

The Rise of Student Bullying Behavior in Schools: Solution Through Model of Religious Counseling Drawn on Local Wisdom

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Abstract. Religion and folk wisdom are significant components that could be used in counseling. It is anticipated that religious principles and indigenous knowledge will improve the efficacy of the counseling procedure. This study's objective is to create a template for spiritual guidance that is grounded in local knowledge and aims to lessen bullying behavior among students in schools. Development research (*Research & Development*) used is the ADDIE Model. Two counseling specialists verified the development's outcomes in order to assess the viability and dependability of the religious counseling model based on conventional wisdom. Furthermore, ten bullied adolescents participated in a short trial that was carried out through studies. Questionnaires concerning bullying behavior, expert validation sheets, and student replies regarding the local wisdom-based religious counseling they got were the instruments utilized. Two counseling specialists rated the validation test results as good (75%). Remarks and recommendations for enhancements include providing additional stories about local wisdom and religion, as well as sharing more folktales about friendship. Phase I of the local wisdom-based religious counseling paradigm was altered in response to suggestions and remarks from these two counseling specialists. Phase II revision will serve as the evaluation at the end of the implementation phase. A 52% difference in the pretest and posttest scores indicated a decline (drop) in bullying behavior, according to data from studies conducted on bullying pupils. Subsequently, the Wilcoxon test was performed, yielding a significant value of 0.005 less than 0.05, indicating the presence of a significant.

Keywords: Bullying Behavior, Students, Religious Counseling Models, Local Wisdom

1 Introduction

Bullying behavior in Indonesia is a phenomenon that must always be paid attention to by every element in both schools and society. Cases of bullying that occur in the school environment have become one of the challenges that must be faced by the world of education [1]. Bullying in schools is a serious issue that negatively affects students' academic performance, psychological adjustment in the future, and physical health. Bullying that occurs at school usually takes the form of verbal bullying, for example insulting, ridiculing, threatening, degrading and ridiculing. Social bullying, for example isolating friends and provoking friends to carry out bullying actions. Physical bullying, for example kicking, hitting, yelling at friends by shouting [2]. Bullying is aggressive behavior that is unwanted by

teenagers either individually or in groups, involves power, and is repeated several times or there is a high probability that the behavior will be repeated [3].

The form of bullying behavior is an action carried out consciously and deliberately by those who do it. Bullies generally have reasons for committing bullying acts. Thus, there are several forms of bullying seen from various opinions. There are several types of bullying behavior that are categorized into more specific types, such as: (a) Racial bullying, is bullying behavior directed at someone because of their racial identity, (b) Sexual bullying, or commonly referred to as sexual harassment or sexual coercion, is verbal or physical bullying behavior that contains elements of sexuality or gender implications to someone, (c) Cyber bullying is bullying behavior that uses a computer as a tool to threaten someone by sending text messages or emails, or creating a website with the intent to defame someone [4].

This is in accordance with the opinion of [5] which says that students who are rejected tend to experience adjustment problems and become bullies, and vice versa students who bully tend to be rejected by other students. Student bullying behavior towards their peers can appear in various forms of behavior, including taunting, hitting, kicking and so on. Bullying behavior itself can be defined as a form of behavior that is carried out deliberately, continuously and involves specific targets, namely other children who are weaker and easily attacked [6].

This bullying behavior also often overlaps with some types of abnormalities in students, so parents should be aware of the appearance of this behavior in students as a preventive measure. Students who are said to be normal if doing this bullying behavior in low frequency, but if this behavior is carried out continuously, then parents must be aware of indications of abnormalities in these students. In general, it can be concluded, that bullying behavior is a behavior that is on a continuum, ranging from mild to severe. That is, that there are students who carry out bullying behavior at a low level and there are also students who do it at a high level that can disturb victims and disturb various related parties.

