



## The "SADAR Bullying" Program: A Preventive Effort Against School Bullying at MAN X Medan

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### ABSTRACT

Bullying in schools has a negative impact on students' psychological and social well-being. This study aims to examine the effectiveness of the "SADAR Bullying" (Anti-Bullying Awareness) training in improving the knowledge and skills of students at MAN X Medan City in preventing and handling bullying. The research employed a one-group pretest-posttest design with 20 participants from Grade X and XI. The results of the analysis using the Wilcoxon Signed Rank Test showed a significant increase in knowledge ( $Z = -3.920$ ;  $p = 0.000$ ) and skills ( $Z = -3.561$ ;  $p = 0.000$ ) after participating in the training. The training was based on Social Learning Theory, which proved effective in enhancing participants' understanding and skills. The training encouraged active engagement, although some participants demonstrated varying levels of participation.

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## INTRODUCTION

Bullying remains one of the most prevalent forms of violence in educational settings, particularly at the secondary school level. According to the Indonesian Ministry of Women Empowerment and Child Protection (KemenPPPA), there were 2,355 cases of violence against children reported in 2023, with 744 cases (31.6%) occurring within educational institutions (SIMFONI PPA, 2023). Furthermore, data from the 2018 Programme for International Student Assessment (PISA), released by the Organisation for Economic Co-operation and Development (OECD), revealed that 41% of Indonesian students reported experiencing bullying at school—almost double the OECD average of 23%. These figures indicate that bullying remains a serious issue within Indonesian schools.

Bullying in school's manifests in various forms, including physical aggression, verbal abuse, social exclusion, and cyberbullying. These behaviors not only cause physical harm but also contribute to psychological problems such as stress, anxiety, depression, and diminished self-esteem among victims (Fauziah, 2021; Swearer & Espelage, 2011). Witnesses to bullying may also experience emotional distress, including fear, anxiety, and guilt (Horne et al., 2004). Moreover, perpetrators of bullying are at risk of developing aggressive and antisocial behavior patterns that may escalate into delinquency (Newman et al., 2000). If left unaddressed, bullying can create an unsafe school climate, impeding students' academic, social, and emotional development.

Most anti-bullying efforts in schools have focused on empowering teachers, counselors, and school administrators to supervise students and impose sanctions on offenders. However, students are often the individuals most directly exposed to bullying incidents during unsupervised school activities. Therefore, empowering students is crucial so they can recognize, prevent, and appropriately respond to bullying, rather than remain passive bystanders or victims.

Students play a vital role in shaping the social climate of their schools. Equipping them with adequate knowledge and skills to address bullying can encourage assertive behavior, peer support for victims, and increased reporting of incidents to school authorities. However, many students still lack a clear understanding of what constitutes bullying and how to respond effectively (Puspita, Ihsana, & Hari, 2022). Behaviors such as teasing, ostracizing, or minor physical aggression are often normalized, despite falling within the spectrum of bullying.

Previous studies have demonstrated that student-focused interventions can significantly increase awareness of bullying and enhance students' skills in prevention and response. Gaffney, Maria, and David (2021) highlighted that student-centered intervention programs significantly reduce bullying prevalence in schools. Swearer and Espelage (2011) also emphasized that active student participation in anti-bullying education fosters a school culture that rejects violence and promotes positive peer interactions.

In Madrasah Aliyah (Islamic Senior High Schools), particularly in Medan City, initiatives involving direct student engagement in bullying prevention remain limited. This is concerning, given that students at this developmental

stage have a heightened need for social recognition, making them more vulnerable to peer group dynamics, including bullying (Lusiana & Arifin, 2022). Therefore, interventions specifically designed to enhance students' knowledge and skills in recognizing and handling bullying are urgently needed.

