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PREVENTION OF BULLYING IN EDUCATIONAL ENVIRONMENTS THROUGH EDUCATION BY THE WEST JAVA MINISTRY OF LAW AT GUDANG II PASIGARAN PUBLIC ELEMENTARY SCHOOL

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<p>Info Article</p> <p>Received : 01 September 2025</p> <p>Revised : 02 Oktober 2025</p> <p>Accepted : 04 November 2025</p> <p>Publication : 30 November 2025</p>	<p>Abstract: <i>The phenomenon of bullying in educational settings remains a serious problem that has a widespread impact on the psychological, social, and academic performance of students. This situation calls for targeted and continuous preventive measures. This study aims to examine the effectiveness of a legal education program implemented by the West Java Ministry of Law in collaboration with the UIN Sunan Gunung Djati Bandung's Legal Awareness Village Community Service Program at SDN Gudang II Pasigaran in building awareness among students, teachers, and parents about the importance of preventing bullying. The research method used a normative juridical approach with analysis of laws and regulations, literature study, participatory observation, and field documentation. The results of the study show a significant increase in legal understanding, moral sensitivity, and collective commitment to reject bullying behavior. The novelty of this research lies in the collaboration between legal and primary education institutions in instilling the value of legal awareness in a participatory manner. Its contribution is evident in the strengthening of a safe, inclusive, equitable, and law-abiding school culture.</i></p>
<p>Keywords: <i>Bullying, Islamic Law, Education.</i></p> <p>Kata Kunci: <i>Bullying, Hukum Islam, Penyuluhan.</i></p>	<p><i>The results of the study show a significant increase in legal understanding, moral sensitivity, and collective commitment to reject bullying behavior. The novelty of this research lies in the collaboration between legal and primary education institutions in instilling the value of legal awareness in a participatory manner. Its contribution is evident in the strengthening of a safe, inclusive, equitable, and law-abiding school culture.</i></p>
<p>Licensed Under a Creative Commons Attribution 4.0 International License</p> 	<p>Abstrak: Fenomena bullying di lingkungan pendidikan masih menjadi permasalahan serius yang berdampak luas terhadap kondisi psikologis, sosial, dan prestasi akademik peserta didik. Kondisi ini menuntut adanya langkah preventif yang terarah dan berkesinambungan. Penelitian ini bertujuan mengkaji efektivitas program penyuluhan hukum yang dilaksanakan oleh Kementerian Hukum Jawa Barat bekerja sama dengan KKN Tematik Desa Sadar Hukum UIN Sunan Gunung Djati Bandung di SDN Gudang II Pasigaran dalam membangun kesadaran hukum pelajar, guru, dan orang tua terhadap pentingnya pencegahan bullying. Metode penelitian menggunakan pendekatan yuridis normatif dengan analisis peraturan perundang-undangan, studi pustaka, observasi partisipatif, serta dokumentasi lapangan. Hasil penelitian menunjukkan adanya peningkatan signifikan pada pemahaman hukum, kepekaan moral, serta komitmen kolektif untuk menolak perilaku bullying. Kebaruan penelitian ini terletak pada kolaborasi antara lembaga hukum dan pendidikan dasar dalam menanamkan nilai kesadaran hukum secara partisipatif. Kontribusinya tampak pada penguatan budaya sekolah yang aman, inklusif, berkeadilan, dan berkarakter hukum.</p>

INTRODUCTION

The prevalence of bullying cases in Indonesia has become a very concerning phenomenon in recent decades. Bullying behavior seems to have taken root and become part of the culture amid the hustle and bustle of society. According to Coloroso (2007), bullying can be defined as behavior carried out by individuals or groups aggressively to disturb or hurt victims who are considered weak by the perpetrators, both physically and psychologically (Agustin, 2023). Since long ago, a culture of bullying has been part of school dynamics (Pancawati, 2024). The educational environment, which should play an important role in the psychological, social, and emotional development of students, has become an unsafe space for shaping children's characters. This bullying behavior has become one of the negative associations in the school environment, especially in elementary schools (Rahayu, 2013). The Latin phrase “Homo Homini Lupus,” which means that humans tend to oppress or act arbitrarily towards others in order to survive, must be prevented immediately (Laia, 2023).

