



## The Implementation of Jigsaw Learning Model in Prevention of Bullying in Fourth Grade Students

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Keywords:	Abstract
Bullying, Cooperative Learning Jigsaw Learning Prevention Bullying	<p><b>Background:</b> The purpose of this study was to reveal the negative impact of bullying and also appropriate strategies to prevent bullying in an elementary school.</p> <p><b>Method:</b> This study was a descriptive qualitative. The study was conducted at 31 Public Elementary School (31PES), OKU, Battu Winangun Village, Lubuk Raja District, Ogan Komering Ulu Regency, South Sumatra Province, Indonesia.</p> <p><b>Result:</b> The results showed that the majority of students were active from both affective and cognitive sides in learning with the Jigsaw learning model in preventing bullying. Therefore, it can be understood that in the learning process that is managed by the teacher to students, the teacher plays an important or crucial role. So that a conducive atmosphere needs to be formed by the teacher so that a good relationship with students will be formed. So they can carry out various learning activities effectively.</p> <p><b>Implications:</b> Jigsaw learning model was effective in bullying prevention. Students can be more active in understanding learning in groups and individually.</p> <p><b>Novelty:</b> This study revealed the effectiveness of learning by using the Jigsaw learning model as an effort to prevent bullying in elementary school.</p>

### INTRODUCTION

Bullying means aggressive actions, both physically and expressively, carried out by individuals (Schott & Søndergaard, 2014). The rise of the problem of bullying or intimidation that occurs in schools has a negative effect on children. The Indonesian Child Protection Commission in February 2021 noted that from 2011 to 2019, there were 37,381 complaints of violence against children (KPAI, 2021). Specifically for cases of bullying in education and also social media, the number has reached 2,473 reports and the trend continues to increase. The number was found for incidents of bullying that occurred in the school. Cases

of bullying that the authors found were in verbal form and caused children not to want to go to school because of the negative consequences. The large number of perpetrators compared to the number of victims is an indicator that bullying is carried out by several people against victims who are not proportional to the perpetrators. Bullying is not just looking at the perpetrators and their victims. In general, intimidation is the negative behavior of one person or more for the victim that is carried out repeatedly, occurs by attacking physically as well as mentally (Amnda et al., 2020). Bullying means the attitude of being 'aggressive actions, which are carried out in groups or individually repeatedly and continuously against victims who cannot easily defend themselves. Bullying becomes a psychosocial dilemma by repeatedly insulting and belittling other people with negative consequences for the perpetrators and victims where the perpetrators have more power than the victims. There are three points in this definition, including intimidation related to individual attacks, intimidation as social violence, and intimidation into dysfunctional group dynamics (Sutriyawan & Sari, 2020).

Cooperative learning is a learning method by forming small groups or teams wherein the group consists of group members who have different genders, ethnicities or races, and also have different academic background abilities, each team consists of four to six people. For example this learning is in accordance with the nature of humans where the role of humans is social beings where one human being needs each other, this will realize the goal in group learning activities namely the emergence of a sense of responsibility, besides that in group learning it will make participants students share tasks, knowledge they have, experience and practice the responsibilities of each group member (Santosa, 2020). There are 4 sub-themes in the implementation of cooperative learning techniques, namely: STAD (Student Team Achievement Division), Jigsaw, Numbered Head Together, Group Investigation, Think-Pair-Share (Ekonom et al., 2013).

The jigsaw learning model is an alternative that teachers can do to further activate student learning in class in order to increase student achievement. Therefore, the authors chose the title strategy for preventing bullying in fourth grade students of 31PES. The authors want to know the negative impact of bullying and also want to know the appropriate prevention strategy to prevent bullying at school.

Wedyawati & Makin (2019) found that the most common type of bullying in fourth grade students was verbal bullying. Utami & Astuti (2019) found that anxiety was experienced by 48% of school children and bullying behavior by 84.7%. Bullying behavior in elementary school children is caused by anxiety. Sutriyawan & Sari (2020) found that the Focus Group Discussion and brainstorming methods had no difference in preventing bullying. Saraswati & Hadiyono (2020) researching the making of anti-bullying regulations in schools is one approach to legal norms to prevent the occurrence and recurrence of bullying in schools. Ngelo & Wetik (2020) found that there was a significant influence between the influence of the Jigsaw learning model of health education on the level of adolescent self-concept knowledge at Baramuli Airmadidi High School. Taqwa (2019) found that student involvement increased which had an impact on student learning achievement which increased after learning was carried out by applying the jigsaw learning model.