While numerous studies have explored anti-bullying interventions, most focus on training school staff rather than students (Horne et al., 2004). Research assessing the effectiveness of student-targeted training remains scarce, despite students being at the center of school-based bullying dynamics. This gap underscores the need to develop and evaluate training programs directly aimed at students, empowering them to play an active role in fostering a safe and inclusive school environment.

This study investigates the effectiveness of a student-centered anti-bullying training program at Madrasah Aliyah in Medan City. The objective is to determine whether the program improves students' knowledge and skills in recognizing, preventing, and addressing bullying incidents in their school environment. The findings are expected to inform the development of student-focused bullying prevention strategies and serve as recommendations for other schools to adopt similar approaches in creating safe and inclusive learning environments.

## LITERATURE REVIEW

### **Bullying**

#### **1. Definition of Bullying**

The concept of bullying was introduced by Olweus in 1973b, defined as a form of behavior that is intentionally negative, such as aggression or "harm doing," which is carried out repeatedly over time by one or more individuals directed toward someone who has difficulty defending themselves. This behavior involves an actual or perceived imbalance of power. In 2005, Olweus emphasized that a student becomes a victim of bullying when they are repeatedly and over a period of time exposed to negative actions carried out by one or more other students.

Negative actions refer to behaviors that are intentionally carried out to cause or attempt to cause injury or discomfort to another person, which essentially aligns with the definition of aggressive behavior (Olweus, 1973b; 2005; Berkowitz, 1993). These actions may take the form of physical contact, the use of words, or other means, such as facial expressions, harsh gestures, or deliberately excluding someone from a group. The term bullying contains the element of a power imbalance (an imbalance in power or asymmetric relationship), where the victim has difficulty defending themselves.

Berkowitz (1993), Olweus (1973b), as well as Tedeschi and Felson (1994), explain that bullying is a part of aggressive behavior, which is generally defined as "an act intended to cause injury or discomfort to another person." Since most bullying is carried out without clear provocation from the child or adolescent victim, bullying is often considered a form of proactive aggression, different from reactive aggression (Coie & Dodge, 1998). Bullying has specific characteristics, such as an imbalance of power and its repetitive nature (Olweus, 2013).

## 2. Criteria of Bullying

According to Olweus (2013), there are three basic criteria used in the general definition of (traditional) bullying: intentionality, repetition, and an imbalance of power. Additionally, a new term has emerged, namely cyberbullying.

### a. Intentionality

Aggressive behavior or "harm-doing" is carried out intentionally. The concept of aggressive behavior implies an intention or purpose to cause harm (injury or discomfort) to another person. Several studies have raised concerns regarding the use of intentional bullying behavior as a form of aggressive conduct.

### b. Repetition

Bullying is carried out repeatedly and over time. The main reason for introducing the repetition criterion is to ensure that one can be more certain that the negative behavior is indeed intentional.

### c. Imbalance of Power

The perceived imbalance is most likely related to objective factors such as physical strength or numerical advantage. However, it may also be associated with differences in self-confidence, popularity/status within a peer group, and similar factors. One important aspect here is the student's perception of how difficult it is for them to defend themselves in a reasonable and potentially successful way.

## 3. Roles in Bullying

According to Olweus (2005), there are two main roles in bullying: the perpetrator and the victim. However, Hawkins, Pepler, and Craig (2001) argue that the presence of bystanders in bullying cases is significant, as perpetrators often initiate their attacks when peers are present during bullying incidents at school. Therefore, this study adopts three roles in bullying: perpetrator, victim, and bystander:

a. Perpetrator, characterized by one or more individuals repeatedly engaging in negative and harmful actions toward someone who has difficulty defending themselves. The general criteria are that the negative behavior is intentional and repeated over time to some extent. In addition, the relationship is marked by an actual or perceived imbalance of power between the perpetrator and the target..

b. Victim (Being Victimized), An individual who is intentionally subjected to bullying repeatedly over time, which can lead to the victim becoming irritable and anxious. Bullying can be carried out by one or more individuals.

c. Bystander, acts as a witness or observer who remains silent or may even support the bullying (Coloroso, 2007). Thornberg and Jungert (2013) suggest that bystanders rarely act to defend the victim. Adolescents who act as bystanders in bullying incidents tend to show moral disengagement, which is positively related to pro-bullying behavior. This response contradicts moral values, as they should ideally act to help or defend the victim.