Legally and normatively, bullying behavior and its prevention are regulated in detail in various national and regional regulations, including Article 28B paragraph (2) of the 1945 Constitution of the Republic of Indonesia, the Criminal Code (KUHP), Law Number 35 of 2014 concerning Child Protection, Law Number 19 of 2016 concerning Electronic Information and Transactions (ITE), Law Number 20 of 2003 concerning the National Education System, Minister of Education and Culture Regulation No. 82 of 2015 concerning the Prevention and Handling of Violence in Educational Institutions, and Sumedang Regent Regulation No. 16 of 2024 concerning the Movement for the Prevention and Handling of Violence in Educational Institutions through Love-Based Education. The Indonesian Education Monitoring Network (JPPI) has released data on bullying cases in Indonesia, showing that in 2024 there has been a significant increase compared to 2023 (Jaringan Pemantau Pendidikan Indonesia, 2024). The Indonesian Child Protection Commission (KPAI) presented data showing that there were 141 cases of bullying and 46 cases of children who ended their lives by suicide due to violence in early 2024 (Komisi Perlindungan Anak Indonesia, 2024). This shows that there is a need for concrete and holistic programs to follow up on the prevention of bullying in schools.

The Law-Conscious Village Thematic Community Service Program is a field study program conducted by law students in villages that have been designated as law-conscious villages to assist the government in optimizing legal awareness and compliance among the community, sharpening students' skills as preparation for their

legal profession, and involving students in creating a law-conscious society. Additionally, the purpose of this program is to realize and maintain comprehensive and maximum indicators of a law-conscious village. Therefore, the work program outlined in the Thematic Community Service Program for Law-Conscious Villages must meet various specific indicators and criteria, namely access to legal information, access to legal implementation, access to community justice, access to democracy, and access to regulations.

Students from the Faculty of Sharia and Law at UIN Sunan Gunung Djati Bandung carried out a thematic community service program in Pasigaran Village, Tanjung Sari District, Sumedang Regency, as a response to the issue of bullying today. Pasigaran Village is located at an altitude of approximately 979 meters above sea level, with a hilly terrain stretching from north to south, as stated in the Sumedang Regent's Decree Number 140/SK/19-Pem/1983 dated January 22, 1983. The name "Pasigaran" is derived from its geographical features, namely hills (pasir) divided by a road (sigaran). The village is directly bordered by Kadakajaya and Sukawangi Villages to the north, Gudang Village to the east, Margaluyu to the south, and Sukasari to the west. Administratively, Pasigaran Village is divided into 3 hamlets, 6 neighborhood associations, and 32 neighborhood groups.

The West Java Provincial Ministry of Law plays a vital and central role in establishing and fostering Law-Conscious Villages. The Ministry of Law has established guidelines, criteria, and indicators that serve as the basis for assessing the legal awareness of village communities through the National Law Development Agency (BPHN) (Badan Pembinaan Hukum Nasional, 2020). Not only as a regulator, the Ministry of Law also plays an important role in facilitating and educating by conducting legal counseling, socialization, and training for all elements of the village so that they understand their rights and obligations under the law (Kementerian Hukum dan HAM RI, 2018). Thus, students participating in the Law-Conscious Village Thematic Community Service Program at UIN Sunan Gunung Djati Bandung held a hearing and discussion with the West Java Regional Office of the Ministry of Law regarding the research and observations that had been conducted related to the fulfillment of law-conscious village indicators and legal and social issues, one of which is bullying. Therefore, the Ministry of Law of West Java, in collaboration with the UIN Sunan Gunung Djati Bandung Thematic Community Service Program for Law-Conscious Villages, has conducted a

Bullying Awareness Session with the theme “Building Legal Awareness Among Students” at SD Negeri Gudang II Pasigaran.