More specifically bullying behavior consists of hitting, kicking, taunting, pushing, calling with hurtful names, insulting other members' children, verbally abusing them, threatening, spreading rumors, making hurtful writings about other children, separating themselves from group activities, damaging other things, taking money and other people's belongings, insulting other children because of intellectual status, physical and racial. Bullies are usually strong, dominant, and assertive. They exhibit aggressive behavior not only toward their victims, but also toward parents, teachers, and other adults.

According to Junior Chamber International (JCI) in 2016, 30 to 40 percent of victims of bullying were still at school age (elementary, middle school, high school), and 60 to 70 percent were in college [7]. Many factors influence bullying behavior, namely, oneself, family, school, peers, mass media [8].

This bullying behavior also has impacts [9], namely first, the impact on the victim. For victims of bullying, there are several impacts, both physical and psychological. Physically, of course it will be very visible when a child (student) who is a victim of bullying experiences, for example, certain parts of their body that are injured, bruised or swollen. This physical impact is followed by various other psychological impacts, namely: a). Low self-confidence. Those who experience unpleasant actions in a social environment will certainly affect their self-confidence. They may become shy, or timid, making it difficult to engage in social interactions. b). An unusual feeling arises. Children who are victims of bullying generally experience feelings of anger, sadness, helplessness, frustration, loneliness, and as if isolated from their own environment. On the other hand, they can't do anything about what they feel. c). Depression. Bullying or bullying that occurs continuously is very dangerous for children's

psychology. They may experience depression, leading to suicidal thoughts. d). Don't trust other people. Having too many unpleasant incidents makes it difficult for a child to trust other people. His feelings of fear and trauma ultimately made him more comfortable to keep his problems alone. If this happens, then something worse will happen to the individual concerned [10].

Second, the impact on the perpetrator. It turns out that bullying among students not only has an impact on the victims, but also on the perpetrators of the bullying themselves. There are several impacts of bullying on the perpetrator which can be described as follows: a). Not empathetic. Those who act as bullies tend to lack empathy for other people. Apart from that, they will also often act more aggressively and impatiently. b). Thinking that bullying is normal. Bullies will feel that their bullying actions are normal. Moreover, they will feel satisfaction, such as happiness and pride, after bullying someone they consider weak. c). Potential to commit criminal acts. Children who bully themselves who already consider their actions to be normal will continue to feel addicted to doing them. In fact, in the future, they may commit criminal acts which of course will have greater risks and dangers [11].

To resolve the impact of bullying, it is necessary to create a model of religious counseling grounded in traditional knowledge. Religion serves as a policeman who is always watching, as well as a guard who never sleeps. Religion consistently pushes the soul to goodness, and consistently rejects abominations. According to [12], religion also always invites humans to improve the quality of their souls by always being grateful when they get pleasure and being patient when they get disasters carried out in social situations that are very "possible" to change in accordance with technological advances and the demands of the times so that one's soul remains fulfilled its needs. Because an unqualified soul will cause deviation (dryness of the soul).

According to [13] that the inner dryness of modern humans who leave the spiritual must be immediately given a solution (through religious counseling) namely by taking a spiritual journey and freeing the soul from things that veil humans with the most efficacious medicine. Counseling that relies on religion in modern society says that in this century of anxiety, it takes a quick and practical way to overcome it (although not yet comprehensive and complete). With various efforts to reduce stress, for example, mushrooming meditation flows, gymnastics, fitness equipment and there are also those who run to drugs. But for example for Muslims, prayer is one way to relieve stress, because it is a form of dhikr.