### **Training Materials “SADAR BULLYING” in Handling Bullying**

The “SADAR Bullying” training is an intervention aimed at students with the objective of providing them with adequate knowledge about bullying behavior and the skills to address and prevent it in the school environment. The expected knowledge includes a general understanding of bullying, recognizing the characteristics of both victims and perpetrators, and knowing how to manage conflicts in the classroom. The expected skills include the ability to support friends who are victims, strategies for dealing with perpetrators, skills for maintaining a safe and comfortable classroom atmosphere, as well as the ability to perform relaxation techniques to manage stress and emotions.

This training program uses a cognitive approach to enhance students’ knowledge and skills in dealing with bullying behaviors at school. The training consists of eight core modules. Below is a list of modules and the objectives of each activity:

- a. Understanding Bullying: Aims to distinguish bullying actions from aggressive behavior, understand the facts and myths related to bullying, and identify the types, criteria, and locations where bullying occurs.
- b. Recognizing Victims of Bullying: Aims to identify the signs and characteristics of bullying victims and to understand the psychological, social, and physical impacts experienced by victims.
- c. Recognizing Perpetrators of Bullying: Aims to identify the traits and characteristics of bullying perpetrators, understand the impacts experienced by perpetrators, and learn about the legal consequences related to bullying in schools.
- d. Recognizing Bystanders and Cyberbullying: Aims to understand the roles and impacts experienced by bystanders in bullying situations, recognize the forms and characteristics of cyberbullying, and understand the impacts experienced by victims and perpetrators of cyberbullying through group case discussions.
- e. Enhancing Empathy from the Perspective of Bullying: Aims to understand the meaning and forms of empathy in the context of bullying, and to increase student awareness through roleplay activities, such as “The Bullying Circle” and “Stopping Bullying, Becoming a Caring Friend.”
- f. Improving Social Skills to Prevent Bullying: Aims to improve assertive communication skills, build positive and respectful relationships, resolve conflicts healthily, and strengthen social skills through assertive card games.
- g. Creating a Safe and Inclusive School Environment: Aims to understand the importance of creating a safe and inclusive school environment, learn how to report bullying cases at school, and practice positive attitudes to prevent bullying.

## **METHODOLOGY**

### **Type of Research**

This study is quantitative research with a quasi-experimental design, using a One Group Pretest-Posttest Design to measure the effectiveness of the SADAR

Bullying training in improving students' knowledge and skills in handling bullying.

### **Research Subjects**

The subjects of this study consisted of 20 students (10 tenth-grade students and 10 eleventh-grade students) at MAN X Medan, selected randomly. The inclusion criteria included active students of grades X and XI who were willing to fully participate in the training and complete all research instruments. The exclusion criteria were students who did not attend the entire session or failed to complete the pre-test or post-test. The group assignment was conducted randomly to ensure the validity of the research results.

### **Instruments**

The instruments used in this study were knowledge and skills scales developed by the researcher. The scale consists of 21 statement items with four response options, namely 1 = I Disagree to 4 = I Agree. Of the 21 items, there are 14 favorable items and 7 unfavorable items. The validity of the scale was tested through expert judgment to ensure the content feasibility of the instrument. The total score obtained indicates the level of students' knowledge and skills; the higher the score, the better the participants' understanding and skills.

In addition to the scale, this study also included a non-participant observation method to directly observe the training process. The researcher also provided an evaluation sheet at the end of the session, which included an assessment of the training materials and facilitator performance, to comprehensively measure the effectiveness of the SADAR Bullying training.

