



ROOTS PROGRAM UTILITY; FORMING AN ANTI BULLYING PREVENTION AGENT IN MADRASAH

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Abstract: This study aimed to determine the efforts of teachers to apply interactional teaching style as an interdisciplinary approach to identify student learning characteristics. This research included phenomenological research with a qualitative approach. The research location was conducted at MTs. NU, Kraksaan District, Probolinggo. Data collection techniques were carried out through a process of observation, in-depth interviews with 4 informants, and documentation. The data analysis technique used the Miles and Huberman Interactive Model with data reduction activities, data presentation, and drawing conclusions. Data validity with source and technique triangulation process. The process undertaken in the Roots program included several stages, namely conducting surveys, selecting agents of change, providing training to agents of change, carrying out demonstrations or social campaigns in the madrasah environment, and evaluating the Roots program. Of course the Roots program has been carried out according to the plan and systematic program of activities and of course the agents of change can synergize themselves as actors driving students' understanding and concern about stop-bullying in the madrasah environment. The implications of the research illustrated that collaboration between madrasahs, facilitators, agents of change, and students is established in a supportive manner and upholds the value of tolerance.

INTRODUCTION

Bullying was not a new thing that has happened in society, cases of bullying are increasingly worrying because they often occur in the world of education in school-age children and adolescent (Malihah & Alfiasari, 2018). The occurrence of bullying in schools was a phenomenon that is increasingly being ignored because of its harmful impact on physical and psychological health, and even takes the lives of many children and adolescents at school (Fachruddin, 2018). Adolescence is known as a stressful time during development (Nuqul, 2018). Santrock (in Shidiq & Raharjo, 2018) added that adolescence is a period of turmoil and full of conflict, so it is prone to stress.

At the age of adolescence there is a transition period, namely the transition of children who are dependent on their parents to become individuals who are starting to be independent (Rahmawati et al., 2020). Junior youth education such as MTs (*Madrasah Tsanawiyah*) or what can be classified as junior secondary education is the most sensitive level of education in formal education in Indonesia which has a role in the continuation of the character education process further (Thornberg & Delby, 2019). It was known that the purpose of youth education in Indonesia is to lay the foundation of intelligence, knowledge, personality, noble character and skills in each child. A foundation could be likened to a foundation, where this foundation will later support and support everything that is on it. (Garandean et al., 2022).

Education in MTs was equivalent to SMP (junior high school), which is the foundation for the next level of education, which must play a role in forming a solid foundation with regard to the character and personality of children, especially students. However, if the foundation in laying the foundations of education that has an impact on the formation of a child's character and personality is not strong, later the child will be easily influenced by negative things (Tolmatcheff et al., 2022). Bullying often arises from habit and repeated unpleasant actions. Often considered as a form of interaction between peers which was reasonable because it is only a tease or joke (Sivaraman et al., 2017). Bullying by peers has harmful effects on children physically and psychologically and reduces academic performance at school. Ballerina & Immanuel (2019) found that the physical and mental wounds experienced by victims of bullying can last into adulthood, even affecting the well-being of a person in adulthood. In contrast to peer jokes, child disputes, or other acts of violence, acts of bullying are characterized by three characteristics, namely intentional aggressive actions (intended harm), repetition from time to time, and involving an imbalance of power or strength between the perpetrator and the victim.

The understanding of bullying continued to evolve over time. Volk, Dane, dan Marini (in Wasaya et al., 2018) explained that bullying should be defined as a negative action that aims (goal-directed behavior), rather than behavior that aims to hurt others. This was because bullying is currently associated with proactive aggressive behavior compared to reactive aggressive behavior. In addition, power imbalance was crucial in understanding acts of bullying and the difference between them and aggressive behavior.

Triwulandari & Jatingsih (2023) stated that the dominant factors that cause someone to bully among students were: 1) family factors were the cause of bullying behavior among students, one of which is because the family is less harmonious, 2) peer factors were the cause of bullying behavior among participants students, one of which is due to the high intensity of communication between peers which allows these students to be instigated by friends who are negatively oriented, 3) the mass media factor was the cause of bullying behavior among students, due to the misuse of social media as a medium for bullying in non-formal forms verbal (text).

