

The Impact of Bullying on Adolescent : A Systematic Review

Sintia Paramita¹, Rizky Yuniarti Palipung², Ni'matuzahroh³

¹²³Muhammadiyah University of Malang, Master of Science Psychology, Indonesia

Abstract:

Bullying is an act that can hurt others both verbally and non-verbally which is carried out continuously and over a long period of time. Bullying behavior can cause the victim to be in a constant state of intimidation. The purpose of this systematic review is to determine the impacts of bullying behavior on adolescents. There are twelve journals that provide information related to the dangers and what are the impacts of bullying behavior on adolescents. The literature search was conducted using one database, Scopus. Only studies that were published in English and examined bullying and the impact of bullying were included in this systematic review. The results of this systematic review revealed that bullying behavior has many negative impacts on both perpetrators and victims, including disrupting mental health and physical health, lowering academic achievement, and can even lead to suicidal behavior.

Keywords: *Bullying, Adolescents, Impacts*

1. Introduction

Adolescence is the period between childhood and adulthood, characterized by significant biological and social changes, including puberty, education, and varying levels of maturity. While the World Health Organization (2019) [1] states that adolescence lasts from 10-19 year-olds, research in the field of adolescent health identifies 18 years of age as the end of the period. This is because many countries, including Australia, the United Kingdom and the United States, consider a person to be an adult at 18 years old, with associated changes in roles and responsibilities, such as independence from guardians, completion of formal education and participation in elections (Dahl, 2004; Jaworska & MacQueen, 2015).

Adolescence is a very important period, because during this time individuals will begin to become independent, form new relationships, develop social skills, and learn behaviors that will last throughout their lives [1]. During this period, individuals are also required to learn many aspects of life. Including how a person's appreciation and experience both about himself, the environment, social and culture around him. this is in line with what is said by At this time adolescents are expected to be able to complete their developmental tasks properly, so that adolescents are able to make choices for their future and can overcome the problems that exist in themselves and can behave in accordance with the values and rules that apply in their environment [2].

Adolescents who are unable to overcome their problems will feel negative emotions and effects, if the negative emotions experienced are uncontrollable, it is not uncommon for adolescents to tend to take actions that can harm themselves, such as hurting themselves, committing social deviations, taking drugs, and other harmful behaviors [3]. During adolescence, individuals also experience a process of searching for self-identity so that they are vulnerable to problems such as problems with parents, problems at school and with peers, one of the problems that often arise during adolescence is juvenile delinquency (Novita, 2012). The World Health Organization (2019) [1] states that mental health problems that develop during adolescence can affect how individuals achieve education and employment, develop and maintain relationships in adulthood, and parent their own children. Therefore, it is important to better understand experiences that can negatively impact mental health during adolescence, such as *bullying*.

Bullying is repeated behavior that injures and threatens the health of one or more individuals, which occurs in many ways, for example, hurtful words, threats and intimidating behavior both verbal, and non-verbal. Neuman and Baron [4] state that bullying is all forms of behavior that seek to harm or inflict harm on

others within the same organization. Unlike other acts of aggression that are carried out on a specific occasion and in a short period of time, bullying is usually carried out on an ongoing basis and over a long period of time. This leaves the victim in a constant state of intimidation. In fact, *bullying* has become a serious phenomenon in education and is perpetrated by teenagers.

Bullying behavior is defined as an imbalance of power between two individuals, where the stronger individual repeatedly causes harm to the weaker individual [5]. Negative behaviors in *bullying* can usually be seen directly, including aggressive acts such as physical violence (e.g., pushing or punching) and verbal violence (e.g., insulting or mocking). In addition, bullying can also occur indirectly through actions that damage social relationships, such as spreading rumors or excluding someone from a social group. [6] Said that adolescent *bullying* is a significant international problem with as many as 100-600 million adolescents directly involved in *bullying* behavior worldwide each year (Volk, Craig, Boyce, & King, 2006). According to the United Nations Education Scientific and Cultural Organization (UNESCO), *School bullying* occurs worldwide and it is estimated that every year 245 million children experience *bullying* [7]. Currently, bullying is in the spotlight of international organizations, one of which is Plan International (ICRW) in 5 Asian countries namely Vietnam (79%), Cambodia (73%), Nepal (79%), Pakistan (43%) and Indonesia (84%).

