



# JNK

JURNAL NERS DAN KEBIDANAN  
(JOURNAL OF NERS AND MIDWIFERY)

<http://ojs.phb.ac.id/index.php/jnk>



## Health Education Through Illustrated Storybooks Affected the Bullying Knowledge of Primary School Students



<sup>CA</sup>Fepryani Thresna Feoh<sup>ID</sup>, Isthia Leanni Muskananfola<sup>ID</sup>

University Citra Bangsa, Kupang, Indonesia

<sup>CA</sup>Corresponding Author

### Article Information

#### History Article:

Received, 30/05/2024

Accepted, 02/05/2025

Published, 04/08/2025

#### Keyword:

Health Education, Illustrated Storybooks, Bullying

### Abstract

Bullying has become more prevalent not only among secondary school (*SMP and SMA*) students but also in primary school (*SD*) students. Children's physical and psychological development in primary school are the most crucial aspects. However, many primary school students face physical and psychological pressure in social interactions due to bullying. However, they are rarely reported even though they have a detrimental effect on both victims and perpetrators. Bullying is still considered normal in social interactions and is used as a joke and a way to demonstrate strength. One of the causes is primary school students' lack of comprehension of bullying. This research aimed to determine primary school students' knowledge about bullying before and after receiving health education and analyze the impact of bullying themed illustrated storybooks on primary school students' knowledge in Kupang to prevent bullying behaviors. The quasi-experimental approach pre-test and post-test with one group design. There were 200 primary school students involved in intervention. The Wilcoxon test results show that the average respondents' knowledge improvement after being provided with health education about bullying using illustrated storybooks was 78.5%, with a p-value of 0.000. Therefore, it can be concluded that health education using illustrated storybook positively impacts primary school (*SD*) students' bullying knowledge in Kupang. Collaboration between various parties, including parents, teachers, schools, and nurses, will continue to provide education about bullying for elementary school children as an effort to prevent bullying behavior in elementary school children.

©2025 Journal of Ners and Midwifery

✉ Correspondence Address:

University Citra Bangsa, Kupang – East Nusa Tenggara, Indonesia

Email: [fepyfeoh@gmail.com](mailto:fepyfeoh@gmail.com)

DOI: <https://doi.org/10.26699/jnk.v12i2.ART.p106-114>

This is an Open Access article under the CC BY-SA license (<https://creativecommons.org/licenses/by-sa/4.0/>)

P-ISSN: 2355-052X

E-ISSN: 2548-3811

## INTRODUCTION

Bullying is one of the growing mental health issues happening at worldwide scale and within Indonesia. Its cases can often occur in school environment, not only among secondary school (*SMP and SMA*) students, but also in primary school (*SD*) students. At elementary school age, children's physical and psychological growth and development are the most important parts ([Ulfah Jamil & Daryanti, 2021](#)). However, in reality many elementary school children experience physical and psychological pressure in social interactions due to bullying.

Bullying is a form of power and authority abuse by an individual or a group which involves either physical or psychological violence, intentional of repetitive, to intimidate, humiliate and isolate its victims. In reality, cases of ridiculing, hitting, pinching, hair pulling and tripping friends while walking are seen as proper primary student behaviors, despite impacting negatively towards the bullying victims, perpetrators and witnesses ([Dewi & Dewi, 2020](#)). A lot of bullying victims are traumatized to interact with the perpetrators, having low self-esteem, withdrawing themselves from social circles and unmotivated to learn which leads to low academic achievement, depression, and even suicide. Concurrently, bullying perpetrators tend to possess high ego, unsportsmanlike and unempathetic characteristics towards other people and in the long term can cause criminal behavior tendency. For bullying witnesses, aforementioned behaviors are natural and can trigger anxiety ([Krisdian & Subekti, 2021](#)). One of the factors of primary school students bullying behaviors is inadequate knowledge of bullying and its impact ([Safitri, 2022](#)). This causes children to view bullying as a permitted act in terms of companionship and have

difficulties to overlook bullying behaviors ([Galaresa & Al Kasanah, 2022](#)).

