

Bullying Impact Analysis On The Social Development Of Students At SDN 2 Dena

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Abstrak

Bullying Causes children to lack motivation, mental health disorders, nightmares, and even death of victims are some of the impacts that often befall children who are victims of violence. However, many teachers still fail to realize that the environment where they teach has the potential to become a place for bullying. This study aims to determine the impact of bullying on students' social and emotional development. The research method uses descriptive qualitative research with a case study approach. The research location was carried out at SDN 2 DENA in Grade 2 located in Dena Village, Madapangga District. Data collection techniques used observation, interviews and documentation. Data validation techniques include format checking, range checking, consistency checking, uniqueness checking, attendance checking, data type checking and reference checking with data processing analysis using the Miles and Huberman stage with 4 stages including data collection, data reduction, data presentation, and conclusion drawing. The results of the study showed that the most dominant impact of bullying occurred in the threat aspect with 24.10%, the verbal aspect 22.56%, the social-emotional aspect 21.02%, and the physical aspect 18.97%, while the relational aspect had the lowest percentage of 1.26%. In conclusion, the bullying activities that occurred at SDN 2 Dena were not only limited to physical violence, but also involved non-physical forms in the form of threats, verbal, and social-emotional, which collectively had a major impact on students. Therefore, it is necessary to implement comprehensive prevention and handling strategies, as well as build a safe and supportive school environment to improve students' social-emotional well-being

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1. INTRODUCTION

Bullying is violence that can occur anywhere, such as coercion, both physical and mental, against children or vulnerable people. *Bullying occurs* when a person feels unfairly treated by another person's actions and fears that the bad behavior will happen again and feels powerless to stop it (Muslih, 2021). *Bullying* can be seen when a person or group of people repeatedly tries to hurt someone who is weak, such as hitting, kicking, or using bad nicknames, mocking, insulting, and teasing someone causing children to lack motivation, mental health disorders, nightmares, and even the death of the victim are some of the impacts that often befall children who are victims of violence (Priyatna, 2019). Unfortunately, many adults do not recognize bullying when they see it and instead assume that it is a common occurrence among children. This includes parents, teachers, and members of the general public. Naili Sa'ida said that *bullying* is unpleasant verbal, physical, or social behavior in the real and virtual world that makes someone feel hurt, uncomfortable, and depressed either by real individuals or groups (Wahyuni 2022).

Based on the results of observations carried out at SDN 2 DENA, the action of *bullying* This has a negative impact on children. This causes victims to prefer solitude, not wanting to socialize with peers, and their physical appearance can impact children's behavior of *bullying* with his friends. Action *bullying* has its own style or form. The results of interviews with class teachers at SDN 2 Dena show that the problem of bullying that occurs such as skin color, body posture, physical condition and so on. Research relevant to this research was conducted by Novalia (2016) which explains that children who are victims of *Bullying* will experience various impacts, including being lazy about going to school, trauma, not wanting to meet the perpetrator who bullied him, wanting to change schools, the child being less confident and withdrawing from his social environment. Furthermore, Darmalina (2014) explained that teachers do not yet know in detail about *school Bullying*, The teacher only knows what is meant by delinquent violence in general. The teacher believes that the delinquent or violent behavior that occurred is still within the normal range. The behavior displayed by the victim *Bullying* was silent, scared and crying, while the perpetrator *Bullying* showing a happy attitude, the perpetrator feels happy to do the same thing to the victim of *Bullying*. Meanwhile, Rohmah (2014) explains that *Bullying* can be cured due to physical, experience, character differences, and family background. Of the three studies, the similarity lies in their discussion of bullying behavior, while the difference with the research is that it emphasizes students' social and emotional development. Therefore, researchers will further analyze the impact of bullying (*Bullying*) social emotional mental development. The purpose of this research is to identify students' social emotional development with a deeper understanding which is expected to formulate more appropriate and effective intervention recommendations to create a safe school environment and support optimal student development. This research is expected to provide a significant contribution to SDN 2 Dena in developing prevention programs of *bullying* comprehensive and helps teachers and parents in accompanying students in facing the challenges of bullying.