Based on the explanation above, understanding the impact of *bullying* behavior on adolescents is very important, not only to identify the impact on the victim, but also to assess the impact on the perpetrator. In addition to the individual impact, bullying behavior can also be detrimental to the social environment and the school as a whole. This systematic review will present relevant information to determine the impact of *bullying* behavior among adolescents. A single study is not enough to support policy improvement. For maximum results, it requires a synthesis of several previous research results by synthesizing a number of research results through a *systematic review* approach and presenting them in the form of actionable messages. *Systematic review* is a research method for identifying, evaluating, and interpreting research [8].

2. Metodology

Literature Search Strategy

A careful literature search strategy was employed to gather relevant information on bullying behavior in adolescence. In this study, a literature search of publications written in English was conducted. In the review process, the authors started by creating a research question, using the SPIDER formulation (Sample, Phenomenon of Interest, Design, Evaluation, Research Type) with reference to this systematic question, the authors developed a research question. The research question in this review is, what are the impacts of bullying behavior on adolescents? Next, the authors continues the process by determining keywords or keywords for searching the database. The keywords or keywords determined in this systematic review are: Bullying Behavior, Bullying, Peer Victimization, Hazing, Teenagers, and Adolescent. From several search terms, the authors entered the database, namely Scopus. In addition to the database search, reference lists of studies that met the inclusion criteria as well as relevant reviews were also checked for additional articles that may be relevant. In addition, the authors also took into account the publication year of the studies, by including studies published within a certain period of time to ensure that the authors' review covered the most recent and relevant literature.

Eligibility Criteria

To be included in our review, studies must directly examine the impact of bullying on adolescents, covering dimensions such as psychological well-being, social functioning, and academic achievement. Eligible studies must utilize robust methodologies, including quantitative, qualitative, or mixed methods approaches, and be published in English. Both traditional forms of bullying and cyberbullying will be considered. However, studies that focus solely on intervention or prevention strategies without substantial analysis of the impact of bullying will be excluded from this review.

Analytical Process

The analytical process used in this study involved systematically collecting data from various sources, assessing the eligibility of the studies found for inclusion using predefined criteria, extracting and summarizing relevant data on the impact of *bullying* on adolescents' mental health, academic achievement

and social behavior, and carefully interpreting the findings to fully understand the impact of *bullying* on adolescents. The data was then presented in tabular form.

Study Selection

The process of selecting studies for our systematic review on the impact of bullying behavior on adolescents involved a comprehensive examination of the available literature. This involved careful screening of multiple sources, including academic databases, to identify relevant studies. We applied pre-established inclusion criteria, such as the type of study, the age range of the adolescents studied, and specific indicators of the psychological and social impact of *bullying behavior*. In addition, we thoroughly reviewed the titles, abstracts, and full texts of potentially eligible studies to ensure that they met our inclusion criteria. Through this selection process, we aimed to compile a robust collection of studies that provide valuable insights into the diverse impacts of bullying behaviors on adolescent well-being.

3. Result

Search and Screening

During this literature search, 200 articles were identified from Scopus. From all of these articles, the first stage of filtering was carried out through the journal title, as many as 1 article that did not match the title was excluded. Furthermore, the second stage of screening was carried out by reading the abstract (N = 159), as many as 159 with abstracts that did not match the criteria were excluded. Then, the final stage of screening was carried out by reading the entire journal obtained (N = 40). And 28 articles with content that did not fit the criteria were excluded. So that the journals that match the research questions that have been asked are obtained. From a total of 200 journals, there were 12 journals that fit the criteria of looking for the impact of bullying behavior on adolescents. The articles used in this systematic review were entirely in English.

