

Research Article

Media Book Stories Regarding Forms of Bullying in Classical Guidance Activities for Elementary School Students

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Abstract

Bullying cases are still rife in the educational environment, including in elementary school education units. Students tend not to understand bullying behavior, so many children think this is normal. Students taunt each other, cheer, make fun of, or joke through physical actions are behaviors that are often carried out by students and are sometimes allowed by adults around them without thinking further about the negative impact. Therefore, students need to get information about bullying, both related to meaning, type, impact, and how to deal with bullying. Prevention and handling of bullying cases in the school environment cannot be separated from the involvement of the roles of all parties, namely school policies, teachers, and parents. The existence and role of guidance and counseling teachers in elementary schools in an effort to prevent and reduce cases of bullying. Guidance and counseling teachers must be able to think creatively, innovatively in providing services to students so that efforts to achieve developmental tasks can be fulfilled. One of them is by continuing to try to find the right method in providing basic services regarding bullying cases. The storytelling method using storybook media can be used as a way of explaining the picture of bullying to elementary school students. In providing services to students so that efforts to achieve developmental tasks can be fulfilled. One of them is to keep trying to find the right method in providing basic services regarding bullying cases. The storytelling method using storybook media can be used as a way of explaining the picture of bullying to elementary school students. In providing services to students so that efforts to achieve developmental tasks can be fulfilled. One of them is by continuing to try to find the right method in providing basic services regarding bullying cases. The storytelling method using storybook media can be used as a way of explaining the picture of bullying to elementary school students. Stories give children the opportunity to express fantasies and explore conflict situations, as well as allow children to deal with important issues and feelings. Using attractive media can optimize the achievement of students in participating in classical guidance activities in basic services, one of which is by using storybook media.

Keywords: Bullying; guidance and counseling; elementary school; storytelling; storybooks.

Abstrak

Kasus bullying masih marak terjadi di lingkungan pendidikan, termasuk di satuan pendidikan sekolah dasar. Siswa cenderung kurang memahami perilaku bullying, sehingga banyak anak yang menganggap hal tersebut normal. Siswa saling mengejek, bersorak, diolok-olok, atau bercanda melalui tindakan fisik merupakan perilaku yang sering dilakukan oleh siswa dan terkadang dibiarkan oleh orang dewasa disekitarnya tanpa memikirkan lebih jauh dampak negatifnya. Oleh karena itu, mahasiswa perlu mendapatkan informasi tentang bullying, baik yang berkaitan dengan makna, jenis, dampak, maupun cara menghadapi bullying. Pencegahan dan penanganan kasus bullying di lingkungan sekolah tidak lepas dari keterlibatan peran semua pihak yaitu kebijakan sekolah, guru, dan orang tua. Keberadaan dan peran guru bimbingan dan konseling di sekolah dasar dalam upaya mencegah dan mengurangi kasus bullying. Guru Bimbingan dan Konseling harus mampu berpikir kreatif, inovatif dalam memberikan pelayanan kepada siswa agar upaya pencapaian tugas perkembangan dapat terpenuhi. Salah satunya dengan terus berupaya mencari metode yang tepat dalam memberikan layanan dasar terkait kasus bullying. Metode bercerita dengan menggunakan media buku cerita dapat digunakan sebagai cara untuk menjelaskan gambaran bullying pada siswa sekolah dasar. Dalam memberikan pelayanan kepada peserta didik agar upaya pencapaian tugas perkembangan dapat terpenuhi. Salah satunya dengan terus berupaya

menemukan metode yang tepat dalam memberikan layanan dasar terkait kasus bullying. Metode bercerita dengan menggunakan media buku cerita dapat digunakan sebagai cara untuk menjelaskan gambaran bullying pada siswa sekolah dasar. Dalam memberikan pelayanan kepada peserta didik agar upaya pencapaian tugas perkembangan dapat terpenuhi. Salah satunya dengan terus berupaya mencari metode yang tepat dalam memberikan layanan dasar terkait kasus bullying. Metode bercerita dengan menggunakan media buku cerita dapat digunakan sebagai cara untuk menjelaskan gambaran tentang bullying pada siswa sekolah dasar. Cerita memberi anak kesempatan untuk mengekspresikan fantasi dan mengeksplorasi situasi konflik, serta memungkinkan anak untuk menghadapi masalah dan perasaan penting. Penggunaan media yang menarik dapat mengoptimalkan hasil belajar siswa dalam mengikuti kegiatan bimbingan klasikal layanan dasar, salah satunya dengan menggunakan media buku cerita.

Kata kunci: bullying; bimbingan dan konseling; sekolah dasar; storytelling; buku cerita.

