



Individual Counseling Positive Self-Reinforcement Techniques To Reduce Student Bullying Behavior

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ABSTRACT

Bullying is aggressive behavior carried out by certain individuals or groups, whether verbally, physically, or cyberbullying and occurs repeatedly. The purpose of this research is to describe bullying behavior that occurs in students and to describe and analyze the stages of individual counseling services using positive self-reinforcement techniques. This research uses a qualitative approach, a case study research type. Data collection techniques use observation, interviews, and documentation. Data analysis of this research includes data reduction, data presentation, and conclusions. The results of the study indicate that bullying behavior exhibited by students of SMP Negeri 2 Greged, Cirebon Regency indicates that bullying still occurs, although not widely, and tends to be hidden, such as teasing or ostracizing. Perpetrators, who are mostly male students, are often unaware that their actions are included in the category of bullying. The forms of bullying that often occur are verbal bullying, physical bullying, relational bullying, and cyberbullying. Individual counseling services using positive self-reinforcement techniques are effective in helping students reduce bullying behavior. Through positive reinforcement in the form of praise, giving meaningful tasks, and individual approaches, students who previously bullied showed behavioral changes for the better. The counseling stages include six stages, namely: (a) identification of behavior; (b) selection of reinforcement; (c) application of reinforcement; (d) self-monitoring; (e) periodic evaluation; and (f) reflection.

Keywords: *Individual Counseling, Positive Self-Reinforcement Techniques, Bullying*

INTRODUCTION

According to Wiyani (2020), violence in schools is a current issue in the world of education. This violence can be perpetrated by teachers or between students. As we often witness, incidents of brawls and bullying by students often make headlines in the media, both print and electronic. This phenomenon reflects a problem in instilling moral values in students. The emergence of cases of violence in schools raises significant questions, considering that schools should be places for educating the whole person. This situation has also sparked criticism from various groups, who increasingly question the effectiveness of the educational values currently implemented in schools.

Educational environments often emphasize the importance of creating a sense of safety and comfort in the learning process. One of the main obstacles is acts of violence or intimidation that occur in schools. Bullying is defined as any form of violence or oppression carried out intentionally and repeatedly by an individual or group of individuals against another person, with the intent of causing harm. This behavior can come from teachers toward students, or vice versa, from students toward teachers.

Wiyani (2020, p. 17) states that bullying has long been a part of the dynamics of school life. This behavior is often known by various terms, such as oppression, blackmail, threats, insults, exclusion, and intimidation. Bullying encompasses various forms of abuse of power or violence aimed at hurting others, causing victims to experience psychological distress, trauma, and a feeling of powerlessness to fight back.

Furthermore, individuals who are victims of bullying tend to experience various forms of disturbance, particularly in terms of psychological well-being. They often feel discomfort, fear, low self-esteem, and a loss of self-worth. Socially, victims also exhibit poor adjustment, such as feeling anxious or reluctant to go to school, withdrawing from social environments, and experiencing decreased academic performance due to difficulty concentrating. In some cases, they even lose their enthusiasm for daily activities. Based on the results of the 2023 Programme for International Student Assessment (PISA) study, 41.1% of students in Indonesia were victims of bullying. This percentage far exceeds the OECD average of 22.7%.

Thus, Indonesia ranks fifth out of 78 countries in terms of bullying cases in schools. Furthermore, the data also shows that 15% of students experienced bullying, 19% felt ostracized, 22% were victims of insults and theft, 14% were threatened, 18% were pushed by friends, and 20% experienced the spread of bad news about themselves (Febriansyah & Yuningsih, 2024).

However, data released by the Federation of Indonesian Teachers' Unions (FSGI) in 2023 recorded 23 cases of bullying in schools from January to September. Of these, half, or 50%, occurred at the junior high school level, while 23% occurred at elementary school, and 13.5% each occurred at high school and vocational school. This indicates that the highest number of bullying cases is found at the junior high school level. (Source: Detik.com, October 3, 2023)

Researchers conducted initial observations of students at SMP Negeri 2 Greged, Cirebon Regency, regarding bullying cases in the school environment. Of the five students of varying genders, three admitted to being victims of bullying and stated that they experienced various impacts, which significantly disrupted their learning process and their health. The bullying took various forms, including teasing and ostracism. The perpetrators, who were mostly male students, often did not realize that their actions constituted bullying. The most common forms of bullying were verbal bullying, physical bullying, relational bullying, and cyberbullying.