Characteristics of the Research Included

No.	Source	Country	Subject	Number of Subjects
1.	Menesini, E., & Salmivalli, C. (2017). Bullying in schools: the state of knowledge and effective interventions. <i>Psychology, health & medicine</i> , 22(sup1), 240-253.	English	Children and Adolescent	250 Samples
2.	Modecki, K. L., Minchin, J., Harbaugh, A. G., Guerra, N. G., & Runions, K. C. (2014). Bullying prevalence across contexts: A meta-analysis measuring cyber and traditional bullying. <i>Journal of Adolescent Health</i> , 55(5), 602-611.	Western Australia	Adolescents (12-18 year-olds)	80 Journals (Systematic Review)
3.	McDougall, P., & Vaillancourt, T. (2015). Long-term adult outcomes of peer victimization in childhood and adolescence: Pathways to adjustment and maladjustment. <i>American Psychologist</i> , 70(4), 300.	Canada	Children and Adolescent	510 Sample
4.	Bauman, S., Toomey, R. B., & Walker, J. L. (2013). Associations among bullying, cyberbullying, and suicide in high school students. <i>Journal of adolescence</i> , 36(2), 341-350.	United States of America	Students in grades 9-12	1491 Sample
5.	Gómez-Guadix, M., Orue, I., Smith, P. K., & Calvete, E.	Spain	Adolescent (13-17 year-	845 Samples

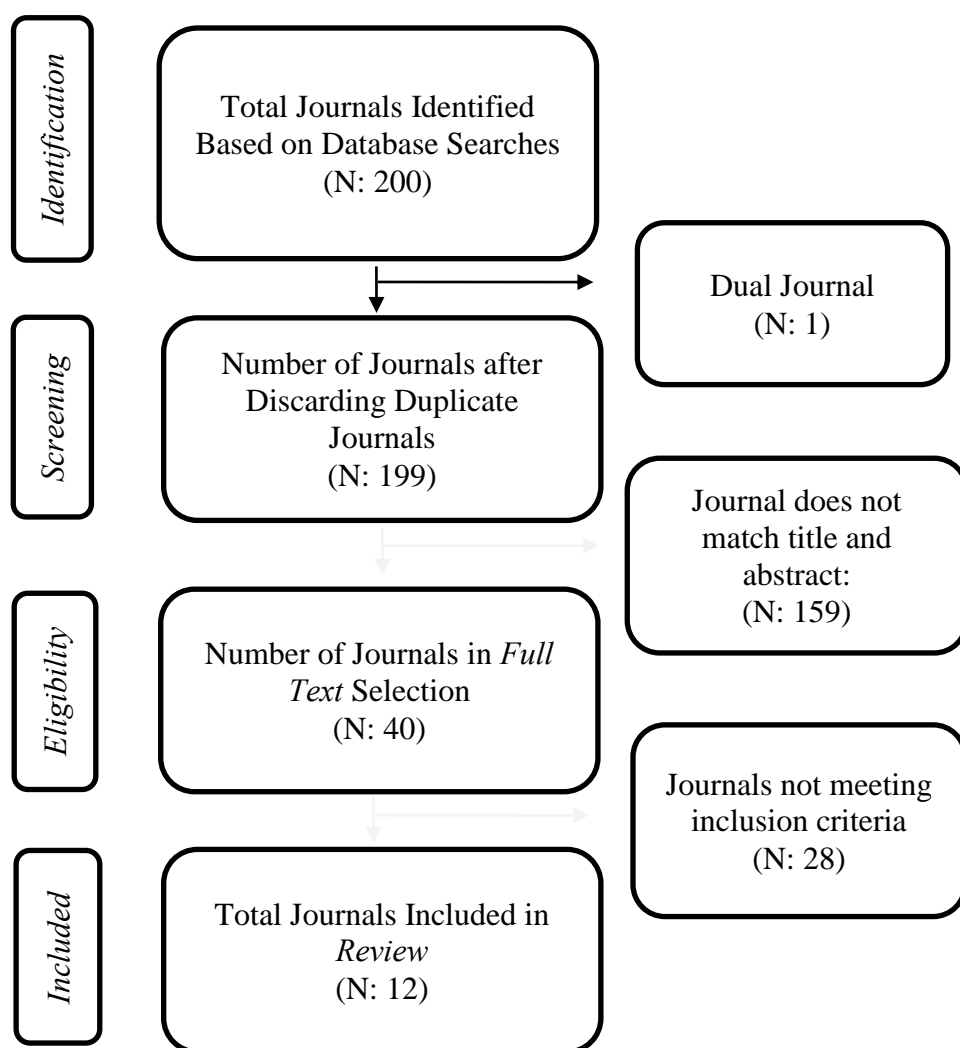
	(2013). Longitudinal and reciprocal relations of cyberbullying with depression, substance use, and problematic internet use among adolescents. <i>Journal of adolescent health</i> , 53(4), 446-452.		olds)	
6.	Hamm, M. P., Newton, A. S., Chisholm, A., Shulhan, J., Milne, A., Sundar, P., ... & Hartling, L. (2015). Prevalence and effects of cyberbullying on children and young people: A scoping review of social media studies. <i>JAMA pediatrics</i> , 169(8), 770-777.	United States of America	Children and Adolescent	36 Journals (<i>Systematic Review</i>)
7.	Kowalski, R. M., & Limber, S. P. (2013). Psychological, physical, and academic correlates of cyberbullying and traditional bullying. <i>Journal of adolescent health</i> , 53(1), S13-S20.	United States of America	11-19 year-olds	931 Samples
8.	Van Geel, M., Vedder, P., & Tanilon, J. (2014). Relationship between peer victimization, cyberbullying, and suicide in children and adolescents: a meta-analysis. <i>JAMA pediatrics</i> , 168(5), 435-442.	Netherlands	Children and Adolescent (9-21 year-olds)	354,477 Samples, 34 Journals (<i>Systematic Review</i>)
9.	Hinduja, S., & Patchin, J. W. (2013). Social influences on cyberbullying behaviors among middle and high school students. <i>Journal of youth and adolescence</i> , 42, 711-722.	United States of America	Grade 6 to Grade 12, (11-18 year-olds)	4,400 Samples
10.	Waasdorp, T. E., & Bradshaw, C. P. (2015). The overlap between cyberbullying and traditional bullying. <i>Journal of adolescent health</i> , 56(5), 483-488.	United States of America	Adolescent, Grade 9-12 (15-18 year-olds)	28,104 Samples
11.	Borowsky, I. W., Taliaferro, L. A., & McMorris, B. J. (2013). Suicidal thinking and behavior among youth involved in verbal and social bullying: Risk and protective factors. <i>Journal of adolescent health</i> , 53(1), S4-S12.	United States of America	Students in grades 6, 9, and 12	130,908 Samples
12.	Litwiller, B. J., & Brausch, A. M. (2013). Cyber bullying and physical bullying in adolescent suicide: the role of violent behavior and substance use. <i>Journal of youth and adolescence</i> , 42, 675-684.	United States of America	14-19 years old	4,693 Samples