This study aims to reveal whether the jigsaw learning model can prevent bullying in fourth grade students of 31PES and what types of bullying occur.

## METHOD

### Type and Design

The method is descriptive qualitative, focusing on the original or natural environment AU according to what is in that environment without any manipulation in data collection, especially qualitative data (Alwashilah, 2006). Activities such as conducting observations and interviews with each guideline still being considered are techniques or methods in

research in carrying out data collection activities. Implementation of observations at the time before the interview and during the interview. The study was conducted at 31PES. The study was conducted on 25 students as respondents, and interviews on 2 teachers.

### **Data and Data Sources**

The data used is qualitative data. Primary data sources were obtained in the form of results from qualitative descriptive data collection techniques, observations, documentation, and interviews. The data collection will be addressed to one of the fourth grade students at 31PES with resource persons from fourth grade students, teachers, Civics teachers.

### **Data collection technique**

#### **Observation Techniques**

Qualitative study will automatically make observations of its subjects. Observation refers to a study process that requires social interaction between the authors and the subject within the subject's own environment, in order to obtain data through a systematic technique. The methodological reasons for using this technique are (Moleong, 1989):

1. Observation allows researchers to see, feel, and make sense of the world along with the various events and social phenomena in it, just as research sees, feels, and interprets.
2. Observation allows the formation of knowledge jointly between the authors and subjects.

#### **Interview Techniques**

Interviews were be addressed to teachers, Civics teachers, and fourth grade students. In the interview activity, the authors interviewed two teachers, namely (Observer 1 and Observer 2) and one fourth grade student named (R). In the interview activities the authors will ask questions and the informant will answer verbally, as long as the informant answers the authors will record the answers using a recorder or write the interviewee's answers. After the interviews are finished, the authors will contact the resource person again to verify the recording of the answers that the authors has analyzed in the form of a transcript. This is done as a form of data transparency.

#### **Documentation Techniques**

In this study, the documents used were field notes and observation sheets to record events during the learning process and also to record the appearance of various student behaviors.

### **Data Validity**

The validity of the data used by the authors is source triangulation and technique triangulation.

#### **Source Triangulation**

While triangulation of sources, namely testing the credibility of the data, is done by checking the data that has been obtained through several sources. The authors are looking for important things from the results of collecting observational data, questionnaires, interviews and documentation. The informants in the study were fourth grade homeroom teachers, civics subject teachers, and one of the fourth grade students. The data sought must be in accordance with the theme raised, then the data is reduced to clearer data and makes it easier for the authors . The next step is to check again whether the data obtained is complete or not by re-checking the data obtained after conducting the study in the field.

#### **Engineering Triangulation**

Technical triangulation is related to the data collection technique used. In the triangulation technique the authors sought information from fourth grade homeroom teachers, civics subject teachers, and fourth grade students using different techniques,

namely through observation, questionnaires, interviews and documents. In this study, the sources of information were fourth grade students at 31PES and the technique used was the Jigsaw learning model.

### Data analysis

The data analysis technique used by the authors in this study is using qualitative analysis and descriptive analysis.

#### Qualitative Analysis

According to Moleong (2007) suggests that qualitative analysis is a procedure that produces descriptive data in the form of written or spoken words from people and observed behavior.

##### a) Data Reduction

Data reduction means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns. Thus the reduced data provides a clearer picture and makes it easier for the authors to carry out further data collection and look for it when needed. Data reduction in this study is that the authors will summarize the results of the questionnaire techniques and interview techniques that have been collected.

##### b) Display Data

At this stage the authors carried out the activity of presenting or displaying the results of the data that had been collected and analyzed previously. The authors directs the presentation of the data so that the resulting data is organized, systematic so that it is easier to understand and makes it easier for the authors to plan further work. In this step, the authors tried to compile relevant data so that it becomes conclusive and meaningful information.

##### c) Data Verification

The final step in the data analysis technique is data verification. Data verification is carried out if the initial conclusions put forward are still temporary, and there will be changes if not accompanied by strong supporting evidence to support the next stage of data collection. The process of obtaining evidence is called data verification. The authors verified the data through technical triangulation where the authors collect data with three informants using observation techniques, questionnaires, interviews and documentation.