Addressing bullying in schools requires a planned, integrated, and sustainable strategy. Possible approaches include counseling services, both group and individual, aimed not only at victims and perpetrators of bullying, but also at teachers and school staff involved. In the implementation of guidance and counseling, an individual approach using positive self-reinforcement techniques can be applied as one method to address bullying in schools.

Individual counseling is implemented using an approach tailored to the characteristics of the problems experienced by each client. One of the most commonly used approaches is the behavioral approach. Suhesti, as cited in Rinaldi (2020), states that behavioral therapy aims to reduce maladaptive behavior and encourage the development of more constructive behavior. This approach emphasizes the importance of using reinforcement techniques in shaping positive behavior, particularly through positive reinforcement. This is in line with the opinion of Witzel & Mercer, cited in Purnamasari and colleagues (2018), who stated that reinforcement is a strategy generally used by educators to encourage individuals to repeat desired behaviors. Theoretically, positive reinforcement encompasses various forms of support, such as praise, verbal reinforcement, smiles, gestures, and even rewards, both verbally and nonverbally (Durrotunnisa, 2022).

This technique aims to increase students' self-awareness and help them better understand their personal circumstances. The positive reinforcement method was chosen because students facing problems at home generally exhibit characteristics of a lack of parental attention. Therefore, the application of

positive reinforcement in guidance and counseling services is expected to foster students' enthusiasm and motivation to achieve academic success.

In the learning process, nothing is more important than that. When students prioritize academic achievement over matters unrelated to learning, this indirectly improves their concentration on the subject matter. By focusing on positive things, students have less opportunity or incentive to engage in demeaning behavior toward their peers. As derogatory behavior among peers decreases, the urge to bully and tease will also decrease.

Based on these conditions, the research entitled "Individual Counseling Services Using Positive Self-Reinforcement Techniques to Reduce Bullying Behavior in Students of SMP Negeri 2 Greged" became the focus of the researcher's interest for further study.

METHOD

This research used a qualitative research approach. According to Yusuf (2019), this approach emphasizes the search for meaning, concepts, and characteristics of a phenomenon, and presents data in descriptive or narrative form. This approach is holistic, prioritizes information quality, and utilizes various techniques such as observation and interviews. This research used a case study as its primary research method. According to Yin (2021), a case study is an appropriate strategy to use when the focus of the research question relates to "how" and "why" an event occurs. This approach allows the researcher to directly observe real events and have control over organizing and systematically compiling the data according to the real-life context.

The location of this research was SMPN 2 Greged. The data sources for this study were guidance and counseling teachers and student perpetrators of bullying. The data collection techniques used in this study were observation, interviews, and documentation. The data analysis technique used was triangulation, with the stages of data reduction, data presentation, and conclusion drawing.

RESULTS AND DISCUSSION

A. Results

1. Overview of Bullying Behavior of Students at SMP Negeri 2 Greged, Cirebon Regency

Bullying behavior in junior high schools is now a significant issue in education. Students are experiencing a highly vulnerable phase of emotional and social development as they begin to discover their identity and are heavily influenced by their social environment. Bullying behavior usually arises as an

attempt to demonstrate power, exert social pressure, or vent undirected emotions in such situations.

Informant 1 revealed that bullying remains a problem at SMP Negeri 2 Greged. Although not widespread, forms of bullying are still found in students' daily lives. Generally, these actions are carried out indirectly, such as teasing or excluding friends from their social group. Many perpetrators are unaware that their behavior falls into the category of bullying, so education about healthy social etiquette continues to be a school priority. Bullying behavior is more often committed by male students. However, female students are not entirely free from involvement, especially in cases of social and verbal bullying. Some common forms of bullying include: verbal bullying, such as physical teasing or academic grades; physical bullying, such as pushing and hitting; relational bullying, such as exclusion from study or play groups; and cyberbullying, such as spreading negative comments via social media or class WhatsApp groups. These acts of bullying are generally triggered by various factors. Some students bully because they want to be accepted into certain social groups, while others are influenced by harsh and stressful family situations. Others lack empathy, thus failing to understand the emotional impact of their actions. Furthermore, media and digital content that normalize violence contribute to the perception that bullying is commonplace. The consequences of this behavior are quite serious, especially for the victims. They can experience decreased self-confidence, loss of enthusiasm for learning, and even stress and emotional distress. Meanwhile, bullies are prone to developing aggressive behavior, frequently engaging in conflict, and ultimately receiving social sanctions.