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Introduction

Bullying is a problem that continues to occur in the educational environment. Based on data in the field, there are not a few cases of violence that occur among elementary school students. Bullying cases that occur in elementary school environments tend to occur due to peer factors that allow students to be instigated by their negatively oriented friends, as well as mass media factors that cause violent behavior among students. This is due to the misuse of social media as a medium for bullying in non-verbal forms (Lestari, 2013).

Based on the results of research conducted by the NGO Plan International and the International Center for Research on Women (ICRW). The survey was conducted from October 2013 to March 2014 involving 9,000 students aged 12-17 years, teachers, school principals, parents, and representatives of NGOs. As much as 84 percent of children in Indonesia experience violence at school. This figure is much higher than the trend in the Asian region, which is 70 percent (Education Day, 84 CE). The results of research conducted by (Saripah 2010) against 526 elementary students in 5 districts and cities in West Java, it shows that bullying is the biggest problem faced by elementary students in the social sector, which is 42.59%. As many as 224 students admitted that they were often bullied, ridiculed, asked for money, and ostracized by friends or seniors at school. Meanwhile, students who formed groups or gangs at school reached 130 people or 24.71%.

Research conducted by (Hertinjung, 2013) the students in grade 4 and 5 SD totaled 212 in the Laweyan sub-district, Surakarta. The results showed the prevalence (susceptibility) of bullying among elementary school students was 47% involved in bullying, 48% were prone to be involved in bullying, and only 5% of subjects who had never been involved in bullying. The problem of bullying at the school level is not only a problem that only exists in Indonesia but also a global problem. National research in the US shows that about 30% of children at the primary school level, or 5.7 thousand children each year, experience bullying while in school, either as perpetrators, victims, or both. (Storey et al., 2008).

Students tend not to know and understand bullying behavior. Therefore, students need to get information about bullying, both about what bullying is, its types, impacts, and how to deal with

bullying. The existence of guidance and counseling has a role in providing correct information to students about bullying. The existence of guidance and counseling at the basic education level is strengthened by one [government Regulation Number 28 of 1990 concerning Basic Education](#). The law in article 25 explains that the existence of guidance and counseling at the primary school level is very much needed, especially for students. Through guidance services, students get help in finding personal, knowing the environment, and planning for the future. [Permendikbud No.111 of 2014](#) He also explained that students need an education service system that does not only rely on learning services for subjects/fields of study and management but also special assistance services that are more psycho-educational through guidance and counseling services.

([Winkel, 2006](#)) states that guidance and counseling services at the elementary school level can be tailored to the needs and developmental tasks of students. Guidance and Counseling Guidance Operational Guidance (POP BK) in elementary schools also explains guidance and counseling teachers need to understand the characteristics of students as a basis for consideration in designing and implementing counseling guidance services in schools ([DG GTK, 2016](#)). Therefore, guidance and counseling teachers must first know the characteristics of students, needs, and developmental tasks that are appropriate to the age of students in designing services in order to obtain complete and optimal results.

The counseling teacher needs to find a method that is suitable for the age of development of the students. Students at this age understand something more easily if it is conveyed using something that is interesting to them. Students can absorb messages and do it easily if they use media that is easy to understand and attractive to themselves. One method that can be used and according to the age of students in elementary schools is telling stories using storybooks.

Storybooks can be used as a way to explain the picture of bullying to students. Stories give children the opportunity to express fantasies and explore conflict situations, as well as allow children to deal with important issues and feelings. Picture storybooks are not only used as reading material but can also be used as learning media.

Research conducted by Chandra regarding the design of an interactive comic with the theme of bullying for children aged 10-12 years found that The picture book entitled "Tio, The New Child" is a form of problem-solving so that children aged 10-12 are aware of bullying and its effects. Sargam was chosen as a medium for conveying messages because it is not only informative; this media is also entertaining so that it is liked by children.

Based on the above explanation, the researcher wants to see how the method of telling stories with pictorial storybooks is used in providing information to students about bullying through literature study. A literature study, according to ([Arikunto 2006](#)), argues that a literature study is a method of collecting data by searching for information through books, magazines, newspapers, and other literature which aims to form a theoretical basis.

Literature

1. Bullying

Bullying is the act of attacking and or controlling other people, either individuals or groups, which is carried out by one or more people consciously and deliberately (Sullivan, 2010). Bullying also means a situation where the abuse of power/power is done by a person/group (Amini, 2008) explained that bullying is generally defined as a form of unwanted aggressive behavior among school-age children that involves an imbalance of real or perceived power and which is repeated or has the potential to be repeated over time. The term bullying is used to refer to the aggressive behavior of a person or group of people that is repeated against a person or group of other people who are weaker to hurt the victim physically or mentally (Prasetyo, 2014). The National Safe Schools Framework (2013) defines bullying as verbal, repetitive physical, social, or psychological behavior that is harmful and involves the abuse of power by an individual or group of one or more people.

