Analysis of Bullying' Perpetrators and Victims in Middle Schools in Banjarbaru City, South Kalimantan

Ali Rachman[1*], Akhmad Sugianto[2], Renandra Prayudy[3], M. Rico Ramadhan[4]
Lambung Mangkurat University, Indonesia | ali.bk@ulm.ac.id[1]
Lambung Mangkurat University, Indonesia | akhmad.sugianto@ulm.ac.id[2]
Lambung Mangkurat University, Indonesia | renandraprayudy657@gmail.com[3]
Lambung Mangkurat University, Indonesia | ricoramadhanserver21@gmail.com[4]
Correspondence Author*

Abstract

This research is an evaluation of the Indonesian roots program using the Kirkpatrick evaluation model which focuses on evaluating bullying behavior carried out by students in previous years, and victims of bullying at school. The data analysis used is quantitative descriptive. The data obtained from the results of implementing the questionnaire is quantitative data. The results of the study showed that 5 students (36%) had never bullied at school in the previous year's bullying behavior at school. Meanwhile, 9 students (64%) had carried out bullying with a relatively low frequency. Victims of bullying in the previous year reached 64% consisting of 4 male students and 5 female students. The recommendations of this research are: 1) schools should be proactive by creating programs for teaching social skills, problem solving, conflict management and character education. 2) Teachers should monitor changes in students' attitudes and behavior inside and outside the classroom; and there needs to be harmonious cooperation between guidance and counseling teachers, subject teachers, as well as school staff and employees. 3) Parents should collaborate with the school to achieve maximum educational goals without bullying between students at school.

Keywords: evaluation, bullying, Kirkpatrick, roots, middle school

Introduction

Bullying is a form of peer violence that often occurs in educational units and often prevents children from getting their rights to grow and develop. The 2018 National Survey of Life Experiences of Children and Adolescents shows that 2 out of 3 girls or boys aged 13-17 years have experienced at least one type of violence during their lives. 3 out of 4 children and adolescents who have experienced one or more types of violence report that the perpetrator of

the violence experienced was a friend or peer (SNPHAR, 2018). Meanwhile, national data from the Global Health School Survey regarding bullying in schools in 2015 stated that more than 21% of children aged 13-15 years or the equivalent of 18 million children reported experiencing bullying in the last month. According to the PISA (Program for International Student Assessment) study in 2018, 41% of 15 year old students had experienced bullying at least several times a month (PISA, 2018).

The city of Banjarbaru, as the center of South Kalimantan provincial government, is also not free from incidents of bullying among students. Based on data collected in 2018, bullying behavior tends to increase compared to 2017. In 2017 there were 205 cases, an increase of 10 cases in 2018 to 215 cases (Fitrawan, 2018). Bullying that occurs among students in educational units, especially in Banjarbaru City, is an alarming phenomenon and needs to be prevented and addressed by involving all parties, starting from the students themselves, parents/guardians, teaching staff, community leaders, and of course the government. Therefore, various programs and strategies for developing children's resources through character and manners education are needed that can fulfill children's rights to ensure survival, growth and development, obtain protection from all forms of violence, exploitation, discrimination, and participation (Jennings et al., 2019).

Following up on increasingly widespread acts of violence and bullying, the UN advocates for the protection of children's rights in accordance with the CRC, overcoming bullying is part of UNICEF's performance, namely part of the 'Child Protection' function, especially protection from violence. In Indonesia, UNICEF is collaborating with the Indonesian Government to address the problem of bullying through the Roots Program. The Roots program is a bullying intervention model in schools adapted by UNICEF in Indonesia from a similar program implemented in the United States in 2015. This program aims to change social norms related to bullying by prioritizing student participation to build a positive social climate (social referent). and combining with teacher training to implement positive discipline practices (UNICEF, 2020). This research focuses on the question of how UNICEF Indonesia plays a role in handling bullying cases in schools through the Roots Program (2016 - 2020)