The 2018 Programmer for International Student Assessment (PISA) research found that Indonesia was ranked 5<sup>th</sup> from 78 countries in terms of bullying with 41.1% of victim's percentage ([Ramadhanti & Hidayat, 2022](#)). In 2022, Indonesian Child Protection Commission (KPAI) reported 226 cases of violence towards children and adolescents ([Agnes Setyowati, 2021](#)). Furthermore, the 2022 Ministry of Education and Culture survey stated that 24.4% of students from primary school to high school are potential victims of school ([Sekar, 2022](#)). Central Agency of Statistics (BPS) in the Province of East Nusa Tenggara stated the number of cases of violence towards children is annually increasing and it reached 503 cases throughout 2015 to 2018 ([Lette & Paulus, 2021](#)). A child in Kupang city had attempted to commit suicide in 2019 since one had been bullied by one's friend with "murderer's child" name calling ([Nugroho, 2019](#)). Nevertheless, there are more bullying cases in Kupang City that are remained unreported.

In Kupang City, bullying cases often occur in elementary school age children, but are not reported even though they have had a negative impact on victims and perpetrators ([Armitage, 2021](#)). Many victims of bullying experience anxiety and fear of interacting with other people, refusing to go to school, decreased academic grades, low self-esteem, depression and suicidal thoughts ([Armitage, 2021](#)). Meanwhile, bullies feel the strongest and lack empathy for other people. However, bullying is still considered normal in interactions with friends, used as a joke and a way to show strength ([Feoh & Muskananfol, 2023](#)). One of the causes is the lack of knowledge of elementary school children about bullying. For this reason, there is a need for

health education about bullying in elementary school children.

Bullying behaviors will increase throughout the age of 12 to 15, as it subsides at the end of high school year ([Menesini & Salmivalli, 2017](#)). The prevention of bullying tendencies must be started from its base by providing knowledge towards children ([Ningtyas & Sumarsono, 2023](#)). This definitely supports the government policy in Ministry of Education and Culture Ministerial Regulation Number 82 in 2015 that regulates Prevention and Countermeasures over Acts of Violence inside Education Unit Environment in which one of the points is to inform the children ([Sudrajat et al., 2020](#)). Children's cognition of bullying and its impact are essential to be implemented from an early age in terms of bullying tendencies prevention ([Kusumawardani et al., 2020](#)). Provided health education related to bullying will cause the children to comprehend, remember and conduct the gained points which build anti-bullying standpoint and behaviors even when they reach adolescent years and more complex social relations ([Mardiyah et al., 2020](#)). Furthermore, children will be able to differentiate between well and poor behaviors, as well as become attentive ([PH et al., 2020](#)). This research utilized the media of illustrated story book as it contains captivating and likeable narrative and drawings. Health education using illustrated story books can intensify primary school students' interests to read and learn about bullying so as to facilitate them to remember and comprehend the given information.

This research aimed to identify primary school students' knowledge regarding bullying before and after being given health education, as well as to analyze the effect of illustrated storybook about bullying towards Kupang City primary school students' knowledge as an effort of bullying prevention.