Based on some expert opinions regarding bullying, it can be concluded that bullying is negative that is done consciously by a stronger individual or group to a weaker individual or group in a direct or indirect way that is repeated, resulting in the victim being physically or psychologically injured. Bullying is divided into several forms of behavior, including physical, verbal, non-verbal / non-physical. According to Olweus in Fleming (2002), forms of bullying, namely, physical bullying; hitting, kicking, pushing, and breaking. Verbal bullying; teasing, teasing, making fun of each other, and spreading rumors. Non-Verbal / Physical Bullying; isolating group members, manipulating friendships, and sending threatening emails.

Meanwhile, according to Veenstra, bullying is divided into three, namely physical, verbal, and psychological. Physical bullying includes pushing, kicking, hitting, and picking up someone's things. Forms of verbal bullying include labeling, threatening, and making fun of. Forms of psychological bullying include gossiping, rejecting, and putting aside. Forms of bullying behavior According to (Coloroso 2007) is physical bullying, actions that are included in the types of physical oppression, among others: choking, elbowing, punching, pinching, biting, kicking, pushing, pinching, scratching, slapping, pulling, spitting, hitting, throwing, yawning, and others. In addition, physical bullying can also take the form of destroying or destroying objects belonging to the child who is being bullied. Verbal bullying, verbal bullying can be in the form of intimidating, dubbing, insulting, spreading rumors, slandering, demeaning, criticizing, scolding, threatening, racist comments. Psychological or Relational Bullying, this form of oppression is an act of oppression that aims to lower the victim's self-esteem through acts of mocking, isolating, looking cynical, humiliating facial expressions, ignoring, avoiding, humiliating, and others.

There are many factors that cause bullying behavior. According to (Quiroz et al., 2006), There are at least three factors that can cause bullying behavior, as follows:

1) Family relationship

Children will imitate various values and behavior of family members that they see every day so that they become values and behaviors that they embrace (the result of imitation). With regard to child imitation behavior, if the child is raised in a family that tolerates violence or bullying, then he learns that bullying is a behavior that can be accepted in building a relationship or in achieving what he wants (image) so that then he imitates (imitation) the behavior—the bullying.

2) Friends of the same age

Peers are a big factor influencing bullying behavior. This is due to the existence of peers who have a negative influence by spreading the idea (both actively and passively) that bullying is not a big problem and is a natural thing to do.

3) Media influence

Through training organized by (Amini 2008) It can be summarized some of the opinions of parents regarding the causes of children to become bullies, one of which is the negative influence of TV shows.

2. Storytelling Method

Storytelling is telling something that tells about an act or an event and is conveyed verbally with the aim of sharing experiences and knowledge with others (S. Bachri, 2010). According to Lewis Carroll, the story is a "gift of love." Contemporary writer Jean Little called it "invites joy." Storytelling makes listeners increase awareness, curiosity, mystery, respect for life. Storytelling is also seen as a way to teach social and moral values (Greene, 1996). Nesbitt said storytelling means providing an opportunity to interpret a child's life that is outside of direct experience and so as to prepare himself for life itself. Based on the opinions of several experts described above, the researcher concludes that storytelling is an activity to tell a story that has the aim of providing information to children and sharing experiences and providing opportunities for children to imagine life outside of themselves, which can develop children's feelings.

Purpose of Storytelling

As a technique in learning, storytelling is beneficial for students in developing cognitive, affective, and psychomotor aspects. Through stories, students get information about facts, concepts, and knowledge that are arranged in a story. Stories also feature behavioral models aimed at the role holders or characters in the story (Farida, 2009). According to (Greene, 1996) Storytelling has objectives, among others: Listening to stories trains children's visualization skills because when listening, children will imagine scenes, actions, and characters in the story. This visualization ability is the basis of children's creative thinking. Listening to stories positively affects children's social and cognitive development. They are developing children's empathy for their peers. Storytelling is used to help children understand their own thoughts and feelings and to communicate the value of meaningful insights and standards of behavior for children. Storytelling is also an excellent counseling technique to help children deal with feelings, thoughts, and behaviors they are not ready to discuss directly with the counselor.