### **SADAR Bullying Module**

The SADAR Bullying (Siswa Aktif Dalam Anti-bullying with a Sense of Security) training is a program designed to improve students' understanding and skills in recognizing, preventing, and addressing bullying that occurs in schools. The SADAR Bullying training module was specifically developed by the researcher based on theoretical reviews, previous research findings, and the needs of students at school.

The materials in the training consist of seven main topics, namely: understanding bullying, recognizing victims, recognizing perpetrators of bullying, recognizing bystanders and cyberbullying, enhancing empathy from the bullying perspective, improving social skills to prevent bullying, and building a safe and inclusive school environment. The development of this module aims to provide a systematic and practical guide to support students in creating a school environment free from bullying.

The training integrates several learning methods to create an applicable learning experience:

- a. Interactive Lectures: Providing basic knowledge about the definition, types, and impacts of bullying.
- b. Role Play: Simulating bullying situations to directly practice intervention skills.
- c. Case Discussions: Discussing real examples of bullying that are relevant to students' experiences.

- d. Group Discussions: Providing opportunities for students to share views and solutions regarding bullying issues.
- e. According to Oktaviani (2021), an approach that involves lectures, role play, and interactive discussions has been proven effective in increasing students' understanding and skills related to bullying issues.

**Research Procedure**

The training was conducted on November 17, 2024, at MAN X Medan, adjusted to the school's schedule and participants' readiness. Before the training, participants completed a pre-test. After the training, participants completed a post-test to measure changes in knowledge and skills. An evaluation sheet regarding the materials and facilitator was also distributed to participants.

**Data Analysis**

The data obtained from the knowledge and skills tests were collected and analyzed using SPSS version 22.0 for Windows to identify significant differences between groups. The data were analyzed using the Wilcoxon Signed Rank Test to measure the differences in knowledge and skills scores between the pre-test and post-test, due to the ordinal nature of the data and the limited sample size. This analysis helped measure the effectiveness of the SADAR Bullying training in improving students' knowledge and skills in recognizing, preventing, and addressing bullying that occurs in schools.

**RESULTS AND DISCUSSION**

This study involved 20 participants who took part in the SADAR Bullying training. Based on the normality test results using the Kolmogorov-Smirnov test, a p-value of 0.017 was obtained for the pre-test data and a p-value of 0.119 for the post-test data. These results indicate that the pre-test data did not meet the normality assumption, while the post-test data did. Since one of the data sets was not normally distributed, data analysis was conducted using a non-parametric statistical method, namely the Wilcoxon Signed Rank Test. This analysis was used to examine the differences in participants' knowledge and skills scores between the pre-test and post-test, in order to determine the effectiveness of the training provided.

**Data Analysis Results**

Table 1. Wilcoxon Signed-Rank Test Results

Scale		Z	Mean	p	Description
Bullying	Pretest	-2.558b	66.10	0.011	Sig.
	Posttest		70.65		

The results of the Wilcoxon Signed-Rank Test for the "Bullying" scale indicate a significant change in participants' knowledge after attending the SADAR bullying training. In the pre-test, participants had an average score of 66.10, with a Z value of -2.558, indicating a significant difference between the pre-test and post-test. The p-value was 0.011, which is less than 0.05, confirming that the change did not occur by chance. After participating in the training, the post-test showed an increase with an average score of 70.65. This reflects a significant improvement in participants' awareness of bullying following the training,

demonstrating the effectiveness of the program in enhancing their knowledge and skills to better recognize and handle bullying.

### Observation Results

Based on the observation results, the SADAR Bullying training, attended by 20 participants, successfully created an interactive, enthusiastic, and meaningful learning environment. Participants showed active engagement in every session, including discussions, role-plays, and case studies, and were able to internalize the material delivered effectively. The interaction between facilitators and participants ran smoothly, fostering productive two-way communication. This training not only improved participants' understanding of bullying but also strengthened their social skills, empathy, and awareness to prevent and address bullying in schools. One participant's sharing of personal experiences added emotional depth to the training, amplifying its positive impact on other participants. Overall, the training was considered effective in building participants' awareness and commitment to creating a safe and inclusive school environment.