## METHODS

This research utilized the pre-experimental layout with *one group pre-post test design*. Researchers measured children's knowledge on bullying before and after being given health education through illustrated storybook. This research used 200 primary school students from 4<sup>th</sup> to 6<sup>th</sup> grade distributed in 4 schools with highest number of students in Kupang City as the sample of the research. Proportional sampling technique was utilized for the sampling. The research instrument was adopted from pocket book "*Stop Perundungan/Bullying Yuk!*" by Directorate of Primary School; Directorate General of Early Childhood Education, Primary Education and Secondary Education; Ministry of Education, Culture, Research and Technology (2021) ([Supriyatno et al., 2021](#)). Variable of bullying knowledge was measured by Bullying Knowledge Questionnaire which consisted of 18 questions with 6 distributed indicators as such: Definition of Bullying in question number 1, Types of Bullying in question number 2 to 5, Location of Bullying in question number 6 to 8, Impact of Bullying in question number 9 to 11, Prevention of Bullying in question number 12 to 15, and Countermeasures of Bullying in question number 16 to 18. All Guttman scale statements with correct and incorrect answers, as they were arranged using comprehensible sentences designed for primary school students. The research questionnaire has been tested for validity and reliability on elementary school children who have the same characteristics as respondents with a total of 50 respondents. The condition for the validity of the instrument is if the calculated  $r$  value is  $>$  the  $r$  table value (0.278) at  $N=50$  with a significance value  $<0.05$ . There were 18 valid question numbers with a calculated  $r$  value ranging between 0.289 – 0.572 ( $>0.278$ ) and a Cronbach's Alpha value

= 0.782. On the data collection, the first stage, prior to the health education process using illustrated storybook, researchers handed out the pre-questionnaire to assess respondents' bullying knowledge. The second stage, after the questionnaire was filled out, researchers provided the bullying themed illustrated storybooks, then let the respondents to read them which led to researchers explicated the health education according to the illustrated storybook material. The third stage, after the health education using illustrated storybook was provided, researchers handed out the post-questionnaire to be filled out by the respondents to measure their knowledge subsequent to the

health education using bullying themed illustrated storybook. The gained data was then processed and analysed. The pre and post-test data analysis utilized the Wilcoxon Test to discern the effect of health education using illustrated storybook towards the knowledge of primary school students, as well as to find a difference in terms of children's bullying knowledge prior and subsequent to the provided health education.

This research has received ethical clearance from Faculty of Health Sciences Citra Bangsa University, No. 051/EC/KEPK/FK/2023, dated on 4 August, 2023.

## RESULT

**Table 1.** Respondents Characteristics Distribution

Characteristics	N	%
1. Age		
10-12	196	98%
13-14	4	2%
2. Sex		
Male	107	53,5%
Female	93	46,5%

Based on [Table 1](#), there were 196 respondents aged 10 to 12 years old (98%) and 107 male respondents (53.5%).

**Table 2.** Kupang City Primary School students' knowledge prior and subsequent to the provided health education using bullying themed illustrated storybook

Characteristics	N	%
3. Pre-Test Knowledge		
Lack	54	27
Adequate	106	53
4. Good	40	20
Post-Test Knowledge		
Adequate	33	16,5
Good	167	83,5

[Table 2](#) shows that there was a difference on primary school students' bullying knowledge prior and subsequent to the provided health education using illustrated storybook. Before the health education was provided using bullying themed illustrated storybook, at most 106 respondents possessed adequate bullying knowledge (53%) and

at least 40 respondents possessed good bullying knowledge (20%). As comparison, after the health education was provided using bullying themed illustrated storybook, at most 167 respondents possessed good bullying knowledge (83.5%) and at least 33 respondents possessed adequate bullying knowledge (16.5%).

**Table 3.** The Effect of Health Education through bullying themed illustrated storybook towards the knowledge of primary school students in Kupang City

Pre-Test Knowledge	N	Mean Rank	P Value
Negative ranks	0	0,00	<b>0,000</b>
Positive ranks	156	78,50	
Ties	44		
Total	200		

[Table 3](#) above showed 0.000 *p value* which indicates that there was an effect of health education through illustrated storybook towards bullying knowledge of primary school students in Kupang City. Furthermore, Positive Ranks valued on 156 implies that there were 156 respondents who experienced knowledge improvement by 78.5% after receiving health education through bullying themed illustrated storybook, while 44 respondents had remain the same prior and subsequent to the provided health education through bullying themed illustrated storybook.