Facts that happened at MTs NU Kraksaan regarding acts of bullying among students such as apathy from the environment led to higher bullying rates in the madrasah environment, 2) all perpetrators of bullying were victims, so that victims turned into perpetrators of bullying, 3) the aim of the victim was to become perpetrators of bullying is to protect themselves, as well as to get a sense of security from their environment, 4) the perpetrator also bullied for the purpose of revenge, this was because the perpetrator was once a victim. Revenge was in the form of imitation of the behavior he received. This problem was of course worrying about schools which are actually Islamic educational institutions that form young people who have good morals and noble character as social beings.

The intensity of interaction such as jokes, jokes, or ridicule between students was often considered a normal thing and is usually done by students. However, if examined in more depth, if this was done repeatedly and continuously, it will reduce students' self-confidence and courage. They saw themselves as victims and weaklings who are always getting the dislike of others. Not only that, it was possible for students who are victims of bullying to show their feelings of being humiliated, turning into perpetrators of bullying that arise from feelings of revenge and anger over the bullying that they have received from their friends. It was clear that if this happens on an ongoing basis, feelings of discomfort, resentment and anger will continue to surround the condition of the madrasah environment. The effectiveness of a change and transformational effort from the madrasah program system must also be adapted to the needs and expectations of schools so that they can achieve national education goals. This condition attracted MTs NU Kraksaan to carry out the Roots program in forming agents of change among MTs NU Kraksaan students so that they have someone who is anti-bullying.

The Roots Program was an intervention program adapted from a North American program that aims to create positive change in schools through student-led activities (Putri, 2022). The Roots program was a school-based bullying prevention program that has been developed by UNICEF Indonesia together with the Indonesian government, academics and child practitioners (Roots Indonesia) (Putri, 2022). The Roots program focused on addressing bullying by involving peers. Students who have a good influence on their friends will be used as agents of change that have a positive impact on bullying (Pertiwi & Nurdiana, 2019). Prevention of child bullying through the Roots Program is also an effort to shape student character and create a positive school climate (Roots Indonesia) (Sari & Budiman, 2021).

Proven in research Sholichah & Laily (2022), Roots Indonesia is a school-based anti-bullying program developed by UNICEF Indonesia that adopts and combines components of teacher knowledge and skills to implement positive discipline program practices. Other research, Adiyono et al. (2022) also stated that the teacher's next role is from a non-academic perspective, namely implementing the anti-bullying Roots program in the classroom and school environment, carrying out collaboration between school security units and

teachers, and conducting and providing counseling services to students. Then Putri (2022) in her research also stated that the Roots program is to deal with bullying in children, the Roots program comes with an initiative intending to improve the quality of relationships between friends and reduce incidents of bullying and violence among peers.

Some of these previous studies serve as examples of studies regarding the application of the Roots program as an effort to prevent bullying in schools. Meanwhile, it was different from this research which will show the utility and use value of the Roots program for anti-bullying actions in madrasas for students. Not only that, this research would also be a new finding regarding the effectiveness of the Roots program which is able to produce change agents who can bring positive influence in the madrasah environment. Of course, this research would show a lot of interaction and collaboration between teachers and students, as well as students and students.

Looking at the problems that occurred and the solutions offered by MTs NU Kraksaan, this research will be more complex in its discussion of the value and usability (utility) of the Roots program for the good of the school environment. So that this research was the focus and purpose of this study to examine the effectiveness of the Roots program as a school effort to prevent acts of bullying by being able to create agents of change. This research was one of the pro-active and reactive proofs of the policy programs launched by UNICEF and the Ministry of Education and Culture.

RESEARCH METHODS

This study used a qualitative-descriptive approach. In accordance with the problems found and felt by researchers. This study aimed to provide a description/illustration starting from the application, usability, and forms of change agents created from the Roots program as an effort to prevent bullying. The research location was carried out at MTs NU Kraksaan which is located on Jl. Major General Panjaitan No. 16a Sidomukti Village, Kraksaan District, Probolinggo Regency. The subjects in this study were taken from a purposive sampling process based on the appropriate criteria to become agents of change. The number of students recruited as candidates for madrasa change agents totaled 20 with details of 5 people for each class. The implementation of the Roots program was carried out for students in the 2022/2023 academic year.