Furthermore, in 2021 the Ministry of Education, Culture, Research and Technology, in collaboration with UNICEF Indonesia, will implement the school-based bullying and violence prevention program "Roots Indonesia" to more than 1,800 middle and high schools, Mobilization Schools and Center of Excellence Vocational Schools. The focus of the Roots program is to overcome bullying in schools by involving peers and teachers as facilitators. (Akman, 2021). Some students who have an influence on their friends at school will become agents of change who can have a positive impact on bullying. The Roots program consists of five stages, including; 1) initial survey, 2) selection of change agents, 3) change agent training, 4) anti-bullying campaign, 5) program evaluation. (Montero-Carretero et al., 2021)

The Roots Indonesia program has also been running at Banjarbaru City Driving Schools since the 2021/2022 school year, one of which is SMP Negeri 3 Banjarbaru City. However, the results of this roots program cannot yet be measured in terms of its achievements in reducing or preventing bullying. Therefore, it is necessary to evaluate the Roots Program which has been running at SMP Negeri 3 Banjarbaru City through in-depth research using the Kirkpatrick level

4 evaluation model, so that the school can get recommendations for improving the implementation of the Roots program in the future.

Literature Review

Bullying

Bullying is unpleasant behavior either verbally, physically or socially in the real world or cyberspace that makes someone feel uncomfortable, hurt and depressed, whether carried out by individuals or groups (Kemendikbud, 2018). Bullying is considered to have occurred when someone feels uncomfortable and hurt by someone else's actions towards them. Bullying can be thought of as the seed of many other forms of violence, for example: brawls, intimidation, beatings, murder, etc. As a seed of violence, if bullying can be suppressed, then more serious violence can be prevented. Olweus (1993) defines bullying using a situation where students who are bullied or become victims of bullying receive negative treatment repeatedly and continuously by one or several other students.

The meaning of negative treatment is when someone deliberately causes discomfort or injury to another person. Bullying has the main characteristics, namely 1) there is aggressive behavior, 2) it occurs repeatedly and continuously, and 3) there is an unequal power between the perpetrator and the victim, 4) bullying is usually organized, systematic and hidden, 5) it usually occurs over a long period of time, 6) victims of bullying experience physical, emotional and psychological pain, 7) all forms of bullying behavior have an emotional or psychological dimension Min et al., 2017; Waters & Mashburn, 2017)

Roots Indonesia Program

UNICEF and partners have developed an action-research program related to preventing violence between peers which adapted a program called Roots which was later adapted into Roots Indonesia: School-Based Bullying and Violence Prevention Program. This program is a violence prevention program among peers that focuses on efforts to build a safe climate in schools by activating students' role as Agents of Change. The Roots Indonesia program will be incorporated into school activities, where employees, teachers and students will design Roots activities in schools according to local needs and context, followed by internalizing the design of these activities in schools (Center for Strengthening Character, 2021).

The innovation in this program is through the use of students' social networks to select their peers who can be 'heard' and reduce random student selection. When adults choose students, they usually choose children who are considered 'good' or 'outstanding'. However, the Change Agents determined through social network mapping are those who have influence among students and some will be selected by adults at random. Some of the students selected or elected may be students who are often involved in conflict. However, in this case the most important thing is that behavior like this can be a lesson that can be seen together.

To determine the most influential students, researchers asked all children in the school (in each generation) to nominate 10 students in their generation who spent the most time with

them, both inside and outside school, face-to-face and online. Using this data, researchers then mapped the social networks in each school. A total of 30 students in each intervention school will be selected to participate in the Indonesian Roots Program

Research Method

This type of research is the Kirkpatrick training evaluation model. There are 4 (four) levels in categorizing training results. The four results are reaction, learning, behavior, impact (Kirkpatrick, 2009). These four levels can be broadly detailed as follows:

1. Level 1 reaction aims to measure the level of satisfaction of training participants with the implementation of training.
2. Level 2 learning (learning) aims to measure the level of participants' understanding of the training material or the extent of the training program participants' absorption of the training material that has been provided. The training program is said to be successful when these aspects experience improvement by comparing the evaluation results before and after the training.
3. Level 3 behavior (work behavior) aims to measure changes in work behavior of training participants after they return to their work environment.
4. Level 4 impact (results/impact) aims to determine the impact of training participants' work behavior on the level of organizational productivity.

