

THE EFFECTIVENESS OF KH AHMAD DAHLAN PEACE PSYCHOEDUCATION TO REDUCE STUDENT AGGRESSIVENESS

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Abstract

The problem of student aggressiveness in schools often poses a serious challenge to the educational environment, disrupting the teaching and learning process and creating a less conducive atmosphere. Moreover, the increasing aggressiveness behaviour in schools, especially among adolescents, can disrupt the learning environment and reduce academic achievement. Currently, there is a lot of evidence that students perform aggressive behaviour both verbally and physically such as kicking, slapping, threatening and so on. In overcoming this, counsellors can use various ways, one of which is by implementing KH Ahmad Dahlan's peace psychoeducation to get an overview of the effectiveness of KH Ahmad Dahlan's peace psychoeducation in reducing student aggressiveness. This research uses the literature review method to identify and analyse the effectiveness of peace psychoeducation in reducing student aggressiveness. This method was chosen to enable the researcher to collect, assess and synthesise findings from various studies relevant to the topic. The results of the study are expected to provide theoretical benefits in the field of guidance and counselling, as well as a reference for future research. The final results of this study are expected to show that KH Ahmad Dahlan's peace psychoeducation is effective in reducing student aggressiveness, creating a more peaceful and conducive school environment.

Kata Kunci: *Psychoeducation, Peace, Aggressiveness, KH Ahmad Dahlan, Education.*

1. Introduction

From the 1920s to the present day, Ki Hadjar Dewantara is one of Indonesia's most prominent educational figures. He emphasised the importance of education based on order and peace. One of his words is "There will be no order if it is not based on peace. Conversely, no one will live in peace if they are hindered in all conditions of life. However, the order and peace created in schools must be free from coercion" (Sudrajat et al., 2019). The meaning of order and peace here refers to a dynamic state, and free from any act of injustice. In addition, a world peace leader, Mahatma Gandhi, suggested that

the development of world peace begins in childhood. (Dündar et al., 2016).. Children have the ability to understand a message quickly and can practice the concept of peace at an early age. By showing peaceful behaviour as early as possible, it can help develop the character of peace. (Purwadi et al., 2022).. Mathama Gandhi had the idea that teachers could incorporate the values of non-violent love, justice, responsible freedom, and tolerance in learning. (Dündar et al., 2016).. Therefore, peace in schools is considered as one of the important things in realising quality education.

However, the expected conditions have not run optimally. Which in reality, students who are in the adolescent phase do not feel any peace, and instead display more aggressiveness behaviour, this is reinforced by the opinion once expressed by Elliot, namely regarding the increase in acts of violence in boys and girls aged 12 to 17 years. (Alhadi et al., 2018). From this opinion, it shows that adolescents are classified as vulnerable to displaying aggressiveness behaviour. Aggressiveness is defined as a person's tendency to hurt others physically or verbally (Nurani et al., 2018). (Nurani et al., 2020).. So from this it can be understood that aggressiveness has not formed behaviour, but is more inclined to tendencies. The high level of aggressiveness in adolescents is proven by previous studies. For example, research on the aggressiveness of junior high school students in Yogyakarta by Alhadi, Purwadi, Muyana, Saputra, & Supriyanto (2018) showed that 6% of students were in the very low category, 43% in the medium category, 13% in the high category, and 1% in the very high category (Alhadi et al., 2018).