### Evaluation Results During the Training Process

Table 2. Evaluation Results During the Training Process

No.	Aspect	Very Good	Good	Fair	Poor	Very Poor
1	Training Benefits	100%	0%	0%	0%	0%
2	Suitability with Participants' Needs	95%	0%	0%	5%	0%
3	Material Suitability with Expectations	100%	0%	0%	0%	0%
4	Material Relevance to Needs	65%	20%	15%	0%	0%
5	Training Material Assessment	100%	0%	0%	0%	0%
6	Duration of Implementation Time	85%	15%	0%	0%	0%
7	Level of Participant Engagement	45%	25%	25%	0%	5%
8	Media and Facilities	95%	5%	0%	0%	0%

Based on the evaluation results, the "SADAR Bullying" training was overall rated very positively by the majority of participants, particularly in terms of its benefits, the suitability of the material, and its relevance to their needs. All participants felt that the training was beneficial and that the materials delivered met their expectations, although there was some variation in the level of participant engagement throughout the training process. The training media and facilities were also rated as highly adequate, supporting the smooth running of the activities. Although there is still room for improving active participant involvement, the training successfully achieved its objective of enhancing understanding and awareness of bullying in schools. It is hoped that, in the future, this training can be further optimized to strengthen overall participant engagement.

The "SADAR Bullying" (Anti-Bullying Awareness) training program conducted at MAN X, involving 20 participants from grades 10 and 11, proved to be effective in enhancing participants' understanding and skills in recognizing,

preventing, and addressing bullying within the school environment. The study results demonstrated a significant increase in both knowledge and skills, as evidenced by the differences in pre-test and post-test scores analyzed using the Wilcoxon Signed Rank Test. In terms of knowledge, the test yielded  $Z = -3.920$  with  $p = 0.000$ , while in skills,  $Z = -3.561$  with  $p = 0.000$ . These findings confirm that the training had a positive impact on participants' capacity development.

This result supports the findings of Gaffney et al. (2021), which state that structured anti-bullying intervention programs significantly enhance prosocial attitudes and reduce bullying levels in schools. The present study also emphasizes the importance of systematic and comprehensive school-based training in creating a safe environment for students.

The learning process within the "SADAR Bullyin" training aligns with Kolb's Experiential Learning Theory (2015), which posits that effective learning occurs through four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. Throughout the training, participants actively engaged in role-plays, case simulations, and reflective discussions. These practical experiences enabled participants not only to comprehend bullying concepts but also to apply intervention skills effectively. This corresponds with Kolb's emphasis on experience-based learning as the key to strengthening competence.

Additionally, the training program adopted principles from Albert Bandura's Social Learning Theory, as revised by Schunk (2020). According to Schunk, learning through observation and modeling is highly effective in shaping prosocial behavior, particularly within educational settings. Participants who observed role models—both facilitators and peers—were able to imitate and internalize positive behaviors in preventing and addressing bullying. This was reinforced by observations during the training, which noted an increase in participants' empathy following sessions in which bullying victims shared their personal experiences.

Participant assessments of the training's relevance and benefits also yielded positive results. A total of 100% of participants stated that the training was highly beneficial, and 95% indicated that it met their needs. These findings are consistent with the principles of modern andragogy as described by Merriam & Bierema (2018), who emphasize that adult and adolescent learning is more effective when it is based on the learners' real needs, experiences, and actual problems. In this context, the training's direct focus on bullying prevention in schools motivated participants to engage actively and apply the provided material.

