



## Social Adjustment In School In Adolescents Who Have School Bullying

**Alifia Ridha Pratiwi**

Faculty Of Psychology, University Of North Sumatra, Jl. Dr. Mansur No. 9 Padang Bulan, Kec. Medan Baru, Kota Medan 20222

---

### ARTICLE INFO

#### **Article history:**

Received Des 10, 2019  
Revised Jan 02, 2020  
Accepted Feb 28, 2020

#### **Keywords:**

School Bullying  
Social Adjustment At School  
Teenagers

### ABSTRACT

The experience of school bullying or bullying at school is one of the factors that can affect social adjustment, especially social adjustment at school. Adolescents who are victims of bullying will experience psychological distress (psychological distress) which directly becomes an obstacle in making social adjustments. This study aims to see the description of social adjustment at school in adolescents who experience school bullying. This study was conducted on three teenagers who experienced bullying at school using a qualitative approach. The theory used in this study is the theory of social adjustment in schools by Schneiders (1964). Social adjustment is considered as important for adolescents to be able to fulfill their developmental tasks. The results showed that the three research subjects had poor social adjustment in school. Subject F has poor social adjustment in school in terms of completing school assignments, following lessons in class, and interacting with friends in class. Subject T has a poor social adjustment in school in terms of interacting with his friends in class. Meanwhile, subject M has poor social adjustment in school in terms of following lessons in class, completing school assignments, interacting with friends, and attending school. School environment factors and parenting patterns are considered very influential on the good or bad social adjustment in school in the three subjects. Subject F has poor social adjustment in school in terms of completing school assignments, following lessons in class, and interacting with friends in class. Subject T has a poor social adjustment in school in terms of interacting with his friends in class. Meanwhile, subject M has poor social adjustment in school in terms of following lessons in class, completing school assignments, interacting with friends, and attending school. School environment factors and parenting patterns are considered very influential on the good or bad social adjustment in school in the three subjects. Subject F has poor social adjustment in school in terms of completing school assignments, following lessons in class, and interacting with friends in class. Subject T has a poor social adjustment in school in terms of interacting with his friends in class. Meanwhile, subject M has poor social adjustment in school in terms of following lessons in class, completing school assignments, interacting with friends, and attending school. School environment factors and parenting patterns are considered very influential on the good or bad social adjustment in school in the three subjects. Subject T has a poor social adjustment in school in terms of interacting with his friends in class. Meanwhile, subject M has poor social adjustment in school in terms of following lessons in class, completing school assignments, interacting with friends, and attending school. School environment factors and parenting patterns are considered very influential on the good or bad social adjustment in school in the three subjects. Subject T has a poor social

---

adjustment in school in terms of interacting with his friends in class. Meanwhile, subject M has poor social adjustment in school in terms of following lessons in class, completing school assignments, *This is an open* interacting with friends, and attending school. School environment factors and parenting patterns are considered very influential on the good or bad social adjustment in school in the three subjects.

access article under the [CC BY-NC](#) license.



---

**Corresponding Author:**

Alifia Ridha Pratiwi,  
Faculty Of Psychology,  
University Of North Sumatra  
Jl. Dr. Mansur No. 9 Padang Bulan, Kec. Medan Baru, Kota Medan 20222  
Email: alifiaridha@gmail.com

---

## 1. INTRODUCTION

Along with the development of violent behavior in children and adolescents, children no longer perceive school as a safe place. Children view school as a bad place and threaten their sense of security while at school (Hidayati, 2012). Tumon's research (2014) shows that the school environment has become the target of various violent behaviors that threaten the safety of children at school. According to Rinehart & Espelage (2016) perceptions of violent behavior in schools can be explained through school-level predictors (school-level predictors) and individual levels (student-level predictors). The school level explains that the school climate, such as school policies that are less strict and schools that differentiate gender, can support violent behavior in schools.