Based on this understanding, individuals with their potential can determine the direction of modernity, which should not deviate from religious beliefs. Modernization brings humans into modern social conditions, with all its positive (expediency) and negative impacts (the emergence of deviations) so counseling is needed to help humans in following modernization to always be in accordance with norms (especially religious norms) [14]. Therefore, religious counseling is urgently needed for modern society so that it is not "eroded" by the pace of modernization. To find out the position of religious counseling, in a scientific perspective, according it is necessary to know at least four things first, namely: (a) That human psychological nature requires psychological assistance, (b) Different psychiatric disorders require appropriate therapy, (c) Although man has a psychological nature that tends to justice and truth. Religious Counseling for Modern Society to the bad is more and more strongly attracted so that the motive for bad responds more quickly to the stimulus of evil, precedes the motive response to the good to the stimulus of good, and (d) Religious belief (faith) is part of the structure of personality, so that mental vibrations can be used as a driver of behavior (motive) for good.

Based on local wisdom, religious therapy can make use of the religious and cultural values of the place in which the counselor and counselor reside. Counselors must understand how crucial it is to include the cultural values of their community into their work. Additionally, the need for creativity stems from the fact that counseling cannot integrate local wisdom and religious beliefs if counselors lack originality.

Several figures define the components of counseling, where the root of counseling is education. The counseling component that is based on education can provide an overview of the counseling procedure to be implemented. Experts explain that education is implemented through three components, namely cognitive, affective, and active dimensions. In this cognitive dimension, the counselor will explain the importance of the implementation and purpose of counseling for the counselor. Counsellors will be aware of and understand the root and impact of a particular conflict. In this dimension of affection, counsellors will reflect, which is a discussion of looking at conflict phenomena from various perspectives and imagining themselves in other places, to foster empathy for *victims of bullying*. In this active dimension, the counselor will bring up their alternative thoughts in the form of constructive behavior and the counselor encourages them to behave through ways without bullying behavior.

After considering the aforementioned explanation, it can be said that religious counseling grounded in local wisdom is implemented by embracing the idea of education through the following processes: (a) rational counseling model; (b) investigate the underlying causes of bullying behavior; (c) consider the phenomenon of bullying behavior from different angles; (d) educate and seek out alternatives to bullying behavior; (e) search for and eradicate various forms of bullying behavior; and (f) evaluate and monitor thoughts, feelings, and behaviors.

The working mechanism of religious guidance grounded in traditional knowledge is the counselor's effort in training counselors to be able to think when students are in certain situations that have the potential to bully others by hurting both verbally and non-verbally. Counselors can use various kinds of local wisdom media to promote counseling carried out. The treatment carried out by the counselor on these students requires a continuous process so that thinking treatment is not only carried out during counseling sessions, but can also be carried out by students outside of religious counseling sessions, in order to give kids the opportunity to absorb mental models that can lessen their motivation to harm people in both spoken and unspoken forms. Students who already have this mindset, will become individuals who are reluctant to hurt others .

This mindset of students is the goal of counselors in activities for religious counseling based on traditional knowledge. Inner peace and harmony are qualities of the mind. The ability to appraise oneself and live life in accordance with one's own wants and choices might help students have more fulfilling and productive lives [15]. Thoughts that are embedded in students will be an element that can prevent students from bullying behavior.

One example of the implementation of local wisdom values is "Parsubang" which is a form of local wisdom of the Toba Batak tribe that instills tolerance and respects differences. Even before the entry of religion, this tradition was already held for people who had taboos. In Batak terminology, Parsubang comes from the word "Par" which means group and "Subang" means abstinence. In other words, Parsubang is meant to refer to groups that do not eat certain foods that are challenged. That's how beautiful tolerance is and fraternal bonds are important capital.

The most appropriate conception for a pluralistic society that has a variety of local wisdom is harmonization. This is the key to ensuring peace, cooperation, mutual understanding in the form of open communication. By continuing to maintain Dalihan Na

Tolu and Tarombo harmony will be maintained. So the local culture values tolerance and difference. This is an invaluable tolerance for peace and harmony, especially the people in North Sumatra.