In this research, the evaluation carried out was at level 4 regarding the impact of the training on students, whether the results of the Rotts program were successful in reducing bullying behavior at school.

Research on the evaluation of the Indonesian Roots program to prevent bullying is focused on the location of SMP Negeri 3 Banjarbaru City. The main reason is that SMP Negeri 3 Banjarbaru City has implemented the program. The research subjects were 399 students who had taken part in the Roots Indonesia program at SMPN 3 Banjarbaru, these students were those who had the impact of the Rots Indonesia training program, where after 30 students were given training they were expected to become agents of change who had an impact on the school in preventing the occurrence of bullying in schools, especially at SMPN 3 Banjarbaru. The type of instrument used in this research is the use of a questionnaire for students using the Bullying and Cyberbullying Behaviors Questionnaire: Validation of a short form instrument from Vítor Alexandre Coelho and Vanda Sousa (Coelho & Sousa, 2020).

The data analysis technique used is quantitative descriptive. The data obtained from the results of implementing the questionnaire is quantitative data. All data collected is then tabulated and presented quantitatively. Apart from analyzing answers to closed questions using a descriptive statistical approach, answers to open questions given by respondents were also tabulated and categorized to see what obstacles students faced in applying the roots program material.

Result and Discussion

Analysis of Bullying' Perpetrators and Victims in Middle Schools in Banjarbaru City, South Kalimantan

The results of the research consisted of two components which became Kitpatrick's analysis which included: bullying behavior carried out by students in previous years and students who were victims of bullying in the previous year. Student bullying behavior at school in the previous year can be seen in Figure 1 below
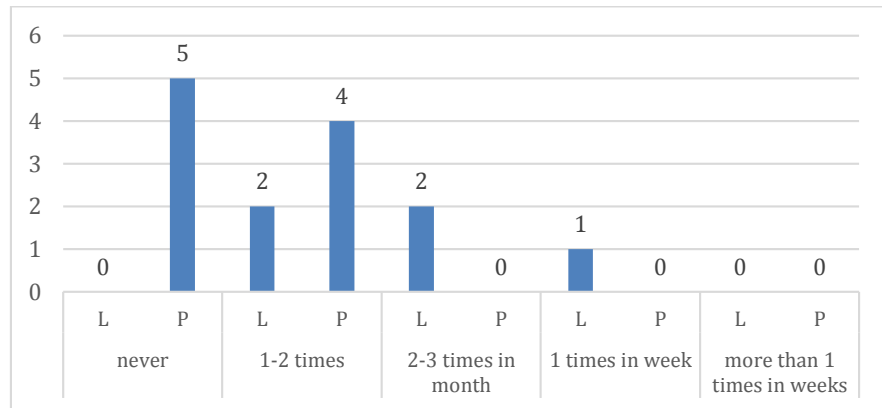

Figure 1. Bullying behavior of students at school in the previous year

In Figure 1, it can be observed that there are 5 students (36%) who have never bullied at school. Nine students (64%) had carried out bullying with a relatively low frequency, namely between one and two times a week. If we observe further, the students who carry out bullying are relatively balanced between men and women, namely 5 male students and 4 female students. The following is data on victims of student bullying at school in the previous year which can be seen in Figure 2
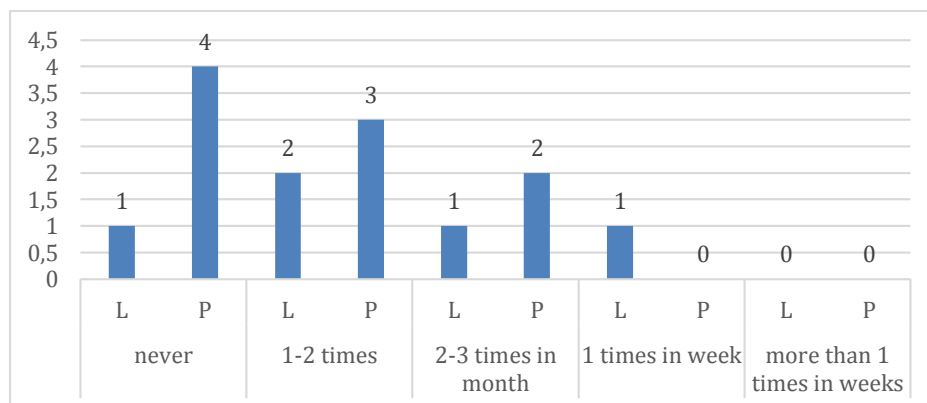