Bullying cases in Indonesia have continued to increase this year. Research conducted by the NGO Plan International and the International Center for Research on Women (ICRW) for Indonesia in early March 2015 showed that children in Indonesia have a higher percentage than other Asian regions in terms of experiencing violence in schools (Qodar, 2015). The Ministry of Social Affairs (Kemensos) has received around 117 reports related to bullying cases until mid-2017. The Indonesian Child Protection Commission (KPAI) noted that there were 253 reports of bullying cases in schools as of June 2017, with 122 victims and 131 perpetrators (Muthmainah, 2017). This shows that reports of bullying cases in Indonesia are not a small number apart from bullying cases that are not reported by the public.

The phenomenon of bullying began to receive attention from researchers, educators, and the public since 1970 through the research of Olweus from the University of Bergen in Scandinavia. Since then bullying in schools has been referred to as school bullying. In Indonesia, research on bullying in schools was carried out by an expert on bullying intervention, namely Dr. Amy Huneck (in SEJWA, 2008). The results showed that around 10% - 60% of students in Indonesia reported receiving ridicule, ostracism, beatings, kicks, or encouragement, at least once a week.

Negative treatment can be done in various ways. Based on its form, bullying is divided into two, namely direct bullying and indirect bullying (Olweus & Limber, 2010). Direct bullying includes physical and verbal forms of bullying. The results of the research by Hasibuan & Wulandari (2015) show that physical bullying is any action aimed at physically harming the victim in the following ways: hitting, pushing, kicking, grabbing, pinching, and so on.

One of the obstacles in making social adjustments at school faced by victims of bullying is interacting with their friends in class because of the tendency of friends to reject the existence of the victim. This shows that one of the adolescent developmental tasks related to fostering friendships and positive relationships with peers (peers) cannot be fulfilled by adolescents who experience bullying (Santrock, 2013). In addition, adolescents who are victims of bullying tend to have low self-esteem as a result of the psychological pressure they experience. Self-esteem itself

is very important for adolescents because it can help in the search for self-identity which is one of the developmental tasks in adolescence (Erikson, in Papalia, Olds, & Feldman, 2004).

## 2. RESEARCH METHOD

The research method used in this study is a qualitative research method. Qualitative research methods are useful for getting a deeper understanding of the picture of social adjustment in school for adolescents who experience school bullying, with the focus of the research being to answer the research question, namely What is the picture of social adjustment in school for adolescents who experience school bullying.

An understanding of social adjustment in school for adolescents who experience school bullying is actually not enough just to find out about "what" and "how much" the adjustment behavior occurs in the victim's life, but it is necessary to understand in terms of "why" social adjustment is needed in adolescents who experience school bullying, and also from the side

how these social adjustments are reflected in the daily lives of teenagers who experience bullying at school. These data can only be revealed using qualitative research methods, in accordance with the purpose of qualitative research methods, namely obtaining a comprehensive and complete understanding of the phenomenon under study (Poerwandari, 2009).

In particular, the type of qualitative research used in this study is phenomenology. Research with a phenomenological approach seeks to understand the meaning of an event or phenomenon and its influence on human life in certain situations (Poerwandari, 2009). Phenomenology also often is the experience of school bullying or bullying at school.

## 3. RESULTS AND DISCUSSIONS

### 3.1 SUBJECT F

Rosen et al. (2015) stated that the experience of social aggression by peers can cause pain that causes psychological distress (psychological distress). Psychological pressure experienced by subject F in the form of feeling depressed and sick every time he gets bad treatment from his friends. Feelings of depression as a consequence of bullying behavior in schools can affect social adjustment (Schneiders, 1964). This shows that psychological pressure directly becomes an obstacle for individuals in carrying out activities related to social adjustment in the school environment.

The psychological pressure experienced by subject F made it difficult for the subject to concentrate in class. Disruption of concentration due to bullying behavior causes subject F not to complete assignments or attend lessons. According to DeRosier & Lloyd (2011) children who experience bullying tend to experience various academic difficulties, one of which is involvement with lessons in class. The unwillingness to complete tasks or take lessons can lead individuals to incapacity and this is related to the low self-efficacy of subject F. The results of Romera, Ortiz, & Ruiz (2016) research show that low self-efficacy is one of the problems faced by victims of bullying that causes individuals to have difficulty achieving adequate social adjustment.