2. RESEARCH METHODS

This research design uses a qualitative research design with a case study approach. Qualitative research methods are research procedures that produce descriptive data in the form of written or spoken words from people and behavior that can be observed in depth. The location of this research was conducted in SDN 2 Dena precisely in Dena Village, Madapangga District. This was carried out in August 2025 with the research subjects being students and who experienced bullying (*bullying*) and class teachers who guide students at SDN 2 DENA. Data collection techniques used questionnaires, direct observation of the research objects, and documentation based on the results of observations and interviews. The outline of the instrument of *bullying* seen in table 1 as follows:

Table 1. Instrument Grid Bullying

Aspect	Indicator
Verbal	Getting teased or called bad names.
Threat	Being intimidated, intimidated, and/or ordered around by force
Physique	Experiencing physical and/or personal property violence.
Relational	Getting Attempts at exclusion and/or termination of friendship
Social emotional	Getting Attempts to spread lies and/or false rumors

Data analysis techniques include format checking, range checking, consistency checking, uniqueness checking, presence checking, data type checking and reference checking of data processing analysis. using the Miles and Huberman stages with 4 stages including data collection, data reduction, data presentation, and drawing conclusions.

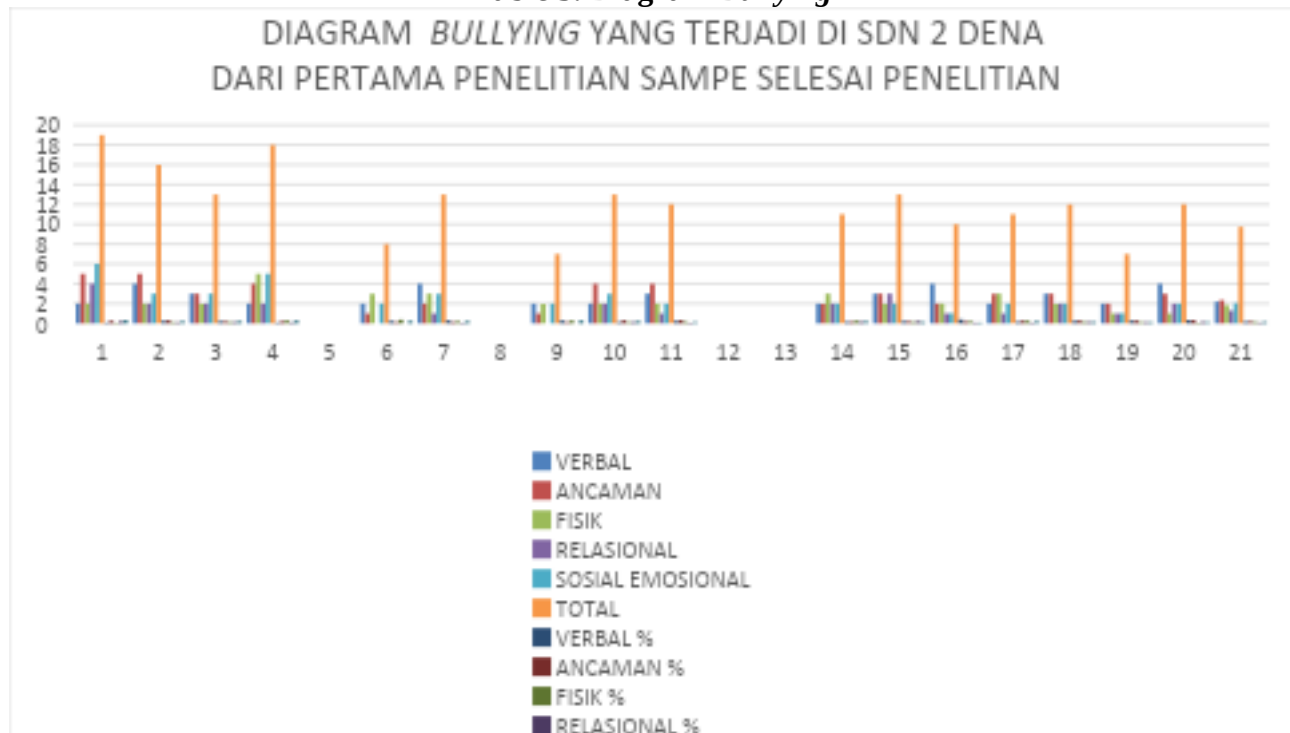
3. RESULTS AND DISCUSSION

All respondents were 20 second-grade students. Respondents completed a questionnaire. The data collection results were then processed and presented as follows. Bullying experiences

were measured using six questions that have been tested for validity and reliability, namely verbal, threats, physical, relational, and social-emotional.