Dalihan Na Tolu (DNT) is a form of interaction of Indonesian masterpieces embodied in Pancasila democracy, where every decision making is based on deliberation towards consensus, how come? Dongan tubu (its position is equal to us, can be friends / relatives of the clan) we must respect (Manat), be careful, while maintaining fraternal ethics to avoid all disputes. Family structure and/or kinship is a specific nickname among Batak-Toba that shows humility, being able to place themselves in family and society, strata, family ties and kinship based on noble values, manners, and cultural customs from time immemorial to the present. In the midst of intolerant attitudes of some people, we should learn from our own culture.

2 Research Method

In relation to the research method carried out refers to the ADDIE model. Furthermore, the following indicators of each stage can be described:

Table 1. Stages and step indicators of the ADDIE model

No	Stages	Indicators
1.	Analysis	Theoretical investigations into research issues pertaining to factual data from the field, literature reviews, focus group discussions with professionals in the field of bullying behavior, and religious counseling grounded in customary knowledge.
2.	Design	Create prototypes for minimizing bullying behavior in the form of books and counseling manuals that are based on religious and traditional wisdom values. The creation of a model for local wisdom-based religious counseling that takes into account the goals of the counseling, task analysis, and assessment criteria. The design of this model is anticipated to benefit from feedback from a forum group discussion (FGD) with professionals in the field of bullying behavior. the creation of a guidebook-style religious counseling approach based on traditional knowledge that includes the following: The reasoning, goals, user objectives, and duties of counselors are included in Chapter I: Introduction. Chapter II: The study of theory includes the following: A. Bullying Behavior: 1) the notion of bullying behavior, 2) B about bullying.
3.	Development	The six stages that have been developed are as follows: (1) rational counseling model; (2) investigating the underlying causes of bullying behavior; (3) reflecting on the phenomenon of bullying behavior from different angles; (4) instructing people on how to find alternatives to bullying behavior; (5) searching for and eliminating various forms of bullying behavior; and (6) evaluating and monitoring ideas, feelings, and actions.
4.	Implementation	In order to assess validity and reliability, the application of

	religious counseling based on locally generated wisdom is then put to the test by two cultural experts and two counseling specialists.
5. Evaluation	Evaluation is carried out on (ten) students who bully.

The Working Mechanism Providing religious guidance grounded in traditional knowledge is type of training that counselors conduct during counseling sessions, lasting up to six meetings. Counselors can also conduct counseling outside of sessions, if desired, to help them internalize ideas that can lessen their desire to harm others both verbally and nonverbally. Ideas that can inspire students to make their own decisions, live their own lives, and evaluate themselves in order to improve and positively impact their lives.

Two counseling professionals will test the phases of religious guidance determined by regional expertise. Ten adolescents who were bullied served as test subjects for the experiments. The data collected included information from a bullying behavior questionnaire, data from the validation of two counseling professionals, and information from student responses regarding nearby wisdom-based religion counseling services. Qualitative and quantitative descriptive data analysis techniques are used.

3 Result and Discussion

The model of religious counseling based on local wisdom is designed, validated, and put into practice by doing due diligence. Two counseling specialists conducted the validation of the created counseling model. Based on the validation results of the two counseling specialists described above, the two believe that religious therapy based on local knowledge can be categorized as good (75%). 18 extremely good and 3 good indicators were mentioned by one expert, while 8 very good and were mentioned by another counseling professional. Thirteen is a good number. Additionally, additional emphasis is placed on religious principles, regional knowledge, and the sharing of more friendship-related folklore in the comments and improvement ideas. Additionally, phase I of the concept of religious counseling based on local knowledge was altered in response to advice and remarks from these two counseling professionals.

The stage of implementation will conclude with an assessment, namely the phase II revision, which is conducted using trial data from bullying kids that is limited. In order to execute the approach of religious counseling based on local wisdom that was amended in phase I based on input from two counseling professionals, a small trial consisting of ten bullying students was carried out. Based on the kids' local wisdom, this trial was carried out to observe and comprehend changes in bullying behavior following the provision of religious counseling services. Pretest, or bullying behavior questionnaires, are the first step in the process. Treatment, or religious counseling based on folk wisdom, comes next. Finally, there are posttest, or bullying behavior surveys.