According to Wolke & Lereya (2015) children who are the target of bullying find it difficult to start good relationships with their peers because victims tend to have concerns that they will get bad treatment again. Likewise, subject F who has difficulty interacting with his friends in class. Subject F experiences anxiety when facing friends who bully him so they tend to isolate themselves from the surrounding environment. In line with the research of Erath et al. (in Romera et al., 2016) which states that social anxiety experienced by victims of bullying causes victims to be unable to cope with social situations so that it affects behavior in the context of interacting. Subject F has difficulty dealing with the situation of friends who always deny their existence so they tend to isolate themselves from the environment around them.

Subject F also felt psychological pressure related to the verbal bullying he experienced. Negative sentences that are often heard from friends make subject F have a negative self-concept. A negative self-concept can cause individuals to be insecure, pessimistic, and unwilling to face challenges so that they lead individuals to low self-esteem. The results of Blais, Gervais, & Hebert

(2014) research show that individuals who experience verbal bullying tend to develop signs of rejection and threats to their inner values, thereby lowering the individual's self-esteem. Subject F tends to evaluate himself negatively so he refuses to interact with friends, including not attending sports lessons. The results of research on self-esteem show that the way individuals perceive themselves can affect adjustment socially, academically and emotionally (Romera et al., 2016).

According to Schneiders (1964) not all children will show poor social adjustment when experiencing an event in a certain context. Subject F is able to participate in extracurricular activities at school, namely Scouts and Paskibra. Participating in extracurricular activities at school is a good social adjustment related to interest and participation in school activities. Subject F also remained at school despite being the target of bullying from his friends. This is because the demands of subject F's adoptive parents who tend to be authoritarian make the subject have no choice but to go to school.

Azeredo, Levy, Araya & Menezes (2015) show that individual factors are related to the bullying experience experienced by students, one of which is gender. Subject F as a female victim of bullying tends not to want to report what happened to her teacher or parents. Carbone-Lopez et al. (in Azeredo et al., 2015) shows that girls tend to experience more undetected forms of bullying and tend to be less willing to report their incidents than boys. In terms of individual factors, when individuals do not report their bullying experiences, it is unlikely that teachers can help students and teachers in schools are less likely to support social adjustment in individuals.

Not only individual factors, contextual factors are also associated with the experience of bullying, one of which is the school environment. Rinehart & Espelage (2015) research results show that a positive school climate can minimize violent behavior in schools by providing a safe and supportive environment for children. Subject F sees that his school environment is not able to provide a supportive environment, so it is difficult for subject F to be able to report the incident he experienced to the teacher. Rinehart & Espelage (2015) explain that children who are the target of bullying at school tend to have a lower sense of school belonging. Likewise felt by subject F. Subject F felt not accepted, not respected,

One of the external factors that can influence whether or not an individual's social adjustment is good is parents (Schneiders, 1964). The shift in parenting from biological parents to adoptive parents caused confusion in subject F. The lack of communication between subject F and his adoptive parents and the parenting pattern of adoptive parents who tended to be authoritarian led subject F to difficulties in social adjustment at school. Even though the subject is still able to attend school due to the demands of his adoptive parents, his involvement with activities at school is still minimal. According to Shetgiri, Lin, Avila, & Flores (2012) two-way communication between parents and children, meeting with children's friends, and encouraging children academically can reduce the risk of experiencing bullying at school and improve psychosocial adjustment.