## DISCUSSION

Despite being considered as a part of the normal rites of growing up, bullying is now recognized as a significant but preventable public health problem. The impact of bullying on victims, witnesses and perpetrators include poor physical health and poor mental health such as escalated anxiety, depression and increasing risk of disease ([Flannery et al., 2023](#)). Bullying can have a negative impact on both the victim and the perpetrator. Bullying victims tend to experience anxiety, trauma, fear of meeting other people, even low self-esteem and suicide attempts. Meanwhile, the perpetrators of bullying continue to feel selfish and feel that they are the greatest ([Feoh & Muskananfola, 2023](#)). For this reason, bullying must be prevented from an early age. The results of this research prove that before being given health education using picture story books about bullying, most elementary school children in Kupang City knew about bullying in the categories of insufficient and sufficient. Elementary school children in Kupang City's knowledge about bullying improved after being given health education using picture story books about bullying.

Until now, there are still many elementary school children who do not know about bullying.

This results in elementary school children continuing to carry out bullying behavior and assuming that this behavior is normal in friendships. Many students do not have good knowledge about the meaning of bullying, types of bullying, places where bullying occurs, the impact of bullying, and how to prevent and handle bullying. Elementary students do not know that behavior such as insulting, making fun of or ridiculing friends, grabbing, pinching and even hitting friends is bullying behavior. Students' knowledge about types of bullying such as physical bullying ([Christina Rahayuningrum et al., 2022](#)). Elementary students also do not know that school is a place with the highest risk of bullying because at school students meet a lot of friends. Elementary students also don't know how to do it.

One of the prevention actions for bullying behaviors is providing the knowledge on bullying since elementary school years. Knowledge improvement can be done by providing health education. Health education can affect an individual or society to behave healthily. Health education is an effort made to provide a decent comprehension towards individuals or communities so that they can strive to improve their health ([Ayu et al., 2024](#)). Health education is also the provision of information or knowledge and abilities carried out through instructional techniques or learning practices ([Putri et al., 2022](#)). The target of health education is behavior transformation ([Mardiyah et al., 2020](#)). With health education about bullying, primary school students can cognize the definition of bullying, types of bullying, locations of bullying, the impact of bullying, the prevention of bullying and countermeasures of bullying, so that anti-bullying attitudes and behavior can be formed and bullying incidents in the future can be subsided.



Knowledge is the result of knowing and can occur when someone has done sensing on certain objects. The majority of knowledge and information received by an individual come from eyes and ears. The cognitive or knowledge field is an important domain in shaping human behavior or actions ([Darsini et al., 2019](#)). To understand the primary school students' knowledge about bullying, researchers measured students' knowledge before and after being given health education.

The knowledge received by children can be through the senses of sight and hearing which can be comprehended by the brain. There was a difference in students' knowledge about bullying prior and subsequent to the provided health education. Through health education using illustrated storybooks, researchers were able to convey information and transfer knowledge about bullying to primary school students so that their knowledge about bullying improved.

Afore-mentioned improvement in knowledge occurred because primary school students had received health education about bullying using illustrated storybooks which includes the definition of bullying, types of bullying, locations of bullying, prevention of bullying and its countermeasures. Apart from health education itself, the utilized media is also noteworthy. Health promoting media is one of the tools or effort that can be employed to display the intended health messages or information so as to improve knowledge which is ultimately expected to change individual's behaviors in a positive direction or to support health ([Yolanda & Budiati, 2020](#)).

