017); and Gerald in Fitri,m(2018) that the factors that influence a person to commit *bullying*, individual or personal, biological, family, peer, school and environment and media factors. However, this argument needs to be proven through further research.

CONCLUSION AND SUGGESTION

Through the explanation above, researchers can conclude that based on hypothetical data with a percentage of 89.3% and empirical with a percentage of 50.49% indicates that the majority of new students in the academic year 2020/2021 at one of the universities in Jakarta have a neutral perception of *bullying*. This means that the majority of new students give inconsistent assessments of aggressive behaviors repeated by individuals or groups against weak individuals. Subsequent conclusions based on hypothetical data with a percentage of 0% and empirical of 28.65% shows that there are still new students who have a bad perception of *bullying* or can be interpreted that there are still students who are wrong in preparing an assessment of *bullying*.

Based on the results of the research can be given advice for several parties. For students it is necessary to expand the perspective of *bullying* to build a proper perception of *bullying*. This can be done through bullying-related literacy and following briefings related to *bullying*. The next suggestion for *stakeholders* at the university is to develop a program that aims to educate many parties about bullying. Programs can take the form of policies, seminars, workshops, or discussions of *bullying* in lectures. Next suggestion for the Ministry of Education and Culture is that as a government institution that houses universities, the Ministry of Education and Culture needs to make a policy that requires each university to incorporate *bullying* material into the curriculum.

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