The phenomenon of bullying in education remains a serious issue because it has a negative impact on the emotional and social development and academic achievement of students. Reports from JPPI and KPAI in 2024 show an increasing trend in cases of violence in schools, requiring more targeted prevention and handling efforts. In this regard, the legal education program by the West Java Ministry of Law in collaboration with the UIN Sunan Gunung Djati Bandung Legal Awareness Community Service Program at SD Negeri Gudang II Pasigaran plays a strategic role as a medium of education for students, teachers, and parents to better understand the risks of bullying and its legal basis, while also encouraging the creation of a safe, inclusive, and equitable learning environment.

Previous studies have analyzed and described activities related to the prevention of bullying behavior, whether in the form of workshops, seminars, socialization, or counseling. Research conducted by Dzikri Matien Kanz and colleagues in 2024 showed the results of their research in the form of socialization of the dangers and prevention of bullying carried out at SDN Mekarsih 1 regarding the four concepts of the impact of bullying, namely physical, psychological, health, and social aspects (Masripah, 2024). Furthermore, research conducted by Agus Yulianto and other researchers in 2024 related to the prevention of bullying in elementary schools through Ramadan camp activities at the Kampung Coklat Blitar educational tourism site in East Java with material covering the definition and dangers of bullying, various types of bullying, regulations for perpetrators of bullying, and its impacts. This Ramadan camp activity used several approaches, namely providing materials, ice breaking, distributing posters, and audiovisuals (Yulianto, 2024).

The latest research was conducted by Ricky Yoseptry and other researchers in 2025 by holding activities to strengthen child-friendly school culture at SDN Nusa Indah as an effort to prevent bullying among students (Yoseptry, 2025). Thus, what distinguishes this research from previous studies is the organizers who held counseling sessions to prevent bullying behavior. The counseling conducted by the researchers and their colleagues was implemented by establishing a collaborative network with the West Java Ministry of Law, which of course plays an essential role in optimizing the status of Pasigaran Village as a Law-Conscious Village.

METHOD

This study uses a normative legal research method with a conceptual statute approach and bibliography study. The legal materials used by the researcher consist of primary legal materials covering various laws and regulations as well as secondary legal materials such as law books, law journals, doctrines, legal research results, and legal encyclopedias. The data used in this study is qualitative, with data collection techniques through legal documentaries and observation focused on direct observation of events using phenomenological methods to find information related to legal education programs. In addition, data collection techniques were also carried out through interviews and documentation so that the output of activities could be measured and documented as material for evaluation and accountability. This data was then comprehensively compiled, processed, and analyzed in a descriptive form in the form of a narrative description.

The method used in this outreach program was an educational outreach in the form of a socialization program to educate elementary school children and teachers at SDN Gudang II Pasigaran about the forms of bullying, factors of bullying, the impact of bullying, and actions to prevent bullying. The equipment used in this outreach program to support the activities included a tripod projector screen, laptop, and various other equipment. The activity began with an opening session, followed by a presentation of material by legal educators from the West Java Ministry of Law and Human Rights, and then continued with a question and answer session. The participants targeted in this bullying education program were 5th and 6th grade students from Gudang II Public Elementary School, located in Pasigaran Village, Tanjung Sari District, Sumedang Regency. The counseling session was held on Thursday, July 31, 2025, with a total of 72 students participating. The bullying counseling session was conducted by the West Java Ministry of Law in collaboration with the UIN Sunan Gunung Djati Bandung's Thematic Community Service Program on Legal Awareness.