Based on the aforementioned chart, it can be inferred that bullying conduct varies, with a 52 percent change (very good). The results of the analysis are attached. The Wilcoxon test was then used to test if the results of the pretest and posttest differed significantly. The pretest value decreased to the posttest value, with a significant value of 0.005. smaller than 0.05 was obtained.

According to the list of pretest results obtained prior to the study, the class average was 88.5. This score indicates a high level of bullying behavior among kids. Moreover, the mean

posttest yielded a total score of 38.3, which is considered low. Bullying behavior among students has decreased, with a reduction that reached 52%. As depicted in the figure that follows:

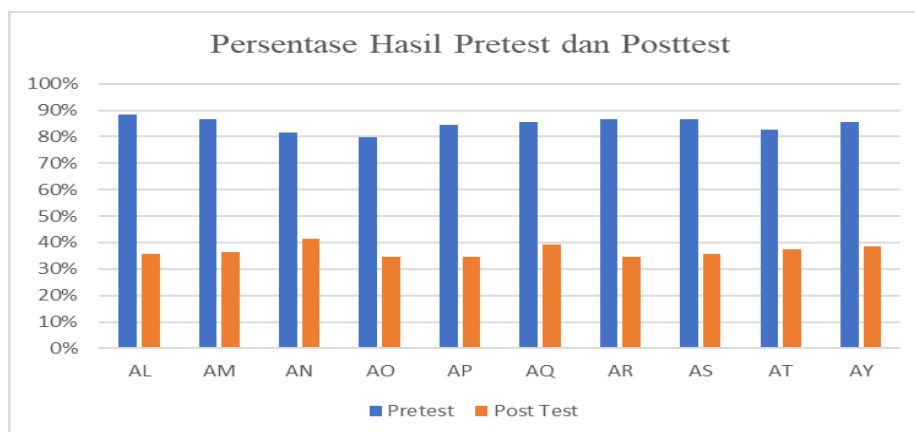


Fig. 1. Percentage Diagram of Pre-test and Post-test Results

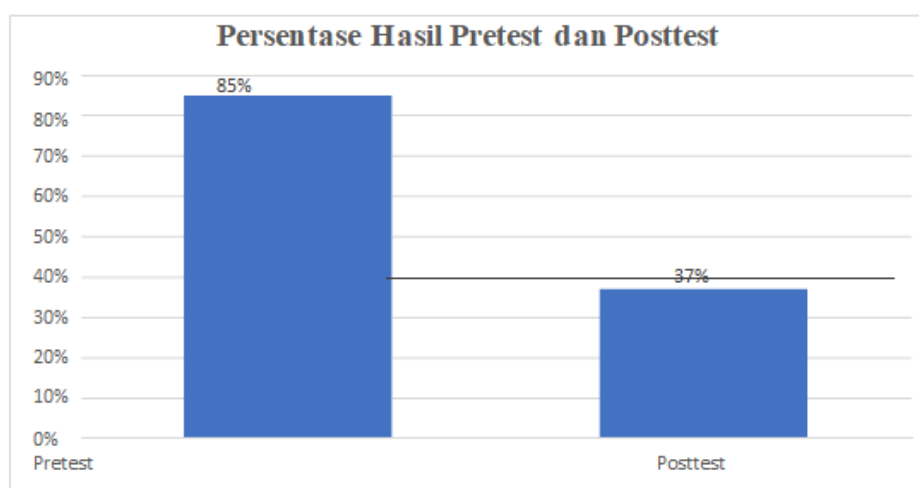


Fig. 2. Comparison Diagram of The Percentage of Pre-test and Post-test Results

In addition, surveys were sent out to students asking about their reactions to the religious guidance based on local wisdom. Students' reactions were evaluated, and the findings were grouped into four categories: pleasant, fascinating, clear, and easy to grasp.

