The Role of the Tri Pusat Pendidikan in Combating Cyberbullying in Adolescents

Saryono[1]*, Sari Astuti[2], Susi[3]
[1]Pancasila and Civic Education, STKIP Kusuma Negara, Indonesia
[2]English Education, STKIP Kusuma Negara, Indonesia
[3]Pancasila and Civic Education, Universitas Pamulang, Indonesia
*saryono.bhumi@stkipkusumanegara.ac.id

Abstract

Cyberbullying in adolescents involves strong emotional aspects, where emotional disturbances serve as crucial signals in these cases. This research aims to understand the role of the Tri Pusat Pendidikan in addressing cyberbullying in adolescents. A literature review approach was employed by gathering data from various sources such as articles, books, journals, documents, and websites, which were analyzed meticulously. The research findings indicate that cyberbullying in adolescents is a complex issue influenced by their emotions and moral values. When emotions are disturbed or moral values are low, cyberbullying can act as a trigger. Psychological support for adolescents who are frequent victims of cyberbullying becomes crucial as they may face difficulties in receiving love and communicating effectively. Effective preventive measures need to focus on character education rooted in moral values. To achieve this, collaboration between family, school, and society namely Tri Pusat Pendidikan is highly essential. Through this collaboration, it is hoped that adolescents can understand the importance of respecting others, avoiding bullying behavior, and using communication technology responsibly.

Keywords: Adolescents, Cyberbullying, Tri pusat pendidikan.

INTRODUCTION

According to a survey conducted by the Indonesian Internet Service Providers Association, the number of internet users in Indonesia reached 215.63 million people during the 2022-2023 period, showing an increase of 2.67% from the previous period, which recorded 210.03 million users. This figure reflects the participation of approximately 78.19% of Indonesia's total population, estimated at around 275.77 million people. Data released by the Central Statistics Agency also indicates the extent to which the Indonesian population actively accessed the internet in the last three months. The majority of those aged 25 and above, approximately 58.63%, have accessed the internet during that period. This trend has shown stability since 2020, consistently remaining above 50%. Meanwhile, in the age group of 19-24 years old, around 14.69% of the population has accessed the internet. For those aged 13-15 years old, about 6.77% have internet access, while in the age group of 5-12 years old, approximately 12.43% of children have also

used the internet. This trend depicts an increasing involvement of the younger generation in internet usage in Indonesia (Finaka, Nurhanisah, & Rahman, 2023).

In a case study conducted in Padang, it was revealed that 78% of elementary school students admitted to witnessing incidents of cyberbullying, with 21% of them becoming victims themselves, while 49% of other students also fell victim. The research findings depict how many elementary school students experience adverse events like cyberbullying in their lives. Another study also indicates that 80% of the 102 elementary school students surveyed frequently experience cyberbullying. This underscores that this is a serious issue faced by many students. Factors that drive cyberbullying behavior often involve family aspects, individual character, and the surrounding environment. Adolescents who tend to exhibit aggressive or demeaning behavior often come from less harmonious families that lack attention to communication spaces for them. This emphasizes that the process of forming the identity and personality of adolescents is greatly influenced by the environment in which they grow. Poor communication between parents and adolescents also has a significant impact on adolescent behavior, as the emotional development process from childhood to adolescence is highly influenced by family dynamics. It is important to note that the failure of adolescents to form a healthy personality is often related to their difficulties in adapting to their surroundings. Therefore, supporting emotional development and fostering good communication between parents and children is crucial in preventing cyberbullying behavior and developing positive personalities in adolescents (Nugraheni, 2021).

Cyberbullying
The term "cyberbullying" essentially originates from two words, namely "cyber" and "bullying." "Cyber" is interpreted as the technological medium used to interact in the virtual world without the need for face-to-face interaction. Meanwhile, "bullying" is defined as a conscious and deliberate act of aggression by one or more individuals against another party. Thus, cyberbullying can be defined as behavior conducted through electronic means with the intent of engaging in bullying actions. Cyberbullying can be understood as the use of modern communication technology, such as social media, with the aim of insulting, embarrassing, ridiculing, or intimidating someone (Bauman, 2013). Cyberbullying cruelty or violence in the online world is more detrimental compared to physical violence. Victims of cyberbullying often experience depression, feel isolated, are treated inhumanely, and feel helpless when under attack. The impacts do not stop there but can even lead to more extreme actions, such as suicide. Violence against teenagers has become an increasingly widespread phenomenon, even infiltrating the realm of education.