RESULTS AND DISCUSSION

Implementation of Extension Services

The rampant cases of bullying today must be addressed and prevented immediately with early intervention and a responsive approach. Fifth and sixth grade elementary school students are already able to understand the key points of the material presented on bullying prevention. Bullying prevention counseling was presented as part of the

Thematic Community Service Program (KKN) of the Faculty of Sharia and Law, Sunan Gunung Djati State Islamic University, Bandung, in Pasigaran Village, Tanjung Sari, Sumedang Regency. This counseling activity was held on Thursday, July 31, 2025, at SDN Negeri Gudang II Pasigaran Village. This activity was carried out by optimizing the collaboration network with the outreach team from the West Java Ministry in monitoring Pasigaran Village as a Law-Aware Village. The outreach program employed a participatory action research approach, meaning that the program involved collaboration among all stakeholders, including KKN students, the West Java Ministry of Law and Human Rights outreach team, teachers, and students, with the aim of fostering legal awareness among students, educating them about the dangers of bullying behavior, and promoting preventive measures.

The stages of this outreach activity were coordination and communication with all elements, followed by an opening, ice breaking, presentation of material, and then closing. This activity used a lecture method by the West Java Ministry of Law and Human Rights outreach team as resource persons, presenting interesting slides to aid understanding. The material presented consists of the definition of legal awareness, the definition of bullying, forms of bullying, factors that cause perpetrators to bully, the impact of bullying, preventive measures against bullying, criminal sanctions for perpetrators of bullying, as well as ethics and wise attitudes in using social media. This lecture method is very relevant for use in counseling on the prevention of bullying behavior in elementary school educational environments so that the atmosphere created is more interactive and enjoyable.



Figure 1. Opening of the Extension Program



Figure 2. Ice Breaking



Figure 3. Delivery of Material



Figure 4. Closing

The response of students and teachers to the bullying prevention outreach activities organized by the West Java Ministry of Law at SD Negeri Gudang II Pasigaran was very positive; students showed enthusiasm by actively participating and began to realize that bullying is not just a joke, but behavior that has serious psychological impacts and legal consequences. While teachers felt the benefits of the material provided as it enriched their knowledge in assisting students and provided a clearer legal basis for dealing with bullying cases. Overall, this activity encouraged synergy between improving student understanding and strengthening the role of teachers in creating a safe and comfortable school environment. This outreach program also succeeded in opening a space for healthy dialogue between students and teachers, where students could share their experiences and concerns without fear. Thus, the outreach program not only increased knowledge but also strengthened social bonds in the school environment, which is the foundation for creating an anti-bullying culture.

The Concept of Bullying in Positive Law

Bullying in the context of conventional criminal law is understood as any aggressive act committed by an individual or group against another party who is considered weaker, either physically or psychologically, with the aim of causing fear, pressure, or suffering (Undang-Undang Nomor 35 Tahun 2014 Tentang Perlindungan Anak, 2014). Forms of bullying that occur in schools include: physical bullying, such as hitting, pushing, or destroying the victim's property; verbal bullying, in the form of ridicule, insults, threats, or spreading harmful gossip; and social or psychological bullying, including exclusion, intimidation, and spreading information that damages the victim's reputation (Kitab Undang-Undang Hukum Pidana (KUHP), 1946). Factors that encourage a person to bully include peer pressure, the urge to show superiority, lack of self-control, and a lack of legal and moral awareness. An environment that is permissive of violence and a lack of supervision by teachers also contribute to bullying behavior (Undang-Undang Nomor 19 Tahun 2016 Tentang Informasi Dan Transaksi Elektronik (ITE), 2016). The impact of bullying on victims is extensive, ranging from psychological disorders, decreased self-confidence, and disrupted academic performance to the potential for long-term trauma (Coloroso, 2007).