(BS Bachri, 2005), telling stories has the purpose of being able to broaden the horizons and ways of thinking of children because, in storytelling, children can add experiences that can be new to them. The benefit of telling stories, in other words, is channeling the needs of imagination and fantasy so that it can broaden the child's horizons and thinking. Thus storytelling has the aim of providing various experiences for children and can positively develop children's creative, emotional, social, and cognitive aspects. Through storytelling, children can learn to appreciate and listen when other people are telling stories. Children can practice being individuals who dare to appear by starting from giving children opportunities to read stories. The process of telling a story, a counselor or guidance teacher and counseling/counselor can use various methods or techniques. Which technique to choose can be adjusted according to the age of the students, the goals to be achieved, the available infrastructure, and the readiness of the guidance and counseling teachers/counselors themselves. One of the techniques of telling a story Moeslikhatoen R (1999), namely: Tell stories by reading storybooks. This technique is carried out by means of guidance and counseling teachers/counselors or

counselors telling stories by reading storybooks directly. This technique can be used if the guidance and counseling teacher/counselor believes that the theme and material of the story read are in accordance with the material and competencies to be achieved. In order for the story to be told to be interesting, guidance and counseling, teachers/counselors or counselors are required to master reading techniques well. Aspects that need to be considered are the intonation of the voice, the way words or sentences are pronounced, the tempo, the color of the voice, and the expressions that describe the atmosphere of the story.

Discussion

Providing basic services in classical guidance activities with storytelling techniques can be carried out with the following procedure (Farida, 2009):

1. Preparation phase

In the preparation stage, the guidance and counseling teacher/counselor or counselor designs an information service plan that will be conveyed to students. The activities at this preparation stage are:

- a) Identification of the needs/problems of students, namely activities, to reveal what material is needed by most of the students.
- b) Setting goals/competencies to be achieved. The purpose of the story is set based on the activity objectives that have been designed and listed in the service program. The goals formulated are the objectives of the activities that are expected to be achieved by students, not the goals of the story itself. It is worth remembering that storytelling is a means of achieving service goals.
- c) Set the theme for the story to be told. Based on the goals or competencies that have been set, the guidance and counseling teacher/counselor can determine the theme of the story. The theme is, of course, adjusted to the objectives, materials, and conditions of the target or students who will be provided with the service. The guidance and counseling teacher/counselor can compile the story to be told. In addition, guidance and counseling teachers/counselors can also draw from existing stories, but they should be modified and adapted to the goals of the guidance to be achieved.
- d) Determine the techniques and media that will be used in storytelling. Guidance and counseling teachers/counselors can choose techniques or media according to the content of the story, the objectives of the guidance, the characteristics of students who receive services, and the readiness of the guidance and counseling teachers/counselors themselves in using these techniques and media. The above preparations are then compiled in writing in the form of a service activity plan.

2. Implementation Stage

The implementation stage is an activity to tell stories to students, according to the plan that has been prepared. The steps in this implementation are:

- a) Opening, initial meeting with students, guidance, and counseling teachers/counselors opening activities to be carried out. At the opening of the activities, namely: (1) Creating rapport and motivating students in participating in activities by informing the activities and objectives to be achieved; (2) Arranging the seat of students according to the designed

formation, it can be in a circular, semicircular, U-shape and so on. In addition, you can sit on a chair or on a floor mat/carpet. The beak arrangement model can be in the form of a half square or a half circle and a half oval. This model arrangement can allow children to interact in a way freely with the teacher. The beak model places the storyteller in a central position (Itadz, 2008).

Description: Group leader:

Members of the group :

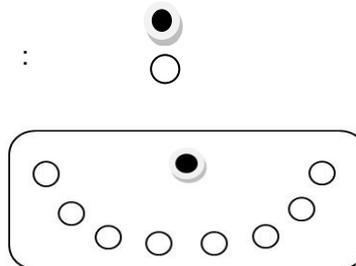


Figure. 1

The middle-up model, the sitting position of the leader and group members during storytelling activities

(3) Preparing the media to be used; (4) explore students' initial experiences related to service material to be delivered through storytelling; (5) convey the topic and purpose of the service. And (6) the rules that must be followed during the storytelling process.