#### Descriptive Analysis

Describe all the activities of the subjects, namely fourth grade students at 31PES both at school and in the community, analyze and design cooperative learning on theme 4 sub-theme 2 to prevent bullying behavior, especially in the school environment.

### RESULT

This study consisted of two stages, at each stage it was carried out in one meeting, where the first meeting took action while filling out the learning observation sheets and questionnaires taken at 2x60 minutes. The implementation of the learning stages carried out is adjusted to the learning plan that has been designed. Civics learning is carried out using the Jigsaw learning Model in fourth grade of 31PES with a total of 25 students consisting of 14 boys and 11 girls. Obtaining data related to the purpose of this study, namely for efforts to prevent bullying by using the Jigsaw learning Model in fourth grade students of 31PES in carrying out classroom action research through 2 stages with four stages namely, the planning stage,

#### Planning

The results of the study at the planning stage, the authors and the teacher determined the material to be used as learning material, namely "Efforts to Prevent Bullying" using the Jigsaw technique as a learning method. In preparing the material, researchers and teachers chose Prezi's animated video with the theme of bullying and provided learning resources,

namely civics education books for fourth grade elementary school. In material planning with print and audio-visual media, it explains efforts to prevent bullying so that students can directly understand bullying, its impact and prevention. Supporting media with Prezi videos that function as intermediaries for the learning process so as to increase effectiveness and efficiency in achieving educational goals,

The results of the interviews with observer 1 and observer 2 agreed that the provision of material from the civics education textbook module for fourth grade coupled with the viewing of the Prezi video had great hopes in increasing student understanding. According to observer 1 basically students liked films or videos, this gave additional points on student interest and focus, and in the video contains the values of helping, being considerate, and not hurting others both physically and verbally where the values from the video are in line with the material for bullying prevention efforts. According to observer 2, Prezi's video gives examples of good deeds, bad deeds.

Observations made at the planning stage have been carried out optimally with the preparation of materials and media, as well as the readiness of the observers to carry out learning using the Jigsaw learning model in an effort to prevent bullying.

### **Implementation**

When learning activities take place, changes in student behavior are observed. This change in behavior is thought to be a reaction or response to the actions that have been given. Observations regarding student learning activities were carried out by observer 1 and observer 2 by filling in the observation format provided. From the results of observer observations, student responses to JIGSAW cooperative learning are illustrated as follows:

- 1) When the Jigsaw learning model was implemented, in stage I some students looked confused and did not fully understand the technique because they were not used to it. It can be seen from the observations that the students seemed confused and the class was not conducive. There were students who were still engrossed in mocking and making fun of their other friends using the word like "Buyan nian (very stupid)", "itam (mocking that his skin is black)", "Naked (short)", "Jawer (Javanese tribe)". After stage II, learning went well and conducive, based on observer observations, students focused on their respective tasks, when there were students who gave opinions/explanations of their assignment material, other students paid attention, there was 1 who still mocked (performed verbal bullying) when there were students others explained fluently out of nervousness.
- 2) In stage II, when watching the bullying prevention video, the students seemed focused on watching the video, but there were 2 students who paid less attention to the video and disturbed other students). In stage II, when watching the Bullying Prize prevention video, the students focused their attention and understanding on the message conveyed in the video and none of the students committed acts of bullying.
- 3) In stage III the enthusiasm of students, the activity of students communicating the results of activities, expressing opinions, the courage to ask questions, working in groups is still low. In stage II the enthusiasm of students, the activeness of students communicating the results of activities, expressing opinions, the courage to ask questions, working in groups has increased, besides that during the implementation of the Jigsaw learning model it was seen that students focused on their respective tasks and when other students put forward their orders other students listened carefully. Students who previously insulted (verbally bullied) during the implementation of learning with the Jigsaw learning model did not seem to do it again.

The results of interviews with observer 1 regarding the implementation of learning with the learning material "Bullying Prevention Efforts" with the learning method using the jigsaw technique were successfully carried out with the achievement of the goal of increasing students' understanding of the material, students focusing on learning, and most

importantly reducing the frequency or presence of students doing Verbal bullying such as teasing or making fun of. At stage 1 the students are still confused and making adjustments to the new learning method and it is still often heard of students mocking or demeaning each other, some calling "itam", "swollen" and others. Broken stage 2 students are more focused and students who bully are reduced because they are more familiar with the jigsaw learning model.