Data collection was obtained from three techniques, namely observation of the research object, in-depth interviews with key informants such as the school principal, as well as two class teachers, and the attached documentation. Then the data obtained were analyzed using data condensation techniques, data presentation, and drawing conclusions. In order to obtain valid data, data validity techniques are used through triangulation of sources and techniques.

RESULT AND DISCUSSION

Roots was a preventive program that employs students who have been entrusted with being agents of change. Agents of change were school-chosen

students who have a major influence on the anti-bullying movement and create a comfortable school environment as a place for student learning without bullying for all school members (Mahriza et al., 2021). Current National education priorities 1) change the current social norms that tolerate, accept, allow violence, including schools. 2) The Government of Indonesia was committed to achieving Sustainable Development Goals (SDG) Target 16.2, which aims to end abuse, exploitation, human trafficking and all forms of violence and torture against children by 2030). Other national initiatives such as Child Friendly Schools and Regulation of the Minister of Education and Culture No. 82/2015 concerning Prevention and Management of Violence in Schools has demonstrated a national commitment to eliminating violence in schools (Rahman & Erianjoni, 2023).

This program aimed to change social norms related to bullying by prioritizing student participation to build a positive social climate (social referent) and combining it with teacher training to apply positive disciplinary practices (Sakban et al., 2018). Through the Roots Program, UNICEF Indonesia has so far demonstrated its role as an actor, resource and forum in different ways. In its role as a forum, international organizations were judged by their ability to bring together various international actors (state and non-state actors) to discuss solving certain problems (Nugraha, 2021). Roots Indonesia as an intervention model based on scientific evidence and child participation that has been developed through government workshops, universities, youth and community groups (Dewi, 2020).

The target in the Indonesian Roots program is students. Likewise, the main target for developing anti-bullying social action at MTs NU Kraksaan was to focus on developing quality human resources with noble character and caring for others. So it was important that MTs NU Kraksaan examines what are the uses and benefits of the Roots program to the reasons and factors that cause students to carry out acts of bullying. The steps in the Roots program carried out by MTs NU Kraksaan are shown in the following chart:

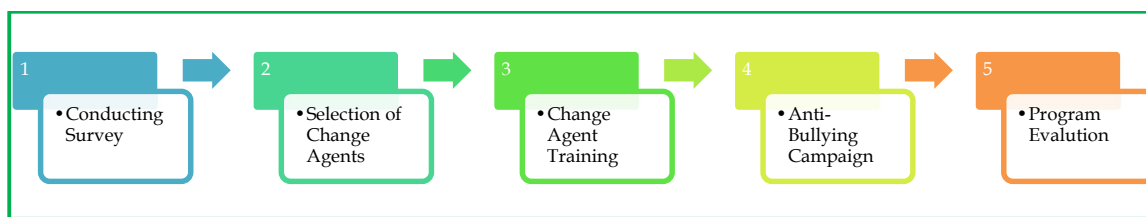


Figure 1. Roots Program Stages Flow

The figure above illustrated that a survey of what needs are needed by madrasah in anti-bullying prevention and prevention, selection of change agents from among students for each class, training to instill an understanding of anti-bullying actions against agents of change, conducting anti-bullying campaigns, and evaluating programs which has been done. Following were the details of the Roots program:

Conducting Surveys

The initial stage of the Roots program was to conduct a survey of students and teachers about bullying in the madrasah environment. Madrasah internal parties were given an open pretest regarding bullying that had occurred. Here are some questions regarding the pretest given.

Table 1. Pretest Questions

No	Question Items
1	In your opinion, what caused bullying or bullying among students?
2	What were some examples of acts of bullying that have occurred?
3	What did you do if there is bullying at the madrasah?
4	Was there any firm action from the madrasa if one day bullying is found?
5	Was there an impact on students from bullying?

The survey was conducted anonymously so that the identity of the respondent was maintained. The number of respondents in giving this pretest was 25 respondents (20 students and 5 teachers). The results of these opened answers accumulate 70% of the dominant answers (answers from 18 respondents) which were attached in the following table.