Informant 2 stated that bullying at SMP Negeri 2 Greged sometimes occurs without the perpetrators' awareness. He revealed that some students are often the targets of hurtful remarks, forced to do things repeatedly, or made the butt of jokes by groups of friends who are more dominant in terms of numbers and influence. Some forms of bullying he frequently observes include teasing parents' names or physical appearance (verbal bullying), insults through class WhatsApp groups and the spread of harmful false information (cyberbullying), pushing each other on the field (physical bullying), and being excluded from play or group work activities (relational bullying).

His motivation for engaging in these behaviors, he admitted, stems from a desire to be accepted within a particular social group and to avoid being perceived as different. He also admitted to having acted violently toward a friend when angry. The impact of this bullying behavior is quite real. Victims tend to withdraw and appear depressed, while the perpetrators themselves feel emotionally uncomfortable and constantly think about the consequences of their

actions. This ultimately negatively impacts previously established friendships (Interview, May 20, 2025).

The above opinion was also confirmed by Informant 3, who stated that bullying still occurs quite frequently at SMP Negeri 3 Greged, especially during recess or after school. He stated that actions such as teasing, pushing, and even ostracizing are often carried out by students against friends who are perceived as different. Forms of bullying he frequently observed include: making physical or name-calling remarks about parents, pushing or hitting, taking things without permission, excluding them from playgroups, and spreading rumors or false stories. He admitted that he has participated in bullying behavior, usually because he follows his friends, wants to be seen as cool, or is upset.

However, he recognizes that such actions are wrong. He believes bullying has a negative impact on both the victim and the perpetrator. The victim becomes sad, afraid, and unwilling to go to school, while the perpetrator may feel guilty and be shunned by his or her friends. (Interview, May 20, 2025).

Considering the above opinions, it can be concluded that bullying still occurs at SMP Negeri 2 Greged, although not on a massive scale. This behavior comes in various forms and is usually carried out indirectly, such as teasing and exclusion. Perpetrators are often unaware that their actions constitute bullying. The most common types of bullying are verbal bullying, physical bullying, relational bullying, and cyberbullying, with male students being the dominant perpetrators. The main causes include peer pressure, family background, lack of empathy, and media influence. The impact on victims is serious, ranging from decreased self-confidence to perpetrators being at risk of developing ongoing aggressive behavior. To prevent and encourage conscious behavior change, guidance and counseling teachers use positive self-reinforcement techniques during individual counseling.

2. Stages of Individual Counseling Services Using Positive Self-Reinforcement Techniques to Reduce Bullying Behavior in Students at SMP Negeri 2 Greged, Cirebon Regency

The stages or procedures carried out in implementing a service or activity highly influence its success, ensuring its implementation proceeds smoothly and achieves the desired goals. This also applies to individual counseling services using positive self-reinforcement techniques, which require specific steps in the process.

According to Informant 1, the implementation of individual counseling services using positive self-reinforcement techniques at SMP Negeri 2 Greged begins with a case identification process. At this stage, teachers or homeroom teachers report students suspected of engaging in bullying behavior.

Subsequently, initial observations and interviews are conducted to verify the reported behavior. Following this, an initial assessment is conducted to understand the student's background and the factors that trigger bullying behavior.

This process utilizes various techniques, such as in-depth interviews, administering assessment scales, and recording student behavior over time. Furthermore, during the counseling planning stage, the guidance counselor and students formulate behavioral change targets, for example, students commit to refraining from teasing their peers for one week. Furthermore, students are encouraged to identify positive rewards they can give themselves if they successfully achieve these targets. Furthermore, the guidance counselor provides additional positive reinforcement in the form of a points system. Each time a student demonstrates positive behavior (such as refraining from bullying or showing a friendly attitude), they earn points that can be accumulated. These points can then be exchanged for prizes such as school supplies. This system is implemented to motivate students to consistently maintain the targeted behaviors and serves as a form of external reward that supports students' internal motivation. Counseling is conducted individually, with a frequency of one to two sessions per week. Evaluations are conducted weekly to monitor student progress and provide direct feedback by the guidance counselor. If the student's positive behavior has demonstrated consistency, counseling sessions can be gradually discontinued as a sign of the success of the coaching process (Interview, May 19, 2025).

This opinion was confirmed by Informant 2, who explained that the counseling process he participated in began with the guidance counselor inviting him to discuss daily behavior, including bad habits like bullying. In the initial meeting, students were asked to be honest about their past actions, and from there, a behavior change strategy was agreed upon.