Based on the existing conditions, there is a gap between the expected conditions or ideal conditions that should be with the conditions in the field or reality. The hope of instilling peace in education to realise quality education is inversely proportional to the problem of aggressiveness that occurs in schools. So that students, especially teenagers, have not felt peace at school and show aggressive behaviour. Peace in education refers to conditions that are conducive and free from violence, where all learners feel safe, respected and valued. This allows them to learn and develop optimally, intellectually, socially and emotionally. Peace can be realised if individuals have conditions that support the realisation of a peaceful atmosphere. The factors that cause a peaceful atmosphere are when individuals have a sense of peace within themselves, have the ability to control their

emotions and thoughts so as not to take actions that harm others and can trigger conflict and violence. (Chaer, 2017). Aggression is physical and verbal behaviour that is intended to hurt someone. These behaviours include kicking, slapping, threatening, insulting, and gossiping about others. In addition, aggressive behaviour also includes destruction of property, lying, and other behaviours aimed at hurting others. Another definition of aggression as intentional behaviour to produce certain destruction, either by hurting, destroying, or causing material damage. Based on the above understanding, it can be concluded that aggressive behaviour is violent behaviour, both verbally and physically, which aims to damage or injure individuals/objects. (Farisandy & Hartini, 2020).

Aggressiveness in individuals or students will not appear by itself, this is because there are factors that cause the emergence of aggressiveness. One of the factors that cause aggressiveness is the absence of peace of heart and mind in a person. If a person has peace within himself, then that person's environment will be more likely to be peaceful. (Risansyah et al., 2024).. However, on the other hand, aggressiveness problems often arise because a person or individual does not get peace in his environment. (Nurani et al., 2020).. each individual has a diverse and different level of aggressiveness. Aggressiveness in students may arise because the environment is not supportive and pleasant (Risansyah et al., 2020). (Risansyah et al., 2024).. Apart from that, other factors that can cause aggressiveness are such as interactions with peers, responses and stimuli received from the words or actions of others, and an atmosphere that supports aggressiveness (Nisa et al., 2020). (Nisa et al., 2020).

The problem of aggressiveness among students and schools requires efforts to overcome it, if not overcome, this will have an impact on the school climate which will not be conducive (Goldstein et al., 2008; Varela et al., 2020). (Goldstein et al., 2008; Varela et al., 2020) and result in a decrease in student academic achievement. and have an impact on reducing student academic achievement (Widiastuti, 2013). The better the school climate, the lower the level of aggressiveness in the school. Students at school need a comfortable and safe environment to learn.

This problem requires assistance from various parties, especially the school so that the existing expectations can be realised. That is by reducing the level of student aggressiveness. The school, especially the guidance and counselling teacher, has a role as

an educator and at the same time plays a major role in character development and character development. (Suroso & Salehudin, 2021). Guidance and counselling services at school are an important role in developing student character, so one of the things that guidance and counselling teachers can do is implement psychoeducation. Goldamn and Quinn and Griffiths Walsh suggest that psychoeducation is a cognitive domain intervention that can be done to individuals or groups so as to increase knowledge and understanding of something significant in the individual's life. (Risansyah et al., 2024).. Psychoeducation is considered effective for reducing aggression, because previous research has shown that psychoeducation effectively increases students' understanding to reduce aggression. Peace psychoeducation is implemented by applying peaceful values in students' thinking, so that this effort can develop peaceful thoughts and curb the emergence of aggressiveness intentions. (Fauziah et al., 2022).. This is supported by the results of research which states that psychoeducation is an intervention that can reduce aggressiveness (Bungaran & Cahyanti, 2022). (Bungaran & Cahyanti, 2020)..

To increase the effectiveness of psychoeducation, local wisdom content is needed. In this study, the local content that was raised as psychoeducational content was KH Ahmad Dahlan. KH Ahmad Dahlan is one of the national figures. This figure is the founder of one of the largest Islamic mass organisations in Indonesia, Muhammadiyah. (Saputra et al., 2021). KH Ahmad Dahlan has a very important role in the history of national awakening. (Riati et al., 2024).. KH Ahmad Dahlan has the real name Muhammad Darwis, and was born in Yogyakarta on 1 August 1886. As a result of his life journey, KH Ahmad Dahlan can be one of the figures who plays a role in creating personal, social, and environmental peace. (Saputra et al., 2021). The values of peace taught by Kh Ahmad Dahlan include five things, namely achieving life goals freely and responsibly, being humble, seeking the truth and not following habits that are often considered correct, tolerance among others, and sacrificing for the community based on love (Saputra et al., 2021). (Saputra et al., 2021). From the explanation above, KH Ahmad Dahlan's peace values can be a reference to be implemented in psychoeducation in schools by guidance and counselling teachers.