- a. The core activity, namely telling or telling stories that have been prepared to students. Aspects that need to be considered include: (1) Vocals, guidance, and counseling teachers/counselors should pay attention to their voice when telling a story, aspects that should be considered include volume of voice, intonation, color of sound, rhythm, and way of pronunciation; (2) pantomimic mimics, namely the demonstration of the body and facial expressions when telling a story; (3) class management, guidance and counseling teachers/counselors pay attention to the involvement of students when telling stories, equal attention to all students; (4) the use of media is adjusted to the story technique to be selected, whether using flannel boards, pictures, dolls, etc.
- b. Discussion / Question and answer, after finishing the story, the guidance and counseling teacher/counselor discusses with the students in order to understand the service material conveyed through the story.
- c. In closing, the guidance and counseling teacher/counselor ends the activity by making conclusions and emphasizing the service messages delivered.
- d. Evaluation, which is to provide an assessment of students. Evaluation is intended to see the success of students in receiving and understanding the material conveyed through stories.

b) Suitability of Storytelling Methods with Group Counseling Services

Table 1. Match between Media and Age (Gerdard, 2012)

Usia Media	Prasekolah 2-5 tahun	SD 6-10 tahun	Praremaja 11-13 tahun	Remaja 14-17 tahun
Buku cerita				
Lempung				
Konstruksi				
Menggambar				
Melukis dengan jari				
Permainan				
Perjalanan khayalan				
Permainan pura-pura imajinatif				
Hewan miniature				
Melukis menempel				
Boneka tangan/mainkan kam				
Baki pasir				
Symbol figure				
Lembar kerja				

The most suitable	
Suitable	
Not quite suitable	

Based on the table above, it can be explained that storytelling activities using storybook media are suitable for elementary school-age children group activities because the media is attractive to elementary school-age children. This is in line with opinion [Barratt-Pugh, and Mary Rohl \(2000\)](#) said that by telling stories, children get information about the world, a situation in various regions, various human characters, and the customs and values of a culture. The effectiveness of storybooks applied to elementary school students/equivalent has been done by [Kartiko \(2018\)](#) that the form of fairy tales is very suitable for use in learning at MI (Madrasah Ibtidaiyah) because it can add experience and insight into moral values as a foundation for a higher level.

This is in accordance with the results of research conducted by Rona Melati entitled "The Effect of Game and Storytelling Techniques in Group Guidance Services on the Improvement of Social Skills for Elementary School Students" ([Melati, 2012](#)). This study used a single-subject method applied to grade III students at SDN Kalisari 10 Petang. This study aims to determine whether group guidance with game and storytelling techniques can influence and improve the social skills of third-grade elementary school students. Based on this research, it is known that there are ten students who are the research subjects. Then after being given intervention (B), there is a change in the baseline score 1 (A1) to baseline 2 (B2) on ten indicators of social skills. The implication of this research is that game and storytelling techniques can be used as an alternative in group guidance services as an effort to develop and increase social skills in grade III elementary school students.

This research is relevant to the research conducted by Trianita Safitri entitled "The Effect of Group Guidance Services with Storytelling Methods to Improve the Good Character of Students." This study used a quasi-experimental method. Based on this study, there were seven students who had good character levels that tended to be low after being given service activities with the storytelling method showing that the seven students experienced an increase in good character scores. This shows that the storytelling method in group guidance is in accordance with grade III SD students.

Based on some of the explanations above, the storytelling method using storybook media can be used as an appropriate method of providing information to elementary school students about bullying. Using media that attracts students, the delivery of learning messages can be more optimal. Most teachers provide explanations to students using only oral or written explanations through blackboards and material books. The method of conveying information used is lectures. Teachers must be creative and innovative in providing learning to students, one of which is by using learning methods and media that are attractive and in accordance with the student's development period.

The storytelling method using picture storybooks is able to be one of the teachers' efforts in providing information on interesting forms of bullying to students. This is because using the pictorial storybook media, and students are not only presented with an explanation of what bullying is but also cases of bullying in the form of storylines and pictures that visualize the situation in the story. So that students can understand the information in the form of explanations and pictures. One of the studies that have been conducted by (Chandra et al., 2013) regarding the design of interactive shows with the theme of bullying for children aged 10-12 years, get the results that The picture book entitled "Tio, The New Child" is a form of problem-solving so that children aged 10-12 are aware of bullying and its effects. Cergam was chosen as a medium for conveying messages because it is not only informative; this media is also entertaining so that it is liked by children.

Conclusion

Bullying is a negative character that is done consciously by a stronger individual or group to a weaker individual or group in a direct or indirect way, which is done repeatedly, resulting in the victim being physically or psychologically injured. The act of bullying in elementary schools can be influenced by the ignorance of students about what actions are included in bullying, so that this case continues. Therefore providing information to students about bullying is needed to provide knowledge to students. Methods and media are also a concern in efforts to effectively convey information to students. one method that is appropriate for the age of elementary school students is storytelling. Storytelling is an activity to tell a story that has the aim of providing information to children as well as sharing experiences and providing opportunities for children to imagine life outside themselves, which can develop the child's feelings. Storytelling also has several techniques and media used in conveying a story or information; this is to make it easier and to attract students in listening to the story or information that is conveyed.

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