There are 12 journals included in the table. Based on the table above, it is known that journals are published based on different geographical regions, including 1) United States, 2) Canada, 3) United Kingdom, 4) Australia, 5) Netherlands, and 6) Spain.

Based on these 12 journals, it is known that research on the impact of *bullying was researched* in several states. Research conducted in the North American continent amounted to 8 journals, namely 7 journals in the United States and 1 journal in Canada. There is 1 journal conducted in Australia, namely Western Australia. Then there are 3 research journals conducted on the European Continent, namely the UK, the Netherlands and Spain.

All of the literature selected by the researcher for this study met the criteria, which was to explain the impact of *bullying* behavior. The literature included qualitative and quantitative research, studies, systematic reviews, and meta-analyses. The research subjects were adolescents and all literature was written in English and published in international journals indexed by Scopus.

PRISMA graph of journal selection flow



Impacts of Bullying

No.	Source	Impact
1.	Menesini, E., & Salmivalli, C. (2017). Bullying in schools: the state of knowledge and effective interventions. <i>Psychology, health & medicine</i>, 22(sup1), 240-253.	Experiencing depression and anxiety, as well as interpersonal difficulties such as rejection by peers, leads to negative health consequences such as poor school achievement, loneliness, and even suicidal ideation.
2.	Modecki, K. L., Minchin, J., Harbaugh, A. G., Guerra, N. G., & Runions, K. C. (2014).	Impaired emotional well-being, Impaired physical health, Decreased academic