One of the social adjustment difficulties faced by subject F is related to the ability to interact with their peers in class. The condition of friends who reject him makes it difficult for the subject to interact so they tend to withdraw from the environment. According to Santrock (2013), one of the tasks of adolescent development is related to the ability to build friendships and positive relationships with peers. When adolescents are unable to interact with their friends at school, the task of adolescent development in terms of building positive relationships with peers cannot be fulfilled. Adolescents who are unable to have close, stable, and supportive friendships tend to have a bad view of themselves, have difficulty undergoing education at school, are unable to get along, tend to be anxious,

Undergoing education at school is a difficulty faced by teenagers who are victims of school bullying. According to Santrock (2013), one of the tasks of adolescent development is to make adjustments to schools, including classroom learning activities and educational programs provided by schools. Subject F has difficulty following lessons in class, has difficulty completing school assignments, finds it difficult to do group assignments, and does not even attend sports lessons for fear of being bullied by his friends. These difficulties caused the subject to be unable to achieve good performance in school. Subjects often do not get grades because they are rarely able to

complete assignments. These difficulties can hinder the fulfillment of adolescent developmental tasks related to adjustment to school.

### 3.2 SUBJECT T

The experience of bullying experienced by subject T causes the emergence of psychological pressure in the subject. Psychological pressures experienced by subject T include the emergence of feelings of depression, shame to show their faces in front of others, feeling stupid, feeling useless, and being ostracized. Research results Romera et al. (2016) show that the problems faced by adolescents who experience bullying are related to social adjustment. The psychological effect of the experience of bullying is one of the factors that can affect social adjustment in adolescents.

While still attending his old school, the experience of bullying experienced by the subject made him feel useless and embarrassed to show his face in front of others. These feelings indicate a negative self-concept in subject T. A negative self-concept can lead to feelings of insecurity, pessimism, and low self-esteem so that the subject tends to judge himself as worthless. It can lead the subject to low self-esteem. According to Romera et al. (2016) students who experience violence at school get psychological effects, one of which is low self-esteem. Low self-esteem causes subject T to often not attend school because the subject feels that his friends do not need him and reject his existence.

Subject T also experienced a negative self-concept while attending his new school. Negative sentences that are often conveyed by friends to the subject as a form of verbal bullying make the subject feel so stupid. Feelings of feeling stupid indicate a negative self-concept in subject T which can lead to feelings of insecurity and worthlessness (low self-esteem). Low self-esteem makes subject T develop withdrawing behavior from the surrounding environment. Research results Romera et al. (2016) show that low self-esteem in victims of peer violence at school causes the emergence of behavior to avoid social interaction, making it difficult for adolescents to achieve adequate social adjustment. Furthermore, because victims are often exposed to negative peer experiences,

### 3.3 SUBJECT M

Psychological pressure experienced by subject M from experiencing bullying behavior at school includes feeling tortured and depressed until a sense of trauma arises in him. According to Romera et al. (2016) psychological pressure as a consequence of bullying behavior can affect social adjustment and psychological effects are related to the low level of social adjustment in students who experience violence against peers.

According to DeRosier & Lloyd (2011), difficulty following lessons is one of the problems faced by children who are victims of bullying. Subject M often does not attend class and chooses to leave the class because he feels anxious and afraid that he will get the same treatment from his friends. The research results of Ploeg et al. (2015) showed that students who frequently experienced bullying significantly had high social anxiety. According to Rosen et al. (2015) the experience of peer violence has a positive relationship with social anxiety. The existence of social anxiety causes students to have low social involvement in school (Ploeg et al., 2015). Students do not want to take lessons, do not want to complete assignments, choose not to go to school,

Quitting school is also the impact experienced by subject M from experiencing social anxiety due to bullying behavior carried out by his friends. Victims who show high levels of social anxiety tend to feel less comfortable in school so they look for various ways to leave school (Ploeg et al., 2015). Quitting school also shows a hopelessness condition in subject M. This condition is influenced by the level of social anxiety experienced by the victim. According to Ploeg et al. (2015) the level of social anxiety can be influenced by the intensity of bullying behavior experienced by the victim. The more intense the bullying behavior experienced, the higher the victim's level of social anxiety, so the higher the victim's desire to leave school.