One agreement was that each time a student successfully refrained from bullying, they were allowed to give themselves a small reward and were given positive reinforcement in the form of praise or motivating words, as well as gifts as a token of appreciation. Furthermore, the guidance counselor used a points system to award points to students for each good behavior. These points could then be accumulated and exchanged for school stationery. This system made students feel appreciated and more motivated to maintain their positive behavior. Every week, the student reports on his progress to the guidance counselor. He is pleased to have demonstrated positive changes. He also expressed that the guidance counselor patiently supports him without judgment, making him feel comfortable and motivated to improve.

According to him, this positive self-reinforcement technique was quite helpful. Previously, he admitted to often venting his anger directly on friends who upset him. However, after undergoing counseling, he began to learn to control his emotions and think before speaking or acting. Over time, he felt more patient and less easily provoked than before. (Interview, May 20, 2025).

In line with the above opinion, Informant 3 also stated that the counseling process began with him asking the guidance counselor to discuss his behavior. During the meeting, he was guided to identify mistakes he had made, particularly related to bullying. Afterward, the counselor challenged him to refrain from bullying, along with a reward mechanism. If he successfully met the challenge, he was allowed to give himself a small reward and receive reinforcement in the form of motivation and praise, as well as tokens or small gifts and points awarded by the guidance counselor as a form of appreciation. Initially, he felt embarrassed and afraid to undergo the counseling process. However, over time, he began to feel comfortable because the guidance counselor didn't get angry or punish him, but instead patiently helped him change for the better. This made him calmer and have a clear goal to improve his behavior. He also acknowledged that positive self-reinforcement techniques were quite effective. Previously, he often teased friends who were different from him. However, after attending counseling, he began to learn to restrain himself. Every time he managed to refrain from teasing for a week, he rewarded himself, for example, by buying his favorite food. Over time, this habit became a habit that prevented him from bullying again (Interview, May 20, 2025).

Based on the three opinions above, it can be concluded that the stages of individual counseling services using positive self-reinforcement techniques to reduce bullying behavior among students at SMP Negeri 2 Greged, Cirebon Regency, are:

- a. Behavior identification: The guidance counselor invites students to have an open discussion about bullying behavior they have committed or experienced.
- b. Reinforcement Selection: Students are helped to choose a form of positive reinforcement, such as giving themselves small rewards for successfully refraining from bullying.
- c. Reinforcement Application: Teachers and students set change goals, create a behavior agreement, and determine the form of reward.
- d. Self-Monitoring: Students monitor, record, and report their behavior periodically.
- e. Periodic Evaluation: The guidance counselor evaluates progress at each meeting, provides support, and motivates students.

- f. Reflection: Teachers and students reflect together with the hope that students can maintain change and self-regulate.

B. Discussion

Junior high school students often experience bullying behavior during their daily activities at school. During early adolescence, students experience quite complex emotional and social dynamics. They are in the process of discovering their identity, striving for recognition, and seeking acceptance within their peer group.

During this process, these desires are often expressed in inappropriate ways, such as dominating, intimidating, or belittling other students. Forms of bullying in the school environment can include: verbal bullying, such as physical teasing, insulting parents' names, or teasing about academic abilities; physical bullying, which includes hitting, kicking, pushing, or pulling hair; relational bullying, which includes exclusion from play or study groups; and cyberbullying, which involves spreading insults or negative rumors through online chat groups or social media.

According to Sukmawati and Syamsu Yusuf (2023, p. 115), bullying is a repeated aggressive act that reflects a power imbalance between the perpetrator and the victim, with the aim of hurting, degrading, or frightening others. Meanwhile, (Mulyani, 2020, p. 89) revealed that junior high school students involved in bullying behavior usually come from family backgrounds with low parental supervision or are under authoritarian parenting styles. Furthermore, weak empathy and the influence of mass media and social media, which tend to condone violence, are also factors that encourage bullying behavior.

Based on interviews conducted, bullying at SMP Negeri 2 Greged still occurs, although not extensively. It takes various forms and tends to be carried out indirectly, such as teasing and exclusion. Perpetrators are often unaware that their actions constitute bullying. The most common types of bullying include verbal bullying, physical bullying, social bullying, and digital bullying, with male students being the dominant perpetrators. The main factors causing this bullying are peer pressure, family background, lack of empathy, and media influence. The impact on victims is serious, ranging from decreased self-confidence to psychological disorders, while perpetrators are at risk of developing ongoing aggressive behavior. To prevent and encourage conscious behavioral changes, guidance and counseling teachers use positive self-reinforcement techniques during individual counseling.