3.1 Discussion

The first step is the analysis stage, which is divided into two parts: the needs assessment, which involves analyzing field conditions, and the discussion of bullying behaviors among

students, which is relevant to the creation of a model for religious counseling based on traditional knowledge.

The creation of a religious counseling model based on traditional knowledge comprises the subsequent six stages, which make up the second stage, Design: (1) logical religious counseling model grounded in local wisdom; (2) investigating the underlying causes of bullying behavior; (3) reflecting on the phenomenon of bullying behavior from multiple angles; (4) providing guidance and looking for substitutes for bullying behavior; (5) identifying and getting rid of various forms of bullying behavior; and (6) assessing and monitoring thoughts, feelings, and actions. The six steps listed above are described as guidelines. Three chapters make up the guide: Chapter I: Introduction includes the following topics: the purpose of counselors and counselors' role, goals, and user objectives; Chapter II: The theoretical study includes: A. Misconduct of Bullies: Chapter III: Counseling Process Guide with General Principles, Particular Instructions, and Case Studies Religious guidance grounded in traditional knowledge.

Development is the third phase. The creation and development of a religious counseling model based on traditional knowledge is the focus of this stage of development. Following the development of the counseling model, the fourth step is implementation. At this point, a validation (feasibility test) is conducted following the development of the local wisdom-based religious counseling model. Two counseling specialists conducted the validation and feasibility test of the established local wisdom-based religious counseling model. The good and viable categories come to an end with the validation of the feasibility test.

Evaluation is the sixth step. Ten children who engaged in bullying behavior participated in trials as part of a small-scale trial for the development evaluation. Data about the quality of counseling services is derived from the evaluation and is characterized according to the following criteria: pleasant, entertaining, clear, and easily understood by students.

One of the issues that hasn't been fixed up until now is bullying behavior. Problems with bullying behavior, even in minor forms, are getting more complicated. Students find it easier to engage in bullying behavior because they are less concerned about how their actions may directly affect others. The traditional definition of aggressive behavior only includes actions that cause direct bodily or non-physical harm to other people. But with the development in social hostility, this behavior now also injures people indirectly in addition to physically. One way to deal with hate speech is to use it as a tool to quiet the target.

The application of a religious counseling paradigm grounded in indigenous knowledge can help lessen the issue of bullying behavior [16]. This local wisdom-based religious counseling paradigm aims to make people conscious of their thoughts and feelings so that their cognitive processes can control their impulse to act in a bullying manner. When their bullying desire is strong, they will search for alternate, more positive behavioral options [17].

The integration of local wisdom with the religious counseling paradigm aims to improve its efficacy, particularly in lowering bullying behavior. To ensure that counseling is accepted as a valuable intervention, the counseling process may be bolstered with aspects of local knowledge and religion [18]. Depending on the place in which the counselor and counselor reside, the religious counseling model based on local knowledge may make use of local religious and cultural values [19]. Counselors must be imaginative and cognizant of the significance of incorporating cultural and religious values from the area into their work.

4 Conclusion

It can be concluded that religious counseling based on local knowledge is practical (valid) to be employed according to the findings of the validation (feasibility test) conducted by two counseling specialists in order to reduce bullying behavior. According to the findings of a small trial involving ten bullies through tests, bullying conduct has changed, with a percentage of 52 (acceptable) showing a shift. The results of the Wilcoxon test demonstrated a drop in the pretest value to the posttest value and a significant value of 0.005 smaller than 0.05, indicating a significant difference between the pretest and posttest scores. According to the list of pretest results obtained prior to the study, the class average was 88.5. This score indicates a high level of bullying behavior among kids. Moreover, the mean posttest yielded a total score of 38.3, which is considered low. Bullying behavior among students has decreased, with a reduction that reached 52%. Students who participate in local wisdom-based religious counseling services can be classified as cheerful, intriguing, clear, and easy to grasp based on their comments.

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