Table 2. Accumulation of Respondents' Dominant Answers

No	Question	Answer
1	In your opinion, what causes bullying or bullying among students?	1. Ditto for the actions of peers, 2. Jokes that were repeated, 3. Apathy (lack of caring), 4. Anti-social, 5. Feeling of over power compared to others, 6. Selfish, and 7. Emotional lability.
2	What were some examples of acts of bullying that have occurred?	1. Mockery about body shaming, 2. Jokes about someone's abilities that lead to intimidation, 3. Repetitive pranks that unknowingly hurt someone, and 4. Scorn in the form of sarcasm.
3	What did you do if there was bullying at the madrasah?	1. Letting go because they didn't have more confidence, courage, and power than the perpetrators of bullying. 2. Report to the teacher or principal of

No	Question	Answer
4	Was there any firm action from the madrasa if one day bullying was found?	the madrasah 1.Reprimanded the student concerned 2.Provided counseling services to the students concerned 3.Calling parents to the madrasa
5	Was there an impact on students from bullying?	1. Lack of confidence in themselves and their abilities 2. Lack of concern for others (apathy) 3. Creating a sense of revenge and anger among students 4. The madrasa environmental situation was not safe and comfortable for students 5. Students didn't or were afraid to enter the madrasah.

By conducting a survey, data related to bullying can be identified which can be used as the basis for mapping further actions. From these data it is concluded that there is a need for transformation of guidance services for students to the importance of anti-bullying among others. The head of the Madrasah explained that one thing is certain from the data, that the main focus in transforming the madrasa movement towards bullying is the position of students as social beings for the next generation. So the next step is to form agents of change who can lead to safe, peaceful, comfortable, and tolerant madrasah conditions.

According to Sholichah & Laily (2022), there were several reasons why knowing the state of bullying in schools is important: (1) *Understand the Scale and Level of Bullying*: by knowing the state of bullying in schools, could understand the extent of bullying, both in terms of scale and severity. This would help you determine the appropriate approach to designing and implementing a Roots program. For example, if the act of bullying was widespread and serious, a more comprehensive and intensive approach may be needed. (2) *Identify Causal Factors and Patterns of Bullying*. Knowing the state of bullying in schools helped schools identified the underlying factors and patterns of bullying. Schools could collect information about the type of bullying that occurred, the characteristics of the participants involved, the place and time it occurred, and the factors that triggered or strengthened the bullying act. This information would help to design programs that were more targeted and effective in preventing and dealing with bullying.

(3) *Tailor the Program to Needs*. By knowing the state of bullying in schools, could tailor the Roots program to a specific needs. For example, if bullying occurred primarily through social media, could incorporate digital literacy and media awareness components into your program to equip participants with the skills needed to deal with online bullying. (4) *Measuring Program Effectiveness*.

Knowing the state of bullying before the Roots program was implemented will provide a starting point for measuring program effectiveness. By comparing the initial data with the data after the program was implemented, could see how far the program has succeeded in reducing acts of bullying, raising awareness, or changing the attitudes and behavior of participants. This would help to evaluate the actual impact of the program and make improvements where necessary.

By knowing the state of bullying in schools prior to the Roots program, schools could design programs that were more responsive, effective, and in accordance with existing needs. This also helped in measuring program impact more accurately.

Selection of Change Agents

The selection of change agents used social network theory. The method used was that some students who have influence over friends in the madrasa will be formed into agents of change that can have a positive impact on acts of bullying. Each student for each batch was asked to write down the names of their 5 closest friends who deserved to be agents of change in their class. Later there would be around 20 agents of change among students and as many as 5 agents for each class. The determination of the agent of change was calculated based on the number of votes for each candidate. So the following were presented the names of change agents obtained from the voting of their class mates.

Table 3. Number of Student Agents of Change

No	Class	Number of Change Agents	Gender	
			Male	Female
1	7a (VIIa)	5	3	2
2	8a (VIIIa)	5	3	2
3	9a (IXa)	5	2	3
4	9b (Ixb)	5	3	2
	Total	20	11	9

The number of agents of change was 20 students with a classification of 11 male students and 9 female students. This was very important because in social networks wanted to get data about which students are the most influential and most heard by other students. Not only that, communication and managerial skills were also pocketed by change agents. The selection of agents of change aimed to be able to influence other students to care about cases of bullying that occur in madrasa and to be able to interact well among students. In selecting a change agent, it involved a wide range of stakeholders, including students, school staff and parents. The selection process must be transparent, fair and based on relevant criteria.