Effective bullying prevention measures include legal and moral education, strengthening an anti-bullying culture in schools, parental involvement, and dissemination of applicable laws and regulations. From a conventional criminal law

perspective, perpetrators of bullying can be punished with sanctions according to the type of action they have committed. For example, physical bullying can be classified as minor or severe abuse in accordance with Articles 351-356 of the Criminal Code; threats or intimidation can be subject to sanctions under Article 368 of the Criminal Code; while the dissemination of information that is detrimental to the victim can be charged under Law Number 19 of 2016 concerning Electronic Information and Transactions (ITE) (Kanz, 2024). These criminal sanctions may include fines, imprisonment, detention, or jail time depending on the severity of the offense and the judge's discretion, with the primary aim of deterring perpetrators, protecting victims, and upholding social order in schools (Yulianto, 2024).

Thus, the results of the study confirm that bullying is not merely a moral issue, but also a criminal offense that can be prosecuted under positive law. Prevention efforts, legal education, and the enforcement of appropriate criminal sanctions are essential to creating a safe and conducive educational environment that upholds the principle of justice for all students.

The Effectiveness of Counseling as a Preventive Measure

Bullying prevention education programs have proven to be effective as a preventive measure in creating a safe and comfortable educational environment (Olweus, 2013). These activities not only serve as a medium for conveying information, but also as a means of building legal and moral awareness among students (Rigby, 2017). With interactive presentation methods, such as discussions, question and answer sessions, and simulation exercises, students are no longer passive recipients of information, but are actively involved in a learning process that is relevant to their real experiences at school (Astuti, 2019). This involvement helps students understand that bullying, whether physical, verbal, or social, is not healthy friendship, but behavior that is psychologically harmful to the victim (Pepler, 2014). In addition, this counseling also emphasizes that bullying is not just a matter of ethics, but can have legal consequences, thereby encouraging students to be better able to control their behavior, develop empathy for others, and have the courage to report cases of bullying (Kemendikbudristek, 2021).

In addition to having a direct impact on students, the counseling also brings great benefits to teachers and educators. Through this activity, teachers gain new insights into prevention strategies, the ability to recognize the early signs of bullying, and more empathetic communication skills in dealing with students, both victims and perpetrators of bullying. This knowledge strengthens the position of teachers not only as academic

instructors, but also as guardians of the safety and psychological well-being of students. Furthermore, the outreach program provides an understanding of the relevant legal framework, so that teachers can take appropriate, fair, and proportional steps in handling cases of bullying at school. The effectiveness of this program will be even more pronounced if it is implemented continuously, because the sustainability of the outreach program can instill a consistent school culture that rejects violence, fosters empathy, strengthens solidarity, and creates a healthy learning climate (Smith & Thompson, 2016). Therefore, counseling plays a strategic role not only as a temporary solution but also as a long-term effort to produce a generation that is legally aware, empathetic, and committed to creating a bullying-free educational environment.

The Concept of Bullying in Islamic Criminal Law

From an Islamic legal perspective, bullying is considered a form of injustice (*zulm*) that contradicts the basic principles of Sharia law (Al-Zuḥaylī, 1989). Bullying behavior, whether physical, verbal, or social, essentially harms others, damages human dignity, and causes psychological and physical suffering (Hidayat, 2016). The Qur'an explicitly prohibits belittling and insulting others, as in Surah Al-Hujurat verse 11, which forbids believers from insulting and belittling one another, as well as prohibiting oppression as stated and emphasized by Allah SWT in Surah Al-Baqarah verse 279.

فَإِنْ لَمْ تَفْعَلُوا فَأْذَنُوا بِحَرْبٍ مِنَ اللَّهِ وَرَسُولِهِ وَإِنْ تُبْتُمْ فَلَكُمْ رُءُوسُ أَمْوَالِكُمْ لَا تَظْلِمُونَ وَلَا تُظْلَمُونَ

“But if you do not, then be informed of a war from Allah and His Messenger. But if you repent, you may have your principal, thus you do no wrong, nor are you wronged.”