Figure 2. Victims of bullying in the previous year

In Figure 2 it can be observed that victims of bullying at school reached 64%, consisting of 4 male students and 5 female students. If analyzed based on the frequency of bullying experienced, the highest number are students who experience bullying one to two times while at school. However, there are also students who experience bullying with a frequency of once a week, namely one male student.

The results of the research above are data on early adolescent bullying among junior high school students. The problem of bullying among students in their early teens is not a new

problem that has occurred. KPAI data states that from 2011 to 2022, there were 2,473 cases of bullying that occurred among children both at school and on social media. This is in line with findings in the field during a preliminary study conducted by researchers, guidance and counseling teachers said that almost 36% of students behaved in bullying behavior (Gomez-baya et al., 2022). Verbal bullying is the dominant form of bullying carried out by students at school. Student bullying behavior can have a negative impact not only on the victim but also on the perpetrators of the bullying themselves. Schools are expected to play an active role in reducing student bullying behavior (Ahmed et al., 2011).

Schools as educational institutions play an active role in forming good student character and in accordance with Indonesia's educational goals and are stated in one of the government programs, namely the Pancasila Student Profile strengthening project program. The Pancasila Student Profile can also be interpreted as a program from the independent curriculum which is an effort to improve the quality of education through character education implemented by driving schools, namely at the elementary, middle and high school levels which is implemented through intracurricular, extracurricular and school culture learning. Through this program, the government also hopes that the number of bullying can be minimized as much as possible (Kahfi, 2022; Ristek, 2020; Rusnani et al., 2021).

As a form of implementing this program, SMP N 3 Banjarbaru formed a special institution or team, namely the school anti-bullying task force. The school anti-bullying task force is a special team that was formed in order to minimize and educate students regarding bullying, especially at school. This institution or team is a special team or agent formed by a roots program. The roots program is a program that aims to overcome bullying in schools and involve peers as agents of change that have a positive impact on bullying. This program is led by a change agent involving all elements of the school, including students, teachers, education staff, parents, school guards, and others (Kemendikbud, 2023; Keysinaya & Nuraeni, 2022). One of the efforts made by UNICEF to overcome bullying is through the End Violence campaign with the roots program which trains and increases discipline and understanding regarding bullying among teachers and students in schools (End Violence Against Children, 2019; UNICEF, 2021).

In Figure 2 it can be observed that victims of bullying at school reached 64%, consisting of 4 male students and 5 female students. If analyzed based on the frequency of bullying experienced, the highest number are students who experience bullying one to two times while at school. However, there are also students who experience bullying with a frequency of once a week, namely one male student.

The results of the research above are data on early adolescent bullying among junior high school students. The problem of bullying among students in their early teens is not a new problem that has occurred. KPAI data states that from 2011 to 2022, there were 2,473 cases of bullying that occurred among children both at school and on social media. This is in line with findings in the field during a preliminary study conducted by researchers, guidance and counseling teachers said that almost 36% of students behaved in bullying behavior (Gomez-baya et al., 2022). Verbal bullying is the dominant form of bullying carried out by students at school. Student bullying behavior can have a negative impact not only on the victim but also

on the perpetrators of the bullying themselves. Schools are expected to play an active role in reducing student bullying behavior (Ahmed et al., 2011).

Schools as educational institutions play an active role in forming good student character and in accordance with Indonesia's educational goals and are stated in one of the government programs, namely the Pancasila Student Profile strengthening project program. The Pancasila Student Profile can also be interpreted as a program from the independent curriculum which is an effort to improve the quality of education through character education implemented by driving schools, namely at the elementary, middle and high school levels which is implemented through intracurricular, extracurricular and school culture learning. Through this program, the government also hopes that the number of bullying can be minimized as much as possible (Kahfi, 2022; Ristek, 2020; Rusnani et al., 2021).