Cyberbullying on social media has extensive impacts, affecting various aspects of life, including psychological, physical, and social dimensions. The consequences are felt not only by the victims but also by the perpetrators. Both the perpetrators and the victims are affected by it (Kumala & Sukmawati, 2020). Willard (in Jalal, Idris, & Muliana, 2020) identified seven aspects of cyberbullying that need attention. (1) Flaming, which involves using offensive language and direct attacks through text messages or image sharing in social media chat groups with the aim of demeaning someone. (2) Harassment, involving the repeated sending of rude messages to someone through email, WhatsApp, or other social networking

platforms, often as a continuation of flaming behavior over an extended period. (3) Denigration, displaying negative things about someone openly on the internet with the intention of damaging their reputation, often through sending manipulated images to insult the victim. (4) Impersonation, pretending to be someone else and sending inappropriate messages. (5) Outing and trickery, where outing involves the spreading of someone's personal secrets or photos, while trickery involves deceit to obtain secret information from someone. (6) Exclusion, the intentional act of removing someone from an online group. (7) Cyberstalking, repeated dangerous threats or intimidation through electronic communication.

Tri Pusat Pendidikan
The Tri Pusat Pendidikan is an educational concept introduced by Ki Hajar Dewantara, the founder of Taman Siswa, acknowledged as the Father of National Education in Indonesia. The three educational centers referred to are educational environments that encompass 'education in the family environment, education in the institution/school environment, and education in the community environment.' The National Education System Law, in Article 13, paragraph 1, states that the education path consists of formal, non-formal, and informal education that can complement and enrich each other (Sistem Pendidikan Nasional, 2003).

Etymologically, the term "peran" (role) means someone who performs actions expected by others in society. This implies that every action undertaken by an individual holds significance for some people. In the Indonesian Dictionary (KBBI), it is also mentioned that "peranan" (role) is the behavior of a player characterized by the ability to produce and influence something positive within an event. According to Raho (2021), a role is defined as a pattern of behavior expected by society from someone occupying a particular status, and this is also related to relationships based on the role held by someone in a specific social status.

While schools have a primary role as agents implementing learning and cultural functions, they are not immune to violence practices, whether among students or between teachers. Despite schools teaching about bullying behavior, it is still possible for some students to engage in such actions. It can be concluded that knowledge about cyberbullying among students is still lacking. Therefore, education needs to deepen the education on cyberbullying for students as social media users so that they can use technology wisely. Hence, the aim of this research is to understand the role of the Tri Pusat Pendidikan in addressing cyberbullying in adolescents. Through this research, it is hoped that a deeper understanding can be created regarding the roles of family, school, and society in addressing and preventing cyberbullying cases among teenagers. Additionally, it is also expected to provide insights into effective strategies and efforts to combat this phenomenon so that teenagers can use technology positively and wisely in online interactions.

RESEARCH METHOD
This research employs a literature review method that utilizes various reference sources such as articles, books, journals, documents, and websites. This approach is based on a careful understanding of the social phenomenon currently attracting public attention. A literature review is a process involving the collection, evaluation, and critical analysis of relevant literature or references related to the

research topic. As stated by Bayley (2002), a literature review provides a thorough evaluation of studies published by reputable scholars and researchers on a specific topic. This approach is often used to summarize findings from various studies, highlight existing gaps in current research, and identify areas that require further focus for future research.

In this literature review study, data were obtained from Google Scholar, an electronic database covering the period between 2018 and 2023. The researcher selectively chose articles that matched relevant titles and abstracts, distinguishing between different document purposes and articles. From a set of 10 selected articles, each article was carefully studied from its abstract, objectives, to the data analysis conducted by the researchers to gather information related to the role of the Tri Pusat Pendidikan in addressing cyberbullying in adolescents. The inclusion criteria used were articles with relevant titles and content, published between 2018 and 2023 (the last 5 years). Meanwhile, articles lacking a complete structure, review articles, or articles that did not discuss the role of the Tri Pusat Pendidikan in combating cyberbullying in adolescents were excluded from this research.