The Prophet Muhammad (peace be upon him) emphasized in the hadith narrated by Bukhari and Muslim that true Muslims are those who are able to control their speech and actions so as not to hurt others, making it clear that acts such as ridicule, exclusion, or physical violence, which are forms of bullying, are reprehensible. Thus, the concept of bullying in Islamic law is not only viewed as a moral violation, but also as a form of social crime that must be prevented and punished in order to uphold *hifz al-nafs* (protection of life), *hifz al-'aql* (protection of the mind), and *hifz al-'ird* (protection of honor), which are part of the main objectives of sharia (*maqashid al-shariah*). From the perspective of Islamic criminal law, acts of bullying that cause physical harm or threaten the victim's life are categorized as *jarimah*, the penalties for which are regulated through the mechanisms of *qishash* and *diyat*. *Qishash* refers to a retributive punishment

commensurate with the harm caused to an individual's body or life, while diyat is a form of financial compensation given to the victim or their family as an alternative if qishash is not carried out.

Table 1. Bullying in Islamic Criminal Law

Types of Bullying	Categories of <i>Jarimah</i>	Impact on Victims	<i>Qishash/Diyat</i>
Minor injuries (hitting, scratching, slapping)	<i>Jarimah 'Uqubat al-Jasad al-Khafifah</i>	Minor injuries, bruises, abrasions.	Retaliation (physical punishment) or blood money as agreed upon by the victim/guardian.
Serious injury (permanent disability)	<i>Jarimah 'Uqubat al-Jasad al-Musammah</i>	Permanent disability, impaired bodily function.	Retribution commensurate with the level of damage, or blood money if the victim/guardian forgives.
Bullying resulting in death	<i>Qatl</i> (murder)	Loos of life.	<i>Qishash</i> (capital punishment according to the principle of retribution) or diyat if the victim's family grants forgiveness.

Source: Data processed by researchers

Bullying behavior in the perspective of Islamic criminal law can be classified as *jarimah ta'zir*, which is a violation whose punishment is not explicitly regulated in the Qur'an or hadith, so that the authority to determine the punishment lies in the hands of the ruler or judge according to the level of the offense and the interests of society. In Islamic criminal law, ta'zir sanctions for bullying behavior can take various forms, ranging from reprimands, advice, fines (*gharamah*), detention, to more severe punishments in accordance with the judge's policy and considerations of public interest. The main purpose of imposing such penalties is to deter perpetrators while protecting victims and the wider community from the possibility of similar acts being repeated (Hakim, 2000). Bullying is also considered contrary to the principles of Islamic law (*maqāṣid al-sharī'ah*), particularly in preserving life (*hifz al-nafs*), protecting reason (*hifz al-'aql*), and maintaining human dignity (*hifz al-'ird*) (Mufid, 2020).

Thus, although the term bullying is a modern concept, its substance has long been addressed in Islamic law through the prohibition of oppression, the obligation to maintain the dignity of others, and the imposition of ta'zir sanctions for acts that harm others. This concept affirms the flexibility of Islamic law in responding to contemporary social issues while ensuring justice, security, and protection for all members of society.

CONCLUSION

The results of this study indicate that the bullying prevention outreach program implemented by the West Java Ministry of Law in collaboration with the UIN Sunan Gunung Djati Bandung Law Awareness Village Thematic Community Service Program at SD Negeri Gudang II Pasigaran has had a tangible positive impact as a preventive measure in creating a safe, inclusive, and friendly educational climate for the entire school community. Through comprehensive material presentations, interactive sessions involving the active participation of students, teachers, and parents, and strengthening understanding of the legal aspects governing violent behavior in the educational environment, participants gained deeper insight into the dangers of bullying from both a psychological perspective and its legal consequences. In addition, this activity strengthened the strategic role of synergy between the government, universities, and primary education institutions in instilling legal values and building collective awareness to reject all forms of violence in schools. This collaboration not only fosters an anti-bullying culture, but also reinforces the function of education as a means of character building, instilling empathy, and strengthening the moral values of students so that they grow into a generation with integrity and uphold social justice.

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