	Bullying prevalence across contexts: A meta-analysis measuring cyber and traditional bullying. <i>Journal of Adolescent Health</i> , 55(5), 602-611.	performance, Impaired social relationships, Risk of adverse behavior, Long-term impact on individual well-being.
3.	McDougall, P., & Vaillancourt, T. (2015). Long-term adult outcomes of peer victimization in childhood and adolescence: Pathways to adjustment and maladjustment. <i>American Psychologist</i> , 70(4), 300.	Increased risk of mental health problems, such as depression, anxiety, and aggressive behavior in adolescence. It can also result in decreased self-esteem, loneliness, and social dissatisfaction.
4.	Bauman, S., Toomey, R. B., & Walker, J. L. (2013). Associations among bullying, cyberbullying, and suicide in high school students. <i>Journal of adolescence</i> , 36(2), 341-350.	Students who engage in bullying behaviors, both traditional and cyberbullying, have a higher risk of experiencing suicidal thoughts or attempts. Bullying can also contribute to the development of depression and other mental health problems. In addition, victims of bullying may experience emotional distress, low self-esteem, and academic difficulties.
6.	Gómez-Guadix, M., Orue, I., Smith, P. K., & Calvete, E. (2013). Longitudinal and reciprocal relations of cyberbullying with depression, substance use, and problematic internet use among adolescents. <i>Journal of adolescent health</i> , 53(4), 446-452.	Psychological and behavioral problems, Increased risk of involvement in bullying, Higher risk of internet addiction, Bully-victims, who are both victims and perpetrators, tend to show more dysfunctional symptoms compared to victims who are not perpetrators.
6.	Hamm, M. P., Newton, A. S., Chisholm, A., Shulhan, J., Milne, A., Sundar, P., ... & Hartling, L. (2015). Prevalence and effects of cyberbullying on children and young people: A scoping review of social media studies. <i>JAMA pediatrics</i> , 169(8), 770-777.	Low self-confidence, behavioral problems, can lead to poor relationships with family, friends, and romantic partners, and increase the risk of risky behaviors such as alcohol and other substance use. It was also found that cyberbullying is consistently associated with an increased likelihood of depression.
7.	Kowalski, R. M., & Limber, S. P. (2013). Psychological, physical, and academic correlates of cyberbullying and traditional bullying. <i>Journal of adolescent health</i> , 53(1), S13-S20.	Bullying can have a negative impact on health, emotional well-being and academic performance. Victims of bullying may experience symptoms of anxiety, depression, and low self-esteem. They may also develop physical health issues such as abdominal pain, sleep problems, headaches, and fatigue. Individuals who are victims of bullying are also more likely to experience academic difficulties.
8.	Van Geel, M., Vedder, P., & Tanilon, J. (2014). Relationship between peer victimization, cyberbullying, and suicide in children and adolescents: a meta-analysis. <i>JAMA pediatrics</i> , 168(5), 435-442.	Psychological distress, Risk of suicidal behavior. Risk of self-harm, Impaired social relationships, Impaired mental health, Decreased academic performance
9.	Hinduja, S., & Patchin, J. W. (2013). Social influences on cyberbullying behaviors among middle and high school students. <i>Journal of youth and adolescence</i> , 42, 711-722.	Mental health disorders, emotional disorders, academic disorders, social relationship disorders, potential aggressive behavior, potential deviant behavior, and potential suicidal thoughts.
10.	Waasdorp, T. E., & Bradshaw, C. P. (2015). The overlap between cyberbullying and traditional bullying. <i>Journal of adolescent health</i> , 56(5), 483-488.	Experiencing psychological distress, including low self-esteem, social stress, anxiety and depressive symptoms.
11.	Borowsky, I. W., Taliaferro, L. A., & McMorris, B. J. (2013). Suicidal thinking	Has a significant impact on adolescents' mental health and well-being, with adolescents involved

	and behavior among youth involved in verbal and social bullying: Risk and protective factors. <i>Journal of adolescent health</i> , 53(1), S4-S12.	in bullying, whether as victims, perpetrators, or both, having a higher risk of experiencing suicidal ideation or suicide attempts.
12.	Litwiller, B. J., & Brausch, A. M. (2013). Cyber bullying and physical bullying in adolescent suicide: the role of violent behavior and substance use. <i>Journal of youth and adolescence</i> , 42, 675-684.	Causing symptoms of depression, low self-esteem, anxiety, and depression. These psychological effects can lead to suicidal thoughts and behaviors in adolescent victims.