Building interaction with peers is a difficulty faced by subject M in making social adjustments. The condition of friends who often refuse the presence of the subject makes it difficult for the subject to communicate and interact with the people around him. This treatment makes the subject

feel unappreciated and useless in front of his friends. This causes subject M to have a negative self-concept. A negative self-concept makes the subject insecure and worthless so that it leads to low self-esteem. In line with the research of Romera et al. (2016) which states that adolescents who are victims of bullying tend to have a bad perception of themselves that makes them feel unable to engage in positive relationships with others and are afraid of social situations. This negative effect makes students withdraw from rewarding and rewarding relationships, thereby preventing students from learning the social skills needed to achieve balanced development. Difficulty in interacting with friends in class indicates a less effective social adjustment related to building positive relationships with peers (Schneiders, 1964).

#### 4. CONCLUSION

Based on the research that has been done, it can be concluded that the three research subjects have poor social adjustment in school. Subject F has poor social adjustment in school in terms of completing school assignments, following lessons in class, and interacting with friends in class. Although subject F still attends school, this is triggered by the demands of his adoptive parents who tend to be authoritarian so that subject F has no other choice but to attend school. Subject T has poor social adjustment in terms of interacting with his friends in class. While still attending his old school, subject T had difficulty attending school due to bullying, so he often did not attend and decided to change schools when he was in eighth grade. Although subject T is able to attend school, attend lessons, and complete school assignments, subject T still has poor social adjustment because they are unable to build positive relationships with their friends at school. Meanwhile, subject M has poor social adjustment at school in terms of attending classes and choosing to leave class, unable to complete school assignments, difficult to communicate and interact with friends, and several times absent from school. Subject M even decided to quit school. This shows that there is a poor social adjustment in school on the subject of M.

#### REFERENCES

- Azeredo, Catarina Machado., Levy, Renata Bertazzi., Araya, Ricardo. & Menezes, Paulo Rossi. (2015). Individual and contextual factors associated with verbal bullying among Brazilian adolescents. Azeredo et al. *BMC Pediatrics* (2015) 15:49 DOI 10.1186/s12887-015-0367-y.
- Berthold, K. A. and Hoover, J. H. (2000). *Correlates of Bullying and Victimization among Intermediate Students in the Midwestern USA*. Sage Publication Volume 21, No. 1.
- Blais, Martin., Gervais, Jesse., & Hebert, Martine. (2014). Internalized Homophobia as a Partial Mediator between Homophobic Bullying and Self- Esteem among Sexual Minority Youths in Quebec (Canada). *Cien Saude Colet.* 2014 March ; 19(3): 727–735. available in PMC 2016 November 14.
- DeRosier, Melissa E. & Lloyd, Stacey W. (2011). The Impact of Children's Social Adjustment on Academic Outcomes. *The National Center for Biotechnology Information. Read Writ Q.* 2011 Jan; 27(1): 25–47.
- Djuwita, Ratna. (2006). Kekerasan Tersembunyi di Sekolah: Aspek-aspek Psikososial dari Bullying. Artikel pada Workshop Bullying: Masalah Tersembunyi dalam Dunia Pendidikan di Indonesia. Diakses melalui website psikologi.ui.ac.id.
- Halimah, Andi., Khumas, Asniar., & Zainuddin, Kurniati. (2015). Persepsi pada Bystander terhadap Intensitas Bullying pada Siswa SMP. *Jurnal Psikologi* Volume 42, No 2, Agustus 2015: 129–140.
- Hasan, Sofy Ariany & Handayani, Muryantinah Mulyo. (2014). Hubungan antara Dukungan Sosial Teman Sebaya dengan Penyesuaian Diri Siswa Tunarungu di Sekolah Inklusi. Universitas Airlangga Surabaya.
- Hasibuan, Rosya Linda & Wulandari, Rr. Lita Hadiati. (2013). Efektivitas Rational Emotive Behavior Therapy (REBT) untuk Meningkatkan Self Esteem pada Siswa SMP Korban Bullying. Repository Universitas Sumatera Utara. *Jurnal Psikologi*, Volume 11 Nomor 2, Desember 2015.