This research utilized illustrated storybook as a medium for health education about bullying towards primary school students. Illustrated storybook is book that contains narratives about certain topics which includes text along with pictures that are used as illustrations ([Ramadhani & Setyaningtyas, 2021](#)). There are many factors that affecting primary school students' knowledge about bullying i.e. age, level of education and sources of information ([Kesuma et al., 2022](#)). This corresponds with the results of this research where most respondents were aged 10-12 years, which

according to theory, at the age of 7-12 years children are more likely to be fond of things with captivating illustrations, and prefer to read texts in illustrated storybooks compared to books with long texts ([Ramadhani & Setyaningtyas, 2021](#)). When health education is provided through illustrated storybooks, primary school students will understand it more easily because it contains simple and interesting messages. In addition, primary school students are more interested in reading material in the form of colorful illustrations ([Dessiane & Hardjono, 2020](#)). For this reason, researchers initiated illustrated storybooks with simple sentences that were captivating to read. This bullying themed illustrated storybook was able to improve the primary school students' knowledge about the definition of bullying, types of bullying, locations of bullying, the prevention of bullying and its countermeasures.

The hope is that after cognizing about bullying and its impacts, primary school students will not become the perpetrators or victims of bullying in the future, even when they have moved to a higher level of education and wider social relations. Children must not be perpetrators, victims or witnesses of bullying.

## CONCLUSION

Health education through illustrated storybooks about bullying has proven to have an effect on improving primary school students' knowledge about bullying. For this reason, the findings of this research can be used as a reference in providing health education about bullying to primary school students.

## SUGGESTION

Based on the results of this research, it is hoped that collaboration between various parties, including parents, teachers, schools, and nurses, will continue to provide education about bullying for elementary school children as an effort to prevent bullying behavior in elementary school children. This effort also helps in achieving the Government's Work Plan regarding mental revolution and cultural development by forming good character and

manners in children from elementary school age, one of which is anti-bullying behavior.

## ACKNOWLEDGEMENTS

Appreciation towards for the schools, especially the respondents, in this case primary school students in Kupang City, who participated in this research. Further gratitude to DRTPM Dirjen DIKTIRISTEK for funding this research in 2023 with contract number 191/E5/PG.02.00.PL/2023 and also thank you to Universitas Citra Bangsa.

## FUNDING

This research was funded by *DRTPM Dirjen DIKTIRISTEK* in 2023.

## CONFLICTS OF INTEREST

The authors have no conflicts of interest.

## AUTHOR CONTRIBUTIONS

All authors fully contribute to research activities starting from the planning process, research, data tabulation, data analysis, and preparation of results, including publishing articles in this journal.