Based on the existing conditions, the researcher took the initiative to raise the topic of "The Effectiveness of KH Ahmad Dahlan's Peace Psychoeducation to Reduce

Student Aggressiveness". This aims to get an overview of the effectiveness of KH Ahmad Dahlan's peace psychoeducation in reducing student aggressiveness.

2. Methods

This study used the literature review method to identify and analyse the effectiveness of peace education in reducing student aggressiveness. This method was chosen to enable the researcher to collect, assess and synthesise findings from various studies relevant to the topic. Firstly, the researcher will conduct a systematic literature search using academic databases such as Google Scholar, PubMed, and ScienceDirect. The keywords that will be used in the search include "psychoeducation", "peace", "aggressiveness", and "education". This search will be limited to studies published within the last ten years to ensure the relevance and novelty of the data collected. Secondly, the researcher will utilise inclusion and exclusion criteria to select relevant studies. Inclusion criteria include studies that address psychoeducation in an educational context, have clear research methods, and are published in peer-reviewed journals. Studies that are irrelevant, have weak methodology, or are not published in accredited journals will be excluded. Next, researchers will assess the quality of the selected studies using critical appraisal tools such as the Critical Appraisal Skills Programme (CASP). Each study will be evaluated based on internal and external validity, clarity of research objectives, appropriateness of methods, as well as data analysis used. The next stage is data extraction. The researcher will collect key information from each selected study, including research objectives, methods, samples, results and conclusions. This data will be synthesised using a thematic approach to identify key patterns and themes relating to KH Ahamd Dahlan's peace psychoeducation. Finally, the researcher will compile a report that presents the key findings of this literature review. The report will include a summary of each study analysed, a discussion of the main findings, and the practical and theoretical implications of the research results. By using the literature review method, this study is expected to provide a comprehensive insight into the effectiveness of peace education in reducing student aggressiveness and how this can be applied in educational contexts to improve student resilience and academic success. Online news that can be used as a strong foundation in the content or discussion. The keywords used to review the research data

were "psychoeducation, peace, KH Ahmad Dahlan, aggressiveness, and education", which accommodated the literature findings that would later be used to obtain a comprehensive article. Researchers used various sources to get an overview of the effectiveness of peace psychoeducation in reducing student aggressiveness.

3. Results and Discussion

Based on the results of the literature review, several articles were found related to the topic of the research conducted this time. There are at least 5 articles, namely:

NO	Title	Author	Research results	Year
1.	Peace Guidance: Implementation of Peace Education in Guidance Settings to Reduce Aggressiveness	Wike Nurani, Wahyu Nanda Eka Saputra, Alif Mu'arifah, Muya Barida.	The results of the analysis show that aggressiveness is a person's tendency to behave to hurt others intentionally both verbally and non-verbally. Aggressiveness is also still something that has not been alleviated to the fullest. Even though if this aggressiveness is not immediately alleviated, it will become an aggression behaviour that causes various negative impacts. The peace guidance model is one of the counsellor's alternative solutions to help the counselee develop a peaceful mindset so that the counselee undoes his intention to behave aggressively.	2020
2.	Psychoeducational Implementation of KH Ahmad Dahlan's Teachings to Build a Culture of Peace in Schools	Hanan Riati, Eka Markhati Solikhah, Wahyu Nanda Eka Saputra	Based on the results of data analysis, it can be seen that one way to create a culture of peace is to maximise the role of counsellors in running psychoeducation programs. Counsellors can integrate psychoeducation with local wisdom values. The teachings of KH Ahmad Dahlan are local wisdom values that can be chosen to increase the success of psychoeducation. The teachings of KH Ahmad Dahlan contain the values of peace, namely (1) achieving goals freely, sincerely and responsibly (2) tolerance (3)	2024