Table 2. Bullying Class 2 and presentation

No	Respondent Name	Verbal	Threat	Physical	Relational	Social Emotional	Total	Verbal %	Threat %	Physical %	Relational %	Social Emotional %
1	Alifa Naufaly	2	5	2	4	6	19	0,10	0,26	0,10	0,21	0,31
2	Aqilah Azzahra	4	5	2	2	3	16	0,25	0,31	0,12	0,12	0,18
3	Fitria Ningsih	3	3	2	2	3	13	0,23	0,23	0,15	0,15	0,23
4	Fitria Nulhilda	2	4	5	2	5	18	0,11	0,22	0,27	0,11	0,27
5	M. Daniel	0	0	0	0	0	0	0	0	0	0	0
6	Mr. Putra	2	1	3	0	2	8	0,25	0,125	0,37	0	0,25
7	M. Riki	4	2	3	1	3	13	0,30	0,15	0,23	0,07	0,23
8	M. Adrian Hafid	0	0	0	0	0	0	0	0	0	0	0
9	Nadia Salsabilah	2	1	2	0	2	7	0,28	0,14	0,28	0	0,28
10	Nazwatu l Jannah	2	4	2	2	3	13	0,15	0,30	0,15	0,15	0,23
11	Nelly Nadia	3	4	2	1	2	12	0,25	0,33	0,16	0,08	0,16
12	M. Safari Syaban	0	0	0	0	0	0	0	0	0	0	0
13	Riski Febriansyah	0	0	0	0	0	0	0	0	0	0	0
14	Nafisatul Aprian	2	2	3	2	2	11	0,18	0,18	0,27	0,18	0,18
15	Azzahra Putri	3	3	2	3	2	13	0,23	0,23	0,15	0,23	0,15
16	Nur Alva Rahmatin	4	2	2	1	1	10	0,4	0,2	0,2	0,1	0,1
17	Naura Sabillah Azhara	2	3	3	1	2	11	0,18	0,27	0,27	0,09	0,18
18	Addin Saputra	3	3	2	2	2	12	0,25	0,25	0,16	0,16	0,16
19	Muhammad Sutra	2	2	1	1	1	7	0,28	0,28	0,14	0,14	0,14
20	Fatin Aprilia	4	3	1	2	2	12	0,3333333	0,33	0,08	0,16	0,16
	Average	2,2	2,35	1,85	1,3	2,05	9,75	0,1903924	0,19	0,15	0,09	0,16

Table 3. Diagram Bullying

Based on the percentage data in the table and diagram above, it can be concluded that in the school environment, the most dominant type of bullying is threats with 24.10%, followed by verbal (22.56%) and social emotional (21.02%). Physical *Bullying* is also a significant problem with 18.97%, while relational has the lowest percentage at 1.26%. This shows that *bullying* Violence in schools is not only limited to physical violence, but also involves non-physical forms of violence such as threats, verbal, and social emotional, which collectively have a significant impact on students. These data indicate that SDN 2 DENA needs to implement prevention and handling strategies of *bullying* comprehensive, especially focusing on education about verbal *bullying* and its impact, as well as building a safe and supportive school environment to improve students' social and emotional well-being.