## REFERENCES

- Agnes Setyowati. (2021, November 25). Maraknya Kasus Perundungan di Lingkungan Sekolah, Mari Lakukan Pencegahan! Halaman all - Kompas.com. *Kompas.Com*. <https://www.kompas.com/edu/read/2022/11/25/102907871/maraknya-kasus-perundungan-di-lingkungan-sekolah-mari-lakukan-pencegahan?page=all>
- Armitage, R. (2021). Bullying in children: impact on child health. *BMJ Paediatrics Open*, 5(1), e000939. <https://doi.org/10.1136/BMJPO-2020-000939>
- Ayu, R., Pangestu, D., & Wijhati, E. R. (2024). Efektivitas penyuluhan kesehatan mental tentang bullying pada siswa SD. *Journal of Midwifery Care*, 5(1), 158–167. <https://doi.org/10.34305/JMC.V5I1.1397>
- Christina Rahayuningrum, D., Patricia, H., Apriyeni, E., & Irman Veolina. (2022). Edukasi Pencegahan Bullying Pada Siswa Sekolah Dasar. *Martabe : Jurnal Pengabdian Kepada Masyarakat*, 5(9), 3110–3116. <https://doi.org/10.31604/JPM.V5I9.3110-3116>
- Darsini, Fahrurrozi, & Eko Agus Cahyono. (2019). Pengetahuan; Artikel Review. *Jurnal Keperawatan*, 11(1), 95–107.
- Dessiane, S. T., & Hardjono, N. (2020). Efektivitas Media Pembelajaran Cerita Bergambar Atau Komik Bagi Siswa Sekolah Dasar. *Jurnal Pendidikan Dan Konseling (JPDK)*, 2(1), 42–46. <https://doi.org/10.31004/JPDK.V2I1.537>
- Dewi, P. Y. A., & Dewi, P. Y. A. (2020). Perilaku School Bullying Pada Siswa Sekolah Dasar. *Edukasi: Jurnal Pendidikan Dasar*, 1(1), 39–48. <https://doi.org/10.55115/edukasi.v1i1.526>
- Feoh, F. T., & Muskananfol, I. L. (2023). Hubungan Pola Asuh Orang Tua dan Konformitas Teman Sebaya Dengan Perilaku Bullying Pada Remaja di Kota Kupang. *NURSING UPDATE : Jurnal Ilmiah Ilmu Keperawatan P-ISSN: 2085-5931 e-ISSN: 2623-2871*, 14(4), 439–446. <https://doi.org/10.36089/NU.V14I4.1793>
- Flannery, D. J., Scholer, S. J., & Noriega, I. (2023). Bullying and School Violence. *Pediatric Clinics of North America*. <https://doi.org/10.1016/J.PCL.2023.06.014>
- Galaresa, A., & Al Kasanah, A. (2022). Hubungan Pengetahuan terhadap Tindakan Bullying pada Remaja. *Jurnal Keperawatan*, 15(2), 14–19.
- Kesuma, S. I., Neherta, M., & Fajria, L. (2022). Gambaran Pengetahuan Anak terhadap Bullying di SD Negeri 23 Pasir Sebelah Kota Padang. *Jurnal Ilmiah Universitas Batanghari Jambi*, 22(2), 897–899. <https://doi.org/10.33087/JIUBJ.V22I2.2060>
- Krisdian, E., & Subekti, I. (2021). E-Book Cerita Bergambar Pencegahan Bullying untuk Anak Usia 9-11 Tahun Berbasis Alkitab. *Aletheia Christian Educators Journal*, 2(1), 57–68. <https://doi.org/10.9744/ALETHEIA.2.1.57-68>