- Hidayati, Nurul. (2012). *Bullying pada Anak: Analisis dan Alternatif Solusi*. Fakultas Psikologi Universitas Muhammadiyah Gresik: INSAN Vol. 14 No. 01, April 2014.
- Hurlock, Elizabeth B. (1980). *Psikologi Perkembangan : Suatu Pendekatan Sepanjang Rentang Kehidupan*. Jakarta : Penerbit Erlangga.
- Hurlock, Elizabeth B. (1990). *Psikologi Perkembangan : Suatu Pendekatan Sepanjang Rentang Kehidupan*. Jakarta : Penerbit Erlangga.
- Juvonen, Jaana., Nishina, Adrienne., and Sandra Graham. (2000). Peer Harassment, Psychological Adjustment, and School Functioning in Early Adolescence. *Journal of Educational Psychology* 2000, Vol. 92, No. 2, 349-359.
- Lumbanbatu, Kurnia J.P. (2015). *Perbedaan Penyesuaian Sosial Remaja Tunarungu Ditinjau dari Metode Komunikasi*. Universitas Sumatera Utara. Skripsi.
- Maslihah, Sri. (2011). *Studi tentang Hubungan Dukungan Sosial, Penyesuaian Sosial di Lingkungan Sekolah, dan Prestasi Akademik Siswa SMPIT Assyfa Boarding School Subang Jawa Barat*. *Jurnal Psikologi Undip* Vol. 10, No.2, Oktober 2011.
- Muthmainah, Dinda Audriene. (2017). *Semakin Banyak yang Melaporkan Kasus Bullying*. Diakses pada Rabu, 6 September 2017 pukul 12.47 melalui website <https://www.cnnindonesia.com/gaya-hidup/20170722163858-277-229641/semakin-banyak-yang-melaporkan-kasus-bullying/>.
- Natakinssy, Lona. (2011). *Perlindungan dan Jaminan Hukum Terhadap Anak Korban Bullying Pada Tingkat Pelajar Sekolah Menengah Atas di Kota Yogyakarta*. Skripsi thesis, Universitas Atmajaya Yogyakarta.
- Olweus, Dan. (1993). *Bullying at School: What We Know and What We Can Do*. Cornwall: Blackwell Publishing.
- Olweus, Dan. (2003). *Profile of Bullying at School*. PDF Summary version. Olweus, Dan & Limber, Susan P. (2010). *Bullying in School: Evaluation and Dissemination of The Olweus Bullying Prevention Program*. *American Journal of Orthopsychiatry* 2010, Vol. 80, No. 1, 124–134.
- Papalia, D.E., Olds, & Feldman. (2004). *Human Development* 9th ed. New York: McGraw-Hill Companies, Inc.
- Pepler, Debra J. & Wendy Craig. (2000). *Making a Difference in Bullying*. PDF version.
- Ploeg, Rozemarijn van der., Steglich, Christian., Salmivalli, Christina., & René Veenstra. (2015) *The Intensity of Victimization: Associations with Children's Psychosocial Well-Being and Social Standing in the Classroom*. *PLOS ONE* DOI:10.1371/journal.pone.0141490 October 29, 2015
- Poerwandari, E. K. (2005). *Pendekatan kualitatif untuk penelitian perilaku manusia (edisi.Ketiga)*. Depok: LPSP3 Fakultas Psikologi Universitas Indonesia.
- Poerwandari, K.E. (2009). *Pendekatan Kualitatif Untuk Perilaku Manusia*. Lembaga Pengembangan Sarana Pengukuran Dan Pendidikan Psikologi.
- Putri, Bella Jufita. (2016). *Jadi Korban Bully 3 Tahun, Ini Tanggapan Citra Scholastika*. Diakses pada 20 Oktober 2016 pukul 19.15. melalui website <http://health.liputan6.com/read/2512125/jadi-korban-bully-3-tahun-ini-tanggapan-citra-scholastika>.
- Qodar, Nafiysul. (2015). *Survei ICRW: 84% Anak Indonesia Alami Kekerasan di Sekolah*. Diakses pada 5 Maret 2017 pukul 20.18 melalui website <http://news.liputan6.com/read/2191106/survei-icrw-84-anak-indonesia- alami-kekerasan-di-sekolah>.
- Riauskina, Djuwita dan Soesetio (2001). *Psikologi Remaja Perkembangan Peserta Didik*. Jakarta : Bumi Aksara.
- Rigby, Ken. (1999). *What Harm Does Bullying Do*. University of South Australia. PDF Version. Diakses pada 2 Januari 2016 pukul 16.16.