As a form of implementing this program, SMP N 3 Banjarbaru formed a special institution or team, namely the school anti-bullying task force. The school anti-bullying task force is a special team that was formed in order to minimize and educate students regarding bullying, especially at school. This institution or team is a special team or agent formed by a roots program. The roots program is a program that aims to overcome bullying in schools and involve peers as agents of change that have a positive impact on bullying. This program is led by a change agent involving all elements of the school, including students, teachers, education staff, parents, school guards, and others (Kemendikbud, 2023; Keysinaya & Nuraeni, 2022). One of the efforts made by UNICEF to overcome bullying is through the End Violence campaign with the roots program which trains and increases discipline and understanding regarding bullying among teachers and students in schools (End Violence Against Children, 2019; UNICEF, 2021).

One of the schools that has implemented this program is SMP N 3 Banjarbaru, where in its implementation there were 16 students who became agents of change. These agents are representatives from each generation and they will be guided by several sources regarding various bullying materials. They were trained during 15 meetings regarding program design and implementation. Then at the end of the program the students are trained to speak or convey material as best as possible regarding bullying. Not only that, they also act as initiators of various positive activities at school which can be used as a diversion for students about bullying. The aim of the delivery is for students to make the material presented adaptable and easy to understand. Therefore, these agents must have the ability to absorb the material well and have high social networks or communication skills so that the material provided is delivered well (End Violence Against Children, 2019; Jarwanto, 2023; UNICEF, 2021).

The Roots Program at SMP N 3 Banjarbaru is an action intended to reduce the impact of bullying not only on the victim, but also the impact of bullying. They are about the perpetrators of bullying and the victims-perpetrators of bullying. Research conducted by Skrzypiec, resulted in an understanding that the negative impact of bullying is felt by victims, perpetrators, victims and perpetrators of bullying. Victims, perpetrators, victim-perpetrators of bullying experience mental health disorders (Saleem Khan & Khalid, 2020). As previously mentioned, bullies have minimal intensity of empathy in the phenomenon of social interaction.

They experience problems with abnormal, hyperactive and pro-social behavior when involved in the process of social interaction. Both empathy and abnormal behavior, hyperactive behavior and pro-social behavior are closely related to the perpetrator's response when he is involved with the surrounding social environment. In contrast to victims and perpetrators, their level of mental health disorders is greater than that of perpetrators and victims of bullying. They are individuals who carry out acts of bullying, but they are also victims who experience pro-social problems, hyperactivity, and behavior. Perpetrators and victims of bullying have problems with mental health, especially emotional symptoms. What is often found is that they are often socially isolated, do not have close friends or companions, and do not have a good relationship with their parents (Mohan & Bakar, 2021).

Victims of bullying also experience physical violence, for bullying that is physically violent. The physical and verbal violence they receive often becomes a factor in short-term and long-term trauma. Trauma influences adjustment to the environment, namely in this case the school environment. In fact, bullying is a predictor for students' levels of academic achievement and school dropout. Bullying that occurs in children results in high rates of depression, anxiety and suicide in adulthood. Not only that, they even experience problems in social relationships, worsening economic conditions, and low well-being when they reach the age of 50. Thus, bullying can have an impact on the victim's low level of social relationships, mental and physical health, and economic problems (Qiu, 2021). The impact of bullying also impacts health capacity, illegal behavior, the economy and social relationships. There are four concepts of the impact of bullying, namely that physically victims of bullying experience serious physical injuries and several sexual diseases.