This statement is supported by the opinion of (Astuti, 2024, p. 61) in her research journal, which states that Indonesia is currently facing a surge in news

reports about bullying cases occurring in various levels of society. Bullying occurs not only in residential areas, playgrounds, or workplaces, but also frequently in schools.

According to a research journal (Manalu, 2025, p. 602), bullying is a major problem affecting the social, academic, and psychological well-being of students in secondary schools. The main factors causing bullying are the influence of peers and the mass media, where students often imitate the aggressive behavior of those around them. The impacts of bullying include mental health problems, decreased academic performance, and social isolation. Similarly, (Mutiasari, 2023, p. 72) emphasized that bullying cases are currently rampant among students in schools. This phenomenon seems to be a persistent problem in the world of education. Students who are victims of bullying often experience various problems, especially related to their mental and physical health. The most common impact is mental health problems, such as feelings of insecurity at school and persistent fear of the perpetrator. This also contributes to students' decreased interest in learning because they feel they are in a threatening situation.

Bullying is an aggressive act carried out intentionally and repeatedly to hurt or demean others. Its impact can lower self-confidence, disrupt mental health, lower academic performance, and even trigger depression. One way to address this is through positive self-reinforcement techniques, which involve providing reinforcement after positive behavior occurs to encourage the behavior to be repeated (Komalasari, 2020). For positive self-reinforcement techniques to be effectively implemented in individual counseling services, they must follow systematic and procedural steps. Komalasari (2020) explains that there are specific stages in implementing this technique that must be carried out sequentially to achieve optimal results.

The application of positive self-reinforcement techniques begins with an ABC (Antecedent, Behavior, Consequence) analysis to gather in-depth information regarding the behavior at the heart of the problem. After that, the counselor determines the target behavior to be improved or changed. The next step is to establish baseline data regarding the frequency or intensity of the behavior as a benchmark for change. Throughout the counseling process, the counselor also provides meaningful support so that students feel supported emotionally and psychologically. The final stage is implementing positive reinforcement, which involves providing rewards or reinforcement after students demonstrate desired behavior, with the goal of repeating the behavior and becoming a positive habit. To reduce bullying behavior among students at SMP Negeri 2 Greged, Cirebon Regency, researchers found that the stages of

individual counseling services using positive self-reinforcement techniques are: (a) identifying behavior; (b) selecting reinforcement; (c) applying reinforcement; (d) self-monitoring; (e) periodic evaluation; and (f) reflection.

The above statement aligns with the opinion of (Prayitno, 2024, pp. 134-136), who states that the stages of individual counseling services using positive self-reinforcement techniques, also known as positive self-reinforcement, begin with establishing a friendly and empathetic relationship between the counselor and client. The goal of this relationship is to foster self-confidence. Afterward, the counselor and client identify problems, particularly behaviors they wish to improve, and then set clear and realistic goals.

Next, the counselor introduces self-reinforcement techniques, which involve rewarding oneself after successfully performing positive behavior. These rewards can be simple, enjoyable things. The client then applies these techniques in their daily lives with the counselor's guidance. The final stage is evaluation, to assess success and determine follow-up actions based on the results achieved. According to Audi (2024, p. 21), the application of positive self-reinforcement techniques includes: ABC analysis to understand the problem, selecting target behaviors, establishing baseline data, determining and scheduling support, and implementing positive reinforcement.

CONCLUSION

The bullying behavior exhibited by students at SMP Negeri 2 Greged, Cirebon Regency indicates that bullying still occurs, although not widely, and tends to be covert, such as teasing or ostracizing. Perpetrators, who are mostly male students, are often unaware that their actions fall into the category of bullying. The most common forms of bullying are verbal bullying, physical bullying, relational bullying, and cyberbullying. The main triggering factors include peer pressure, family circumstances, low empathy, and the influence of social media. The impact on victims is devastating, including reduced self-confidence and psychological disorders, while perpetrators are potentially aggressive. To address this problem, guidance and counseling teachers use a positive self-reinforcement approach in individual counseling to encourage behavioral change and enhance students' internal interests. The implementation of individual counseling services using positive self-reinforcement techniques to reduce student bullying behavior at SMP Negeri 2 Greged, Cirebon Regency, is carried out in six stages: (a) identifying behavior; (b) selecting reinforcement; (c) applying reinforcement; (d) self-monitoring; (e) periodic evaluation; and (f) reflection.

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