The results of interviews with observer 2 agreed that the provision of material from the civics education textbook module for fourth grade coupled with viewing the Prezi video increased students' understanding, according to observer 2 when the video was shown the students were very focused on paying attention to the Prezi video. When asked about the values in the video students were able to answer and understand the contents of the video.

Observations made at the implementation stage of learning using the Jigsaw learning model in an effort to prevent bullying are in accordance with this study, before the Jigsaw learning model was carried out, many students verbally bullied other students, in stage 1 there were several students who verbally bullied by physical bullying, insulting the work of parents, and the shortcomings of other students or classmates. In stage 2 it is clear that conducive classroom conditions and reduced bullying behavior both verbal and nonverbal. The students in the learning process seemed to enjoy and feel comfortable, there was no tense atmosphere and looked calm.

**Table 1.** Student Affective Assessment

Affective Aspect	Seen		Not Seen yet	
	F	%	f	%
Self-confident	22	88	3	12
Care	21	84	4	16
Discipline	22	88	3	12
Mutual cooperation	21	84	4	16

Based on the table above, 88% of students' self-confidence is seen, 84% is seen caring aspects, 88% is seen from student discipline aspects, and 84% is seen from mutual cooperation aspects. This shows that the majority of students have shown an affective attitude in learning using the Jigsaw learning model in an effort to prevent bullying.

**Table 2.** Student Cognitive Assessment

Cognitive Aspect	Knowledge		Skills	
	f	%	f	%
Need Guidance	0	0	0	0
Enough	1	4	4	16
Good	18	72	19	76
Very well	6	24	2	8

Based on the table above, 4% of students' knowledge is sufficient, 72% of students' knowledge is good, and 24% of students' knowledge is very good regarding efforts to prevent bullying. In the cognitive aspect, 16% of students have sufficient skills, and 76% have good skills, and 8% of students have very good skills in learning using the Jigsaw learning model in an effort to prevent bullying.

The results showed that the majority of students were active from both the affective and cognitive sides in learning with the Jigsaw learning model in preventing bullying. Thus it can be understood that teachers play an important role in the student learning process

through the learning they manage. For this reason, teachers need to create conditions that allow for a good interaction process with students, one of which is by applying the Jigsaw learning model, so that they can carry out various learning activities effectively. In creating good interactions, professionalism and high responsibility are needed from the teacher in an effort to arouse and develop student learning activity, because all student activity in learning is very decisive for the successful achievement of learning objectives.

#### **Evaluation**

From the stages above, it can be reflected that learning activities by applying JIGSAW cooperative learning in an effort to prevent bullying run dynamically and students enthusiastically participate in various learning activities experiencing rapid progress. Class conditions are conducive and enjoyable, the material delivered through evaluation can be worked on by students. Students enjoy working in groups and focus more on learning and reduce bullying of classmates and respect each other more as a team and group mates.

Based on an interview with one of the students, R stated that he was often ridiculed by several other friends such as saying stupid words, insulting physical form, and mocking parents' work. Based on interviews with teachers, it was found that from the design to the evaluation of learning, bullying prevention and mutual respect were explained, but there were still some students who made fun of other friends (verbal bullying). At the first meeting there were several students who lacked focus in learning the Jigsaw learning model and were busy disturbing other friends and seemed confused and the new learning model applied was different from previous learning, while at the second meeting the students began to focus on their respective tasks and roles and understood learning mechanisms with the jigsaw learning model.

Evaluation results based on interviews with observer 1 and observer 2 agreed that the learning objectives using the Jigsaw learning model in the material for bullying prevention efforts were achieved according to what had been designed in the learning design, as well as benefits such as reducing bullying behavior, increasing student understanding achieved. The application of the Jigsaw learning model in efforts to prevent bullying in schools has been successfully applied with effective results and influences student behavior and understanding.

#### **Types of Bullying**

Based on interviews with students and teachers, there are several types of bullying that occur, namely::

##### **Verbal bullying**

The type of bullying that is often encountered is verbal bullying with ridiculing and demeaning sentences, based on interviews with student R some students do bullying by saying "stupid, naked, black" etc. The words in student bullying behavior are in the form of mocking parents' names, making fun of parents' work, insulting physical form and calling bad names. Based on interviews with observer 1 and observer 2, it was stated that verbal bullying often occurred both in the context of playing and during the learning process.