In terms of psychological health, the victim experienced anxiety disorders, depressive disorders and anti-social personality disorders. Illegal behavior carried out by bullies includes lying to other people, frequent fights, robbing houses, shops or other things related to property, drunkenness, consumption of narcotics and other illegal drugs, and sexual activity outside marriage. Victims who drop out of school and do not continue their education are indicators of socio-economic status (Thornberg et al., 2018). Apart from that, problems in terms of work are assessed by breaking up work relationships and leaving work without being financially prepared. As a result, other financial problems arise, such as not being able to settle debts and poor financial management. Meanwhile, for social relationships, it focuses on violent behavior in social relationships, including: romantic relationships, bad relationships with parents, friends and confidants, and problems in friendships and maintaining friends (Giavrimis, 2020a)

In order to prevent bullying, many parties have run anti-bullying programs and campaigns in schools, both from the schools themselves and other organizations related to children. However, in reality, bullying still often occurs in schools in Indonesia. Some efforts that can be made to deal with bullying are as follows.

First, help children know and understand bullying. By increasing children's knowledge about bullying, they can more easily recognize when bullying happens to them or those around them. Apart from that, children also need to be equipped with the knowledge to deal with bullying and how to seek help. Things that can be done to increase children's understanding of bullying include: 1) Telling children that bullying is not good and cannot be justified for any

reason or purpose. Everyone deserves to be treated with respect, whatever their differences. 2) Tell children about the impacts of bullying for the parties involved and for those who are "silent witnesses" (Wulan et al., 2022).

Second, provide advice on ways to deal with bullying. After being given an understanding of bullying, children also need to be equipped with the knowledge and skills when they are targets of bullying so they can deal with it safely without using aggressive or violent methods, which can further worsen the situation. Methods that can be used include, for example, ignoring the perpetrator, staying away from the perpetrator, or conveying their objections to the perpetrator openly and confidently. They can also avoid bullying by being around adults, or a group of other children. If children are victims of bullying and the methods above have been used but are not successful, they should be encouraged to convey the problem to adults they trust, be it teachers at school or parents or other family members at home (Akasyah et al ., 2019).

Third, build relationships and two-way communication with children. Usually the perpetrator of bullying will threaten or humiliate the victim if they complain to other people, and this is what usually makes a victim of bullying not want to complain about what happened to them to other people. Therefore, it is very important to always build relationships and establish two-way communication with children, so that they can feel safe by talking about the problems they are experiencing with those closest to them, and are not affected by the threats they receive from bullies. . In today's busy and activity-filled life, it is increasingly difficult for parents and family members (Byers et al., 2019).

Fourth, encourage them not to be "silent witnesses" in cases of bullying. Based on a study conducted on elementary school children in Canada, most cases of bullying can be stopped within 10 seconds after the incident occurs thanks to the intervention of witnesses - other children who were present when the incident took place, for example by defending the bullying victim through words or physically (separating the victim from the perpetrator). Children who witness cases of bullying can also help by: 1) Accompanying or becoming friends with victims of bullying, for example by inviting them to play or do activities together. 2) Keep the victim away from situations where he or she may experience bullying. 3) Invite the victim to talk about the treatment he received, listen to him tell the story and express his feelings. 4) If necessary, help the victim complain about the problem to a trusted adult (Sargioti et al., 2022).

Conclusion

Bullying is a negative action that is carried out repeatedly where the action is deliberately carried out with the aim of hurting and making someone feel uncomfortable. Students with a high moral understanding will think first about the actions they will take so that they will not hurt or bully their friends. Apart from that, the success of teenagers in the process of forming a natural personality and forming personal maturity makes them able to face various challenges in their lives now and in the future. For this reason, they should receive care and education that supports their development. Based on research data and discussions, the author can suggest: 1)

schools should be proactive by creating social skills teaching programs, problem solving, conflict management and character education. 2) Teachers should monitor changes in students' attitudes and behavior inside and outside the classroom; and there needs to be harmonious cooperation between guidance and counseling teachers, subject teachers, as well as school staff and employees. 3) Parents should collaborate with the school to achieve maximum educational goals without bullying among students at school.

References

Ahmed, I., Qazi, T. F., Jabeen, S., & Punjab, P. (2011). Self-Efficacy: The Predictor of Educational Performance among University Students. In *Information Management and Business Review* (Vol. 3, Issue 2).