Based on the 12 journals above, it can be seen that 7 journals discuss that the impact of *bullying* behavior on adolescents is experiencing feelings of depression (Kowalski & Limber, 2013; McDougall & Vaillancourt, 2015; Bauman et al., 2013; Hamm et al., 2015; Kowalski & Limber, 2013; Waasdorp & Bradshaw, 2015; Litwiller & Brausch, 2013). A total of 5 journals mention the impact of *bullying* behavior is anxiety (Kowalski & Limber, 2013; McDougall & Vaillancourt, 2015; Kowalski & Limber, 2013; Waasdorp & Bradshaw, 2015; Litwiller & Brausch, 2013). A total of 2 journals mentioned experiencing interpersonal difficulties (Kowalski & Limber, 2013; Modecki et al., 2014). There are 6 journals that mention experiencing negative physical health (Kowalski & Limber, 2013; Modecki et al., 2014; McDougall & Vaillancourt, 2015; Bauman et al., 2013; Gámez-Guadi et al., 2013; Kowalski & Limber, 2013). A total of 6 journals stated that the impact of *bullying* behavior is poor school achievement and decreased academic achievement (Kowalski & Limber, 2013; Modecki et al., 2014; Bauman et al., 2013; Kowalski & Limber, 2013; Van Geel et al., 2014; Hinduja & Patchin, 2013). A total of 6 journals mentioned suicidal ideation or thoughts (Kowalski & Limber, 2013; Bauman et al., 2013; Van Geel et al., 2014; Hinduja & Patchin, 2013; Borowsky et al., 2013; Litwiller & Brausch, 2013).

Based on the 12 journals above, it can be seen that as many as 10 journals mention that the impact of *bullying* behavior is impaired individual well-being and experiencing mental health disorders (Kowalski & Limber, 2013; Modecki et al., 2014; McDougall & Vaillancourt, 2015; Bauman et al., 2013; Gámez-Guadi et al., 2013; Kowalski & Limber, 2013; Van Geel et al., 2014; Hinduja & Patchin, 2013; Waasdorp & Bradshaw, 2015; Borowsky et al., 2013). There are 3 journals that mention that there is a risk of harmful and deviant behavior such as consuming alcohol, etc. (Modecki et al., 2014; Hamm et al., 2015; Hinduja & Patchin, 2013). There are 3 journals that state that it can lead to aggressive behavior and the risk of *self-harm* (McDougall & Vaillancourt, 2015; Van Geel et al., 2014; Hinduja & Patchin, 2013). There are 6 journals that show that the impact of *bullying* behavior on adolescents is a decrease in low self-esteem or having low self-esteem (McDougall & Vaillancourt, 2015; Bauman et al., 2013; Hamm et al., 2015; Kowalski & Limber, 2013; Waasdorp & Bradshaw, 2015; Litwiller & Brausch, 2013).

4. Discussion

Bullying (in Bahasa Indonesia known as "bullying or rattling") is any form of bullying or violence that is intentionally carried out by one person or a group of people who are stronger or more powerful against another person, with the aim of hurting and being carried out continuously. Bullying is often referred to as peer victimization and hazing, which is an attempt to harm psychologically or physically a person or group of people who are considered 'weaker', by a person or group of people who are 'stronger' [9]. It is said that the perpetrator of bullying is known by another term, bully. A bully knows neither gender nor age [10]. In fact, bullying has become a serious phenomenon in the world of education and is carried out by teenagers.

Bullying behavior can be triggered by various factors, both internal and external. Internal factors include identity crisis, lack of self-control, and past traumatic experiences. On the other hand, external factors that contribute to *bullying* behavior involve inappropriate parenting, disharmony in the family, an unsupportive school environment, and exposure to violent shows. One of the external aspects that can trigger *bullying* behavior is the family situation, including parenting style and conflict within the family [11]. From this explanation, it can be said that the family has the most significant role in shaping a person's involvement in *bullying behavior*.

The systematic review sought to answer the research question of what are the impacts of *bullying* behavior on adolescents. Answering this question can be seen from table 1 that all journals explain the negative impact of *bullying behavior* on adolescents for both victims and perpetrators of *bullying*. One of the impacts caused by *bullying* behavior is the desire to commit suicide. As stated by Menesini & Salmivalli [12], the impact of *bullying* behavior is experiencing depression and anxiety, as well as interpersonal difficulties such as rejection by peers, which will lead to negative health consequences such as poor school achievement, loneliness, and even suicidal ideation.