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			seeking the truth and not following habits that are considered correct (4) humility and (5) love or compassion. Based on several opinions and research, the value of KH Ahmad Dahlan's peace teachings can be used to build a culture of peace in schools.	
3.	Implementation of Peaceful Psychoeducation to Suppress Student Violence	Risma Risansyah, Febri Eka Aji Permana, Wahyu Nanda Eka Saputra	Based on the results of the analysis conducted, it can be seen that one approach that can be chosen is the implementation of peace psychoeducation. Peace psychoeducation is an approach to provide knowledge and understanding of peace so that students have the skills to deal with problems without violence. Based on several opinions and research, it is stated that peace guidance is effective in suppressing violence in students.	2024
4.	Peace Guidance: Counsellor Strategies to Reduce Student Aggressiveness	Mufied Fauziah1, Wahyu N. E. Saputra, Agus Supriyanto, Budi Astuti, Yulia Ayriz, Shanty Sofia Belandina	Based on the results of the analysis, it can be seen that one of the efforts that school counsellors can make is to implement peace education in the setting of guidance and counselling services, or called peace guidance. By implementing peace guidance, school counsellors attempt to psychoeducate students to think peacefully. Students' peaceful thinking will support them to reduce aggressiveness that often arises in themselves. The findings in this article should be a study material for school counsellors to implement peace guidance to reduce student aggressiveness. In addition, the findings in this article should be a study for further	2022

			researchers to identify the effect of peace guidance on student aggressiveness empirically.	
5.	Peace Comic: A Perspective of K.H Ahmad Dahlan's Values to Reduce Student Aggressiveness	Akmalia Siwi Mentari, Wahyu Nanda Eka Saputra	Based on the results of the analysis, it can be seen that this peace comic can be an alternative in providing services in schools with the concept of delivering 5 components of material choices, through storylines, and the roles of several comic character characters in sequence with the aim of providing information about a culture of peace. The hope is that students can practice peaceful thinking when dealing with situations that have the potential to lead to aggression. So as to be able to undo the desire within learners to deliberately harm or violence to others.	2022

Tabel 1. *Artikel Kajian*

Aggressive behaviour among students is one of the major challenges in education today. Aggressiveness not only disrupts the teaching and learning process but can also create a non-conducive school environment. (Goldstein et al., 2008; Varela et al., 2020).. Aggressive behaviour is defined as any action deliberately taken to harm another person, either physically or psychologically (Brown, 2004). Although the term "aggression" is often used interchangeably with "violence," violence refers to a more serious and extreme form of behaviour. Whereas according to (Buss & Perry, 1992) Aggressiveness refers to the urge to hurt others by expressing negative feelings, such as hostility, to achieve certain

goals. So it can be concluded that aggressiveness is an urge or desire to commit violence that can hurt others.

Aggressiveness behaviour itself is divided into four aspects, namely physical aggression, verbal, anger, and hatred or hostility. (Buss & Perry, 1992). According to (Sekar, 2021)(Sekar, 2021), several factors can cause aggressive behaviour such as frustration, thinking disorders, emotional disorders, family peers and school.

In an effort to create a more peaceful atmosphere that supports optimal student development, various strategies and approaches have been developed. One promising approach is peace psychoeducation, which aims to instil peaceful values and reduce aggressive behaviour among students.

Psychoeducation is an intervention aimed at individuals or groups with the aim of increasing their knowledge and understanding of various important aspects of life, especially at the cognitive level. (Risansyah et al., 2024).. Psychoeducation is also an education or counselling that is carried out through an interactive process that encourages learning by using a psychological concept approach and actions given to individuals to strengthen strategies to deal with problems or specific ways to overcome psychoeducational problems experienced by a person (Permana et al., 2024). (Permana et al., 2022) The goal of psychoeducation is to change an individual's thinking style by providing knowledge and understanding of a topic. Thus, individuals can develop skills and strategies to overcome problems (DeLucia-Waack et al., 2022). (DeLucia-Waack, 2006)..