Akman, Y. (2021). The Relationship between School Climate and Students' Aggressive Behaviors. *International Journal of Progressive Education*, *17*, 2021. https://doi.org/10.29329/ijpe.2020.332.26

Coelho, V. A., & Sousa, V. (2020). *Bullying* and Cyber*bullying* Behaviors Questionnaire: Validation of a short form. *International Journal of School and Educational Psychology*, *8*(1), 3–10. https://doi.org/10.1080/21683603.2018.1522282

Darling-Hammond, L., & Cook-Harvey, C. M. (2018). *Educating the Whole Child: Improving School Climate to Support Student Success*. Learning Plolicy Institute. https://learningpolicyinstitute.org/product/educating-whole-child.

Fathona Handayani, N. (2019). *I CARE Training to Increase the Self-Efficacy and Prosocial Behavior of Students Observers of Bullying*.

Fitrawan, M. R. (2018). *Kecam Kekerasan Anak di Banjarbaru yang Viral di Medsos, Dewan: Stop Bullying Artikel ini telah tayang di Apahabar.com Banjarmasin dengan judul: Kecam Kekerasan Anak di Banjarbaru yang Viral di Medsos, Dewan: Stop Bullying*. Apahabarbanjarmasin. https://banjarmasin.apahabar.com/post/kecam-kekerasan-anak-di-banjarbaru-yang-viral-di-medsos-dewan-stop-*bullying*-l798r30e

Gomez-baya, D., Garcia-moro, F. J., Nicoletti, J. A., & Lago-urbano, R. (2022). A Cross-National Analysis of the Effects by *Bullying* and School Exclusion on Subjective Happiness in 10-Year-Old Children. *Children*, *9*(2). https://doi.org/10.3390/children9020287

Jennings, W. G., Song, H., Kim, J., Fenimore, D. M., & Piquero, A. R. (2019). An Examination of *Bullying* and Physical Health Problems in Adolescence among South Korean Youth. *Journal of Child and Family Studies*, *28*(9), 2510–2521. https://doi.org/10.1007/s10826-017-0885-3

Jung, Y. A. (2018). What Makes *Bullying* Happen in School? Reviewing Contextual CharacteristicsSurrounding Individual and Intervention Programson *Bullying*. *Elementary Education Online*, *17*(1), 1–6. http://ilkogretim-online.org.tr

Mohan, T. A. M., & Bakar, A. Y. A. (2021). A systematic literature review on the effects of *bullying* at school. *SCHOULID: Indonesian Journal of School Counseling*, *6*(1), 35. https://doi.org/10.23916/08747011

Montero-Carretero, C., Pastor, D., Santos-Rosa, F. J., & Cervelló, E. (2021). School Climate, Moral Disengagement and, Empathy as Predictors of *Bullying* in Adolescents. *Frontiers in Psychology*, *12*. https://doi.org/10.3389/fpsyg.2021.656775

Qiu, H. (2021). Explore the Factors of School *Bullying* from the Ecosystem Theory. *OALib*, *08*(12), 1–10. https://doi.org/10.4236/oalib.1108165

Saleem Khan, A., & Khalid, S. (2020). Saleem Khan Self-Efficacy Practicability in Students' Scholastic Performance Ilkogretim Online-Elementary Education Online. *Year*, *19*(4), 4588–4599. https://doi.org/10.17051/ilkonline.2020.04.764865

Thornberg, R., Wänström, L., & Jungert, T. (2018). Authoritative classroom climate and its relations to *bullying* victimization and bystander behaviors. *School Psychology International*, *39*(6), 663–680. https://doi.org/10.1177/0143034318809762

Wang, C., Ryoo, J. H., Swearer, S. M., Turner, R., & Goldberg, T. S. (2017). Longitudinal Relationships between *Bullying* and Moral Disengagement among Adolescents. *Journal of Youth and Adolescence*, *46*(6), 1304–1317. https://doi.org/10.1007/s10964-016-0577-0

Waters, S., & Mashburn, N. (2017). An Investigation of Middle School Teachers' Perceptions on *Bullying*. *Www.Jsser.Org Journal of Social Studies Education Research Sosyal Bilgiler Eğitimi Araştırmaları Dergisi*, *2017*(1), 1–34. www.jsser.org