Adiyono et al. (2022) stated selection of the right change agent was very important in the Roots program because they were be the prime movers in implementing the program and influencing the changes that occurred. Here were

some reasons why choosing the right change agent was so important: (1) *Relevant Representative*. Selecting change agents who represented diverse groups and interests within the school would help ensure that the Roots program could address the various challenges and needs that existed. Change agents who came from different backgrounds and had a deep understanding of the social and cultural context of the school would be able to deal with change more effectively. (2) *Trust and Credibility*. Selecting change agents who had trust and credibility among their peers, school staff, and students was key to effecting positive change. Agents of Change who were respected and trusted would find it easier to get support and cooperation from various parties, strengthening the success of the Roots program.

(3) *Communication and Leadership Skills*. Change agents who had good communication skills and leadership abilities would be able to convey program messages clearly, motivated others to get involved, and facilitate effective collaboration. They would also be role models for others in implementing the values and principles espoused by the Roots program. (4) *Commitment and Dedication*. Selecting a change agent who was highly committed and dedicated to the goals and values of the Roots program would increase the likelihood of the program's success. A passionate and committed change agent would put in the time and effort necessary to execute the program well and ensure the program's sustainability into the future. (5) *Wider Impact*. Through their role as representatives and change agents, change agents could influence not only students, but also school staff, parents and the surrounding community. By selecting change agents who had influence and a wide network, the Roots program could have a broader and more sustainable impact in addressing bullying. Selection of the right change agent would strengthen the implementation of the Roots program and increased the likelihood of the program's success in achieving the desired goals.

Change Agent Training

The change agents who have been selected, then undergo training sessions for 15 meetings. This training provided materials regarding bullying (meaning, examples, forms of anticipation, forms of prevention, and forms of handling) to agents of change. In addition, the class VIIa teacher conveyed not only the inculcation of understanding material to agents of change, the facilitator also mentioned several main tasks and functions, such as being willing to become an agent of change that influences students' behavior patterns in madrasas, being willing to become a communicator for voicing anti-bullying actions, willing to become a demonstrator in the form of campaigns both written and verbal. To be effective, the training was conducted once a week which was held every Saturday so that this program is estimated to run for one semester. Here, the role of the facilitator was key in the training session. Facilitators could come from 2 counseling guidance teachers as well as two class teachers at madrasas and 2 extracurricular coaches. So that in 1 month the training service

was accompanied by 1 facilitator. However, it was assumed that the facilitator was someone who is close and can be trusted by the agents of change.

During the training, the agents of change were also directed to be able to directly apply knowledge of the meaning of preventing acts of bullying in madrasas so that they could increase their self-awareness of how important it was to build a climate of positive interaction among students. Of course, every case or problem that occurs or there were issues that lead to things that are contrary to the rules of the madrasa, would be immediately discussed with the facilitator. Then, for students, agents of change carried out their role as pioneers in driving student understanding starting from their words, actions to their decisions which can be a good example in establishing communication among students without intimidating anyone.

Triwulandari & Jatingsih (2023) mentioned there were several reasons why training for change agents is needed, among others were: (1) *Skills Enhancement*: Through training, change agents could develop the skills necessary to carry out their roles effectively. This included skills in communication, leadership, negotiation, conflict management, problem solving, and understanding bullying. (2) *Strengthening Knowledge*. Training provided change agents with a deeper understanding of bullying, including its types, the factors that influence it, and the impact it had on victims. (3) *Raising Awareness*. Training could raise the awareness of change agents about the importance of preventing and addressing bullying in schools. They would be given an understanding of the negative impact of bullying on the well-being of students and the school environment as a whole. (4) *Exchange of Knowledge and Experience*. Training provided an opportunity for change agents to interact and share experiences with fellow change agents from other schools or other regions. This allowed them to learn from best practices, explore new ideas, and expand their network. (5) *Increased Motivation and Satisfaction*. Good training increased the motivation and satisfaction of change agents. By feeling supported, trained and well prepared, they would feel more confident in their role as agents of change. This increased their motivation to overcome bullying, inspired others, and contributed positively to the school environment. (6) *Better Monitoring and Evaluation*. They would learn how to collect data, analyze results, and use that information to inform program decisions and continuous improvement. Through effective training, change agents became a driving force in the Roots program, effecting positive change, and strengthening efforts to prevent and address bullying in schools.