The steps in a psychoeducation session have three stages, namely the initial stage, the middle stage and also the final stage. (DeLucia-Waack, 2006).. 1) The initial stage is the introduction of the group members. At this stage, the main focus is on building rapport and creating trust among members. In addition, this stage also encourages low-intensity interactions and helps members understand the norms, processes, and ways of interacting in the group. 2) The middle stage is the stage where group members begin to explore and express themselves more deeply. At this stage, members are encouraged to increase self-awareness, become emotionally involved, and take risks and try new behaviours, skills and attitudes. They also seek to address personal issues that may hinder such endeavours. Members will be helped to make appropriate contributions to the group. More intense

activities will be undertaken as members' desire to explore new ways of thinking and behaving increases. 3) And in the final stage, the group should focus on termination. As the working relationship is coming to an end, group members should avoid intense meetings and focus on applying new skills and attitudes. This stage also focuses on the results that have been achieved and how it will affect their lives in the future. In addition, group members will be helped to say goodbye and share what they have learnt and gained from each other. Through Psychoeducation services, it is hoped that readers, counsellors and practitioners can help individuals to become independent in solving life problems.

In this study, researchers will implement the teaching values of one of the figures into the peace psychoeducation service process. The figure used is K.H Ahmad Dahlan. There are several teachings about peace according to K.H Ahmad Dahlan, namely achieving life goals freely and responsibly, being humble, seeking truth, and not following habits that are considered correct, learning facts with tolerance, and sacrificing for many people (compassion). (Saputra et al., 2021). The implementation of KH Ahmad Dahlan's teachings in peace psychoeducation offers a comprehensive and value-based approach to reducing aggressiveness among students.

The value of peace is firstly to achieve life goals freely and responsibly. Freedom means that each individual has different and unique ways and methods to achieve their goals. However, humans do not need to violate the rights of others or even harm others to carry out their endeavours in achieving life goals.

The second value of peace is humility. Humility in humans can suppress pride and arrogance. It encourages people to think that the decisions they make are the best and most correct. This situation can lead to clashes between groups if both hold firmly to the truth and the decisions they support. Therefore, human beings need to develop the complexity of humility to suppress the impulse of feelings of superiority in human beings.

The third value of peace is to seek the real truth and not to follow what is customary. Humans tend to do what they are used to and not what is right. This suppresses people's urge to learn to be open to new things that they may find misleading. If this openness does not arise in people, then they tend to reject new teachings that could actually be teachings that are closer to the truth.

The fourth value of peace is learning the truth based on tolerance. There is no denying that Indonesia is a country of diverse cultures. This tolerance results in a tendency to blame each other for these differences. Therefore, every member of society needs to develop an attitude of tolerance to respect each other's truth, which is an inter-group principle.

The fifth value of peace is sacrifice to others based on compassion. Especially towards oppressed individuals, human beings do not harm them but help them out of situations of oppression. All these endeavours require an element of compassion, especially in communicating with others. This attitude of compassion can lead to the emergence of a philosophy of non-violence in addressing various problems that arise.

4. Conclusion

The provision of peace psychoeducation services is one of the interventions to overcome students' aggressive behaviour. peace psychoeducation aims to change individual thinking styles by providing knowledge and understanding of a topic that students need to end conflicts by not using violence and to maintain and build harmonious and beneficial relationships. Of course, this peace needs to exist in every student so that students can build harmonious relationships so as to create a positive school climate. in realising this, it can be combined with the values of peace taught by KH Ahamd Dahlan in finding alternative solutions and knowing that there are many ways that can be done to solve their problems

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