Nevertheless, variations were found in participants' levels of engagement. Only 45% of participants felt highly involved, while 25% reported moderate involvement, and another 25% reported low involvement. This indicates that active engagement remains a challenge, as noted by Berger & Luckmann (2020), who highlight the importance of social interaction in shaping new social realities, such as anti-bullying norms. The lack of participant involvement may reflect the need for more inclusive facilitation strategies and consistently applied participatory methods throughout the sessions.

In terms of media and facilities, 95% of participants rated them as excellent, suggesting that logistical support plays an important role in the success of training programs. This aligns with the views of Robbins & Judge (2019), who argue that an adequate physical environment and training facilities support effective learning processes, create comfort, and enhance participants' focus on the material.

Emotional moments that occurred during the training, especially when participants shared their personal experiences as bullying victims, further strengthened the empathetic effects of the learning process. This finding is consistent with Thornberg & Jungert (2017), who assert that empathy and moral awareness are key components in preventing bullying behavior. The safe and supportive training environment allowed participants to open up and deepen their emotional understanding of the impacts of bullying.

Overall, the "SADAR Bullying" training successfully increased participants' capacity to become agents of change within their schools. These findings are in line with Baldry et al. (2019), who demonstrated that empathy-based and social skills training programs can reduce bullying and promote prosocial behavior among students.

Despite its effectiveness, the evaluation results indicate a need for improvement in training methods to enhance participant engagement. Strategies such as peer teaching and more intensive mentoring are recommended. Salmivalli & Kärnä (2015) suggest that peer-based approaches can enhance collective efficacy in combating bullying in schools.

Other recommendations include the implementation of follow-up training sessions with longer durations. This aligns with the perspectives of Evans et al. (2018), who emphasize that long-term reinforcement programs are more effective in fostering sustainable behavioral change.

In conclusion, the "SADAR Bullying" training program makes a significant contribution to building a safe and bullying-free school culture. The program not only improves participants' knowledge and skills but also strengthens empathy and solidarity as foundational elements in bullying prevention within educational environments.

## **CONCLUSIONS AND RECOMMENDATION**

The "SADAR Bullying" training, attended by participants from diverse demographic backgrounds, proved effective in enhancing students' knowledge and skills in recognizing, preventing, and addressing bullying in schools. Data analysis showed a significant increase in participants' knowledge scores after attending the training, as supported by the Wilcoxon Signed Rank Test. The dynamic training atmosphere, active participant involvement in interactive sessions such as role-plays and case studies, along with relevant materials, further strengthened the program's effectiveness in fostering students' awareness and understanding of bullying issues.

Overall, this training had a positive impact in shaping students' empathetic attitudes and improving their social skills to create a safe and inclusive school environment. Participants not only gained theoretical knowledge but also practical skills to identify, prevent, and intervene in bullying situations. Evaluations of the

training materials and facilitators indicated that the program was well-received and considered relevant to the students' needs. Therefore, the "SADAR Bullying" training is worthy of further development as a school-based bullying prevention program.

### **FURTHER STUDY**

Based on the evaluation and analysis of the training, several recommendations are proposed to enhance the effectiveness of the "SADAR Bullying" (Anti-Bullying Awareness) Training at MAN X Medan City and to inform future research initiatives:

1. Extending the Duration of Roleplay Sessions: Future studies may explore the impact of longer roleplay sessions on students' ability to internalize anti-bullying strategies. Extended practice time may enhance students' confidence in addressing bullying situations and deepen their understanding of the consequences of such behaviors.
2. Expanding Participant Involvement: Further research could examine the outcomes of involving a larger and more diverse group of participants in the training. Increasing participant numbers may provide insights into how widespread dissemination influences collective awareness and peer support dynamics within the school environment.
3. Implementing Post-Training Follow-Up and Evaluation: It is recommended that future studies incorporate follow-up assessments to measure the long-term effectiveness of the training. Utilizing methods such as surveys, interviews, or focus group discussions can help evaluate the sustainability of students' understanding and behavioral changes related to bullying prevention.

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