Anti-Bullying Campaign

After the change agents were given training on bullying once a month, the change agents must display a short memo or make a wall magazine (mading) containing anti-bullying in madrasas. This decision was suggested by the facilitators as a basic effort for students to be interested and a notification for students against anti-bullying actions. Other forms of campaigns must be delivered creatively and innovatively so that implicit and explicit messages are

conveyed properly and correctly. Such as performing arts, poetry or rhymes which were also held once a month. The class teacher Xia explained that this event must be attended by all school members starting from students, teachers, and education staff. The highlight of this campaign could be held with various creative ideas from change agents.

The campaign that was carried out was not only in the form of magazine exhibitions or workshops displayed by change agents, but also spread on the personal social networks of change agents and those belonging to MTs NU Krakasan madrasah. The messages conveyed were in the form of posters, flayers, video documentation of art performances, and various documentation such as wall magazines made by agents of change at madrasas. This was intended so that the realm of the role of a change agent can be reached by the wider community and could always be an important notification of anti-bullying actions.

Sari & Budiman (2021) said there was some main functions of the campaign: (1) *Awareness and Education*. This campaign provided education about the long-term effects of bullying on victims and the impact it had on the school environment. By increasing public understanding, this campaign built a strong foundation to tackle bullying. (2) *Changing Attitudes and Behavior*. Through delivering strong messages and inspiring stories, the campaign sought to influence people's views on bullying and encouraged them to take a non-bullying stance. (3) *Encourage Reporting*. The anti-bullying campaign encouraged individuals to report cases of bullying they experience or witness. In many cases, victims of bullying tended to be reluctant to report because they were afraid or embarrassed. This campaign provided information about the importance of reporting bullying and explains the procedures in place for reporting it. (4) *Building Solidarity*. The anti-bullying campaign encouraged people to unite and stand together against bullying. These campaigns could organize activities and events that built solidarity, such as conferences, seminars or symbolic actions. This created a supportive environment for victims of bullying and showed bullies that their behavior was not acceptable to society at large. (5) *Policy Change*. By raising public awareness and encouraging public participation, these campaigns could help build political pressure that resulted in policy changes that support bullying prevention and response.

Program Evaluation

To measure the success of the Roots program, facilitators and change agents held open meetings with madrasa heads, teachers, and education staff. In the process of this evaluation meeting, a re-survey and evaluation was carried out after the Roots program was run. Is there a change in the level of cases of bullying or not. Judging from cases of bullying and examples of acts of bullying that have occurred, out of a total of 108 students no longer carry out acts of bullying at madrasas. This was explained succinctly by the head of the madrasah that previous examples of acts of bullying such as physically taunting or abilities between students turned into mutually interactive and collaborative actions

supported by cooperative learning models. The researchers also found that the more people reporting cases of bullying indications could also mean that many school members are increasingly concerned about bullying in their environment.

Every form of evaluation carried out in the Roots program must be properly planned, involved relevant stakeholders, used appropriate evaluation tools, and paid attention to valid and reliable evaluation principles. A systematic and comprehensive evaluation assisted in improving the Roots program, ensuring the achievement of program objectives, and increasing its positive impact in preventing and overcoming bullying in schools (Tolmatcheff et al., 2022).

CLONCUSION

The effectiveness of the Roots program implemented by MTs NU Kraksaan was not only applied as a learning socialization program regarding anti-bullying actions in madrasahs. But rather as the formation of agents of change that have a positive impact on the movement of student behavior and the safety of the madrasah environment. The process undertaken in the Roots program includes several stages, namely conducting surveys, selecting agents of change, providing training to agents of change, carrying out demonstrations or social campaigns in the madrasah environment, and evaluating the Roots program. Of course the Roots program has been carried out according to the plan and systematic program of activities and of course the agents of change can synergize themselves as actors driving students' understanding and concern about stop-bullying in the madrasah environment. The implications of the research illustrated that collaboration between madrasah, facilitators, agents of change, and students is established in a supportive manner and upholds the value of tolerance.

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