This is in line with what Borowsky et al. [13] said, that *bullying* behavior has a significant impact on adolescent mental health and well-being, namely adolescents who are involved in bullying, either as victims, perpetrators, or both, have a higher risk of experiencing suicidal ideation or suicide attempts.

In addition to having an impact on mental health, *bullying* behavior can also have an impact on physical health, this is in accordance with what Kowalski & Limber [14] said, that bullying can have a negative impact on health, emotional well-being, and academic performance. Victims of bullying may experience symptoms of anxiety, depression, and low self-esteem. They may also develop physical health problems such as abdominal pain, sleep problems, headaches, and fatigue. Individuals who are victims of bullying are also more likely to experience academic difficulties.

5. Conclusion

Bullying is an act that can hurt others both verbally and non-verbally, and physically which is carried out continuously and over a long period of time. There are 12 journals that provide information regarding the impact of bullying behavior on adolescents. The results of this systematic review revealed that bullying behavior has many negative impacts, including disrupting mental health and physical health, reducing academic achievement, and can even lead to suicidal behavior.

References

1. World Health Organization, "Coming of Age," 2019.
2. Levianti, "Konformitas dan Bullying pada Siswa," *J. Psikol.*, 2008.
3. Latipun., "Kesehatan Mental. Konsep dan Penerapan. Malang: Universitas Muhammadiyah Malang Press.," 2019.
4. B. Krahe, S. Bieneck, and I. Möller, "Understanding gender and intimate partner violence from an international perspective," *Sex Roles*, vol. 52, no. 11–12, pp. 807–827, 2005, doi: 10.1007/s11199-005-4201-0.
5. G. R. Gredler, "Olweus, D. (1993). *Bullying at school: What we know and what we can do*. Malden, MA: Blackwell Publishing, 140 pp., \$25.00.," *Psychol. Sch.*, vol. 40, no. 6, pp. 699–700, 2003, doi: 10.1002/pits.10114.
6. D. Pepler, D. Jiang, W. Craig, and J. Connolly, "Developmental trajectories of bullying and associated factors," *Child Dev.*, vol. 79, no. 2, pp. 325–338, 2008, doi: 10.1111/j.1467-8624.2007.01128.x.
7. UNESCO, "School violence and bullying: Global status report. Paris: United Nations Educational, Scientific and Cultural Organization."
8. Siswanto, "Systematic Review Sebagai Metode Penelitian Untuk Mensintesis Hasil-Hasil Penelitian (Sebuah Pengantar) (Systematic Review as a Research Method to Synthesize Research Results (An Introduction))," *Bul. Penelit. Sist. Kesehat.*, vol. 13, no. 4, pp. 326–333, 2010.
9. T. Gamliel, J. H. Hoover, D. W. Daughtry, and C. M. Imbra, "A Qualitative Investigation of Bullying," *Sch. Psychol. Int.*, vol. 24, no. 4, pp. 405–420, 2003, doi: 10.1177/01430343030244004.
10. M. O. Nursyahudin, H. Rusmini, and N. Herlina, "HUBUNGAN POLA ASUH ORANG TUA DENGAN PERILAKU BULLYING PADA SISWA SMA AL-AZHAR 3 BANDAR LAMPUNG TAHUN 2019 Departemen Perinatologi Rumah Sakit Urip Sumoharjo Bandar Lampung PENDAHULUAN Undang-Undang Dasar Negara Republik Indonesia Tahun 1945 Pasal 28B ayat," vol. 19, no. 2, pp. 1203–1214, 2021.
11. A. Ramadia and R. K. Putri, "Analisis Pola Asuh Orang Tua Terhadap Kejadian Perilaku Bullying Pada Remaja di SMK Kota Bukittinggi," *MENARA Ilmu*, vol. XIII, no. 3, pp. 1–9, 2019.