##### **Psychological bullying**

Types of psychological bullying in the form of demeaning gestures or body language such as sticking out the tongue, belittling expressions and intimidation and ostracism, based on interviews with student R, some students bullied by sticking out their tongues mockingly, sometimes by pouting their lips. Based on interviews with observer 1 and observer 2, it was stated that psychological bullying did occur both in the context of playing and during the learning process by showing expressions of dislike.

#### **DISCUSSION**

Based on the results obtained in this study, the results of research aimed at describing, planning, implementing and evaluating efforts to prevent bullying using the Jigsaw Type

Cooperative learning model in fourth grade at 31PES. The process of learning activities in this study has been carried out systematically according to the stages of the Jigsaw Cooperative learning model. The stages of the Jigsaw learning model can stimulate students' active learning attitudes from affective and cognitive aspects.

In this study the majority of students were active in learning with students' affective attitudes visible and the cognitive abilities of students' knowledge and skills good. Dwiyana (2020) suggests that "a meaningful learning process is a learning process that involves various student activities. For that the teacher must try to activate the teaching and learning activities. Regarding this, Mulyasa (2014) says that: Learning is said to be successful and of good quality if all or at least most (75%) students are actively involved, both physically, mentally and socially in the learning process, in addition to showing high learning enthusiasm. ,

The learning process in this learning model emphasizes the activeness of students to understand and apply bullying prevention efforts. So knowledge is built by the students themselves and the teacher is only a learning facilitator. In addition, seen from the results of observations during research at 31PES in class IV, it is very clear how active students are in stages 1 and stage 2 of implementing the Jigsaw Cooperative learning model. As can be seen that student activity increased from stage I to stage II, the results of student learning activities in stage I found that the average cognitive score of students was 2.32, which means that the cognitive aspects were in the sufficient category and in stage II the average cognitive value was 3 .06 which means that the cognitive aspects of fourth grade students at 31PES are in the good category.

The benefits that students get from implementing the Jigsaw Cooperative learning model are students who were previously inactive and lazy to take part in the learning process now they are already active during the PPKN learning process taking place, students who rarely ask and answer questions from the teacher now have the courage to ask and answer questions asked by the teacher. Students who are all lazy in making observations and investigations of learning material are now getting used to making observations and investigations properly, students are now active in solving questions or problems given by the teacher and are directly involved in the learning process, and students who were initially afraid and even shy when asked to present the results of their group discussions are now brave and confident in presenting the results of their answers both in front of the class and in their seats. The use of the Jigsaw Cooperative learning model can optimize PPKN learning in fourth grade at 31PES.

Based on previous research and research that has been done by researchers implementing learning using the Jigsaw learning model in preventing bullying provides positive benefits and impacts on students. Students are more focused on their respective material responsibilities and improve students' communication skills both in asking and explaining, indirectly teaching students in appreciating and respecting opinions or conveyers from friends so that they themselves get a positive response from other friends. Learning using the Jigsaw learning model in preventing bullying increases the affective and cognitive attitudes of students. It can be seen from the assessment from meeting I to meeting II that there is an increase in grades. Observations on students at meeting I showed that some students carried out verbal bullying behavior towards other friends who explained the material but at meeting II the intensity of verbal bullying decreased because the students focused on learning material and understood each other's difficulties in learning material. The implementation of learning using the Jigsaw learning model in preventing bullying is effectively applied in learning, besides that the teacher's delivery of efforts to prevent bullying in the school environment and outside the school environment is more quickly understood and understood by students.

## CONCLUSION

This study reveals the effectiveness of the learning process using the jigsaw technique method. By using the jigsaw technique and learning media in the form of prezzi videos, it can increase the activity of the student learning process in the classroom and can prevent bullying. Because with the jigsaw technique students become more active both individually and in groups.

In this study there are limitations. That is, so far in the implementation of learning in the class of teachers at 31PES, especially in fourth grade, they have never used the jigsaw technique at all. For this reason, it is very difficult for researchers to conduct research in class during the learning process using the jigsaw technique method because it is very foreign to students to do this method.

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