- Kusumawardani, L. H., Dewanti, B. R., Maitsani, N. A., Uliyah, Z., Dewantari, A. C., Laksono, A. D., Saraswati, G. I., Nugroho, K. A., Lestari, A. D., & Laila, N. R. (2020). Peningkatan Pengetahuan Pencegahan Perilaku Bullying Melalui Metode Edukasi Dan Role Play Pada Anak Usia Sekolah. *Jurnal Ilmiah Keperawatan SHT*, 15(2), 162–171. <https://doi.org/10.30643/JIKSHT.V15I2.73>
- Lette, A. R., & Paulus, A. Y. (2021). Bullying As a Joke: A Mixed Method Study Among Senior High School Students in Kupang City. *Jurnal Aisyah : Jurnal Ilmu Kesehatan*, 6(1), 159–164. <https://doi.org/10.30604/jika.v6i1.437>
- Mardiyah, S., Syukur, A., Keperawatan, P. D.-I., Kusuma, S., & Surakarta, H. (2020). Pengaruh Edukasi dengan Metode Role Play terhadap Peningkatan Pengetahuan Tentang Pencegahan Bullying pada Anak Sekolah Dasar. *Jurnal Kesehatan Kusuma Husada*, 11(1), 99–104. <https://doi.org/10.34035/JK.V11I1.426>
- Menesini, E., & Salmivalli, C. (2017). Bullying in schools: the state of knowledge and effective interventions. *Psychology, Health & Medicine*, 22(sup1), 240–253. <https://doi.org/10.1080/13548506.2017.1279740>
- Ningtyas, P. V., & Sumarsono, R. B. (2023). Upaya Mencegah Bullying Anak Usia Sekolah Dasar Melalui Sosialisasi. *Jumat Pendidikan: Jurnal Pengabdian Masyarakat*, 4(2), 104–108. <https://doi.org/10.32764/ABDIMASPEN.V4I2.3706>
- Nugroho, W. S. (2019, October 20). Kasus Bunuh Diri Remaja Berinisial YSS di Kupang, KPAI: Diduga Alami Bullying Teman Sekolah. *Tribun Jogja.Com*.
- PH, L., Susanti, Y., & Silviani, M. A. (2020). Peningkatan Pengetahuan dan Sikap pada Remaja melalui Pendidikan Kesehatan tentang Dampak Bullying. *Jurnal Ners Widya Husada*, 5(3), 113–122. <https://doi.org/10.33666/JNERS.V5I3.340>
- Putri, D. D. W., Astarani, K., & Yusiana, M. A. (2022). Pendidikan Kesehatan Sebagai Metode Untuk Meningkatkan Pengetahuan Tentang Bullying Pada Anak: Literature Review. *Jurnal Penelitian Keperawatan*, 8(1), 17–23. <https://doi.org/10.32660/JPK.V8I1.592>
- Ramadhani, Y. P., & Setyaningtyas, E. W. (2021). Pengembangan Buku Cerita Bergambar sebagai Media Pembelajaran Tema 4 “Hidup Bersih Dan Sehat” SD Kelas II. *Jurnal Studi Guru Dan Pembelajaran*, 4(2), 509–517. <https://doi.org/10.30605/JSGP.4.2.2021.1307>
- Ramadhanti, R. (Ramadhanti), & Hidayat, M. T. (Muhamad). (2022). Strategi Guru dalam Mengatasi Perilaku Bullying Siswa di Sekolah Dasar. *Jurnal Basicedu*, 6(3), 4566–4573. <https://doi.org/10.31004/BASICEDU.V6I3.2892>
- Safitri, A. (2022). Perilaku Bullying Remaja Dipengaruhi Lingkungan Sekolah dan Pengetahuan. *Jurnal Keperawatan*, 7(2), 149–157. <https://doi.org/10.32668/JKEP.V7I2.710>
- Sekar, R. (2022, April 12). Survei Kemendikbud: Ada 24,4% Potensi Bullying Terjadi di Sekolah | kumparan.com. *Kumparan News*.
- Sudrajat, T., Utami, A., Dinata, R., Ihsan, M., & Bakri, K. (2020). Pedoman Pencegahan dan Penanggulangan Tindak Kekerasan di Sekolah Dasar. In *Direktorat Sekolah Dasar, Ditjen PAUD, Kementerian Pendidikan dan Kebudayaan*. Direktorat Sekolah Dasar, Ditjen PAUD, Kementerian Pendidikan dan Kebudayaan.
- Supriyatno, Tafiaty, H., Syaifuddin, M. A., Sukesu, D. A., Sumarsono, Bachtiar, G., Widiastuti, E., Widjningsih, R., Rahma, A. N., & Umaira Arlym, R. (2021). Buku saku bullying. In *Direktorat Sekolah Dasar Direktorat; Jenderal Pendidikan Anak Usia Dini, Pendidikan Dasar dan Pendidikan Menengah; Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi*.



- Direktorat Sekolah Dasar; Direktorat Jenderal Pendidikan Anak Usia Dini, Pendidikan Dasar dan Pendidikan Menengah; Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.
- Ulfah Jamil, M., & Daryanti, E. (2021). Hubungan Pola Asuh Dengan Bullying Di SMPN Jamanis Kabupaten Tasikmalaya. *Jurnal Mitra Kencana Keperawatan Dan Kebidanan*, 4(2), 54–62. <https://doi.org/10.54440/JMK.V4I2.109>
- Yolanda, F., & Budiyati, G. A. (2020). Pengaruh Pendidikan Kesehatan dengan Video Edukasi Tentang Bullying terhadap Perilaku Bullying pada Anak di SD Pujokusuman 1 Yogyakarta. *Nursing Science Journal (NSJ)*, 1(2), 28–37. <https://doi.org/10.53510/NSJ.V1I2.28>