- Rinehart & Espelage. (2016). A Multilevel Analysis of School Climate, Homophobic Name-Calling and Sexual Harassment Victimization/Perpetration Among Middle School Youth. *American Psychological Association*. Vol. 6, No. 2, 213–222.
- Rodkin, Philip C., Espelage, Dorothy L., & Hanish, Laura D. (2015). A Relational Framework for Understanding Bullying. *American Psychological Association* Vol. 70, No. 4, 311–321.
- Romera, Eva M., Ortiz, Olga Gomez., & Ruiz, Rosario Ortega. (2016). The Mediating Role of Psychological Adjustment between Peer Victimization and Social Adjustment in Adolescence. *Frontiers in Psychology* November 2016, Volume 7, Article 1749.
- Rosen, Lisa H., Underwood, Marion K., Beron, Kurt J., Gentsch, Joanna K., Wharton, Michelle E., & Rahdar, Ahrareh. (2009). Persistent versus Periodic Experiences of Social Victimization: Predictors of Adjustment. *The National Center for Biotechnology Information. J Abnorm Child Psychol.* 2009 Jul; 37 (5) 693-704.
- Santrock, J. W. (2013). *Life-span Development* 14th ed. New York: McGraw-Hill Companies, Inc.
- SEJIWA (Yayasan Semai Jiwa Amini). (2008). *Mengatasi kekerasan dari sekolah dan lingkungan anak*. Jakarta: Grasindo.
- Shetgiri, Rashmi., Lin, Hua., Avila, Rosa M. & Glenn Flores. (2012). Parental Characteristic Associated With Bullying Perpetration in US Children Aged 10 to 17 years. *Am J Public Health.* 2012 December; 102(12): 2280–2286.
- Schneiders, Alexander A., (1964). *Personal Adjustment and Mental Health*, New York: Holt, Rinehart and Winston.
- Suryanis, Afrilia. (2017). Bullying Picu Bunuh Diri? Begini Kata Kak Seto. Diakses. pada Rabu, 6 September 2017 pukul 12.24. melalui website <https://cantik.tempo.co/read/news/2017/07/25/330894415/bullying-picu-bunuh-diri-begini-kata-kak-seto>
- Swearer, Susan M. & Hymel, Shelley. (2010). Understanding the Psychology of Bullying. *American Psychological Association* Vol. 70, No. 4, 344–353.
- Tumon, Matraisa Bara Asie. (2014). Studi Deskriptif Perilaku Bullying pada Remaja. *Calyptra: Jurnal Ilmiah Mahasiswa Universitas Surabaya* Vol.3 No.1 (2014).
- Wardhani, Diandra Ayu Citi. (2015). *Penyesuaian Sosial pada Siswa Akselerasi*. Universitas Muhammadiyah Surakarta. Naskah Publikasi.
- Wolke, Dieter & Lereya, Suzet Tanya. (2015). Long-Term Effects of Bullying. Department of Psychology. University of Warwick. Wolke D, Lereya ST. *Arch Dis Child* 2015;100:879–885. doi:10.1136/archdischild-2014-306667.
- Yeow, Roland., Ko, Roger., & Loh, Sharmaine. (2011). An Exploratory Study of Social Adjustment Among Youth in Residential Homes. *Educational Research* (ISSN: 2141-5161) Vol. 2(9) pp. 1488-1497 September 2011