12. E. Menesini, "Bullying in schools: the state of knowledge and effective interventions," *Psychol. Heal. Med.*, vol. 22, pp. 240–253, 2017, doi: 10.1080/13548506.2017.1279740.
13. I. W. Borowsky, L. A. Taliaferro, and B. J. McMorris, "Suicidal thinking and behavior among youth involved in verbal and social bullying: Risk and protective factors," *J. Adolesc. Heal.*, 2013, [Online]. Available: <https://www.sciencedirect.com/science/article/pii/S1054139X12007173>
14. R. M. Kowalski and S. P. Limber, "Psychological, physical, and academic correlates of cyberbullying and traditional bullying," *J. Adolesc. Heal.*, 2013, [Online]. Available: <https://www.sciencedirect.com/science/article/pii/S1054139X12004132>
15. S. Bauman, R. B. Toomey, and J. L. Walker, "Associations among bullying, cyberbullying, and suicide in high school students," *J. Adolesc.*, vol. 36, no. 2, pp. 341–350, 2013, doi: 10.1016/j.adolescence.2012.12.001.
16. M. Gámez-Guadix, "Longitudinal and reciprocal relations of cyberbullying with depression, substance use, and problematic internet use among adolescents," *J. Adolesc. Heal.*, vol. 53, no. 4, pp. 446–452, 2013, doi: 10.1016/j.jadohealth.2013.03.030.
17. S. Halliday, T. Gregory, A. Taylor, C. Digenis, and D. Turnbull, "The Impact of Bullying Victimization in Early Adolescence on Subsequent Psychosocial and Academic Outcomes across the Adolescent Period: A Systematic Review," *J. Sch. Violence*, vol. 20, no. 3, pp. 351–373, 2021, doi: 10.1080/15388220.2021.1913598.
18. M. P. Hamm, "Prevalence and effect of cyberbullying on children and young people: A scoping review of social media studies," *JAMA Pediatr.*, vol. 169, no. 8, pp. 770–777, 2015, doi: 10.1001/jamapediatrics.2015.0944.
19. S. Hinduja, "Social Influences on Cyberbullying Behaviors Among Middle and High School Students," *J. Youth Adolesc.*, vol. 42, no. 5, pp. 711–722, 2013, doi: 10.1007/s10964-012-9902-4.
20. R. M. Kowalski and S. P. Limber, "Psychological, physical, and academic correlates of cyberbullying and traditional bullying," *J. Adolesc. Heal.*, 2013, [Online]. Available: <https://www.sciencedirect.com/science/article/pii/S1054139X12004132>
21. B. J. Litwiller and A. M. Brausch, "Cyber Bullying and Physical Bullying in Adolescent Suicide: The Role of Violent Behavior and Substance Use," *J. Youth Adolesc.*, vol. 42, no. 5, pp. 675–684, 2013, doi: 10.1007/s10964-013-9925-5.
22. P. McDougall, "Long-term adult outcomes of peer victimization in childhood and adolescence: Pathways to adjustment and maladjustment," *Am. Psychol.*, vol. 70, no. 4, pp. 300–310, 2015, doi: 10.1037/a0039174.
23. E. Menesini, "Bullying in schools: the state of knowledge and effective interventions," *Psychol. Heal. Med.*, vol. 22, pp. 240–253, 2017, doi: 10.1080/13548506.2017.1279740.
24. K. L. Modecki, "Bullying prevalence across contexts: A meta-analysis measuring cyber and traditional bullying," *J. Adolesc. Heal.*, vol. 55, no. 5, pp. 602–611, 2014, doi: 10.1016/j.jadohealth.2014.06.007.
25. F. M. Rasul *et al.*, "Hubungan Bullying Dengan Harga Diri Pada Remaja Sekolah Menengah Atas the Correlation Between Bullying and Self-Esteem Among Adolescents in Senior High School," *J. Ilmu Keperawatan*, vol. 11, no. 1, pp. 53–62, 2023.
26. M. Van Geel, "Relationship between peer victimization, cyberbullying, and suicide in children and adolescents ameta-analysis," *JAMA Pediatr.*, vol. 168, no. 5, pp. 435–442, 2014, doi: 10.1001/jamapediatrics.2013.4143.
27. T. Waasdorp, "The overlap between cyberbullying and traditional bullying," *J. Adolesc. Heal.*, vol. 56, no. 5, pp. 483–488, 2015, doi: 10.1016/j.jadohealth.2014.12.002.
28. Yayasan Semai Jiwa Amini SEJIWA, "Bullying Mengatasi Kekerasan di Sekolah dan Lingkungan Sekitar Anak. Jakarta: Grasindo," *Grasindo*, 2008.