4. DISCUSSION

This research focuses on all grade 2 classes that have been studied with 6 categories of aspects of *bullying* as in the table and diagram above. This research has obtained results that the experience of elementary school children in the action of *bullying* classified as ever. Physical violence is often in the spotlight, data shows that this type of *bullying* Non-physical forms such as threats (24.10%), verbal (22.56%), and social emotional (21.02%) collectively constitute forms of *bullying* the most dominant in the SDN 2 Dena school environment. This indicates that *bullying* is not only limited to physical violence, but also involves damaging psychological and emotional forms. These forms of non-physical *bullying* (threats, verbal, social emotional) collectively have a major impact on students, emphasizing the importance of paying attention to all forms of bullying, not just physical. Physical bullying remains a significant problem with a percentage of 18.97%, indicating that physical violence is still common in schools and needs to be addressed seriously. Lowest Percentage Relational bullying has the lowest percentage (1.26%), but that does not mean it is unimportant. This form of bullying can also have a negative impact on students' social and emotional well-being. This data underscores the need for SDN 2 DENA (and other schools in general) to implement a comprehensive bullying prevention and response strategy. This strategy should focus on education about verbal bullying and its impacts, as well as creating a safe and supportive school environment to improve students' social and emotional well-being.

Action of bullying actions carried out by children are the result of a child's inability to control emotions (Maryam & Fatmawati, 2018). From the expert opinion, it can be seen that the cause of this case is bullying which occurs more frequently in students. This can be proven by research results which show that the majority of Indonesian students have experience of sexual harassment of bullying in his life. Case of bullying can also occur through social media (Wirmando et al., 2021). In this era of advanced technology, without realizing it, the actions of bullying are increasingly rampant, especially among teenagers/children. So, it cannot be denied that currently the cases of bullying not decreasing but increasing. Bullying can also attack a person's self-confidence.

Every individual has been involved in a bullying case (Visty, 2021). The perpetrator of bullying not realizing that what he did was an act bullying (Butar & Karneli, 2021). Often a person does not think that the actions they take can hurt someone. The perpetrators make their actions of bullying as a joke to be laughed at. This action actually has an impact on the victim, who feels depressed and hurt by the actions taken. The perpetrator of bullying is not only those who bully the victim, someone who just watches the bullying is also a perpetrator of the act of bullying (Nugroho et al., 2020). If it is possible to stop the action of bullying. They should not be silent spectators. It shows the public's understanding of the consequences of their actions of bullying is still low (Manurung & Monny, 2022). This statement is certainly true. Judging from the research results which show that teenagers who have experienced bullying therefore, this statement is in accordance with the results of research that has been carried out.

To minimize the occurrence of bullying that leads to cases of bullying of course, as people who care about the sustainability of generations, we must find ways and opportunities to encourage society to open up to a more advanced and modern way of thinking. Most people don't consider victims of violence important of bullying. There are many examples that we can see around us. Action of bullying in fact, it is a normal thing for most people, therefore one way that can be done at this time is by appealing to the public, especially adults, to be firm with those who carry out these actions of bullying. Action bullying can also be called an act intended to harm someone (the victim) (Rahmawati et al., 2022). Maintaining good language and politeness can be instilled in children from an early age. This way, children will grow into better individuals and be more adept at maintaining good manners. Children will also grow into adolescents who, when they make a mistake, will recognize it, apologize promptly, and be more considerate of others' feelings.

Therefore, to address the prevalence of bullying, significant awareness is needed regarding the impact on both victims and perpetrators. Support from those around the victim can help the victim of bullying feel comfortable and can open up about the bullying they experience (Zakiyah et al., 2019). This way, victims know where to talk and seek support. Therefore, students must understand the role of guidance counselors (Muspita et al., 2017). Schools can strive to protect students from bullying (Trimardhani et al., 2021). Such as participating in educational activities to prevent bullying (Saputri et al., 2023).

5. CONCLUSION

The conclusion of this study is that it can be concluded that in the school environment of SDN 2 DENA class 2, the type of *bullying* the most dominant is threats with 24.10%, followed by verbal (22.56%) and social emotional (21.02%). Physical *Bullying* is also a significant problem with 18.97%, while relational has the lowest percentage at 1.26%. This shows that Violence *bullying* in schools is not only limited to physical violence, but also involves non-physical forms of violence such as threats, verbal, and social emotional, which collectively have a significant impact on students. These data indicate that SDN 2 DENA needs to implement prevention and handling strategies. Comprehensive *bullying*, especially focusing on education about verbal *bullying* and its impact, as well as building a safe and supportive school environment to improve students' social and emotional well-being.

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