RESULTS AND DISCUSSION
Cyberbullying in adolescents
Cyberbullying in adolescents is closely related to emotional dynamics, where emotional disturbances serve as a strong indicator of cyberbullying occurrences (Gómez-Ortiz et al., 2018). When an individual has a low level of moral identity, they are more likely to be indirectly influenced by their perceptions of cyberbullying incidents through moral changes. Conversely, individuals with a high level of moral identity also have indirect impacts that can shape adolescents' perceptions of cyberbullying. A strong connection is formed between perceptions of cyberbullying and the experience of being a victim of cyberbullying, while these perceptions are negatively associated with moral changes that occur. There is also a relationship between moral changes and the experience of being a victim in cases of cyberbullying (Cuadrado-Gordillo & Fernández-Antelo, 2019).

Cyberbullying among adolescents often occurs on various social media platforms. The number of cyberbullying victims in Indonesia has reached 45% (UNICEF, 2022). To address this issue, providing education to teenagers is a crucial step. In addition to focusing on academic aspects, character education based on moral intelligence should also be continuously developed. This can be achieved through the implementation of character education involving cooperation from the Tri Pusat Pendidikan. Gómez-Ortiz et al. (2018) emphasize the importance of providing psychological support to teenagers to prevent cyberbullying incidents. There is a noticeable pattern in this regard, where boys who are victims of cyberbullying show low perceptions of affection and communication, while in girls, there is a pattern of being either a cyber-bully or a victim followed by aggressive behavior in the online world. Both boys and girls not involved in these events show lower perceptions of psychological control, while those who are victims exhibit higher levels of psychological control.

Riswanto and Marsinun (2020) reveal that the motives behind bullying actions carried out by teenagers on social media can be categorized into several patterns. First, there is a dislike for someone whom the perpetrator believes does not meet

their perceived standards. Second, there is an intention to harm with inappropriate or unethical words, often triggered by feelings of envy or jealousy felt by the perpetrator. Third, there is an attempt to entertain others in the wrong way, for example, by posting images or memes that make the victim a subject of ridicule on social media. Fourth, there is jealousy that triggers bullying actions because the victim is deemed unworthy of achieving the success or accomplishments they have attained. Finally, there is a misguided belief by the perpetrator that they are better or more deserving than the victim, both in terms of quality and quantity.

From the available data, the author observes that cyberbullying in adolescents is closely related to emotional and moral identity aspects. Emotional disturbances serve as a strong indicator of cyberbullying, while low moral identity can influence perceptions of these incidents. Preventive efforts should also be focused on providing psychological support for teenagers, considering the emerging patterns that show cyberbullying victims often have low perceptions of affection and communication. Furthermore, the motives behind bullying actions also demonstrate various patterns based on dissatisfaction with others, jealousy, or even a misguided belief that the perpetrator is better than the victim. Addressing the issue of cyberbullying in Indonesia, affecting 45% of adolescents as victims, requires a more education-focused approach. In addition to addressing academic aspects, it is crucial to develop character and moral intelligence through character education that can be implemented through cooperation from the Tri Pusat Pendidikan.

Tri Pusat Pendidikan activities in addressing cyberbullying
The Tri Pusat Pendidikan is a educational concept involving three interconnected factors or elements: family, school, and community (Gerda et al., 2022). School efforts to instill character education in adolescents will be more effective with close cooperation between family and community (Albertus, 2022). Additionally, it is important to strengthen moral and ethical education within the school environment, promote attitudes of mutual respect and empathy, and provide learning about responsible and safe use of social media. Through holistic character education and collaboration among the Tri Pusat Pendidikan, it is hoped that adolescents can better understand the importance of respecting others, avoiding bullying, and responsibly using communication technology. With joint efforts, a safer and more positive environment can be created for teenagers in the online world.

Listiyani, Wijayanti, and Putrianti (2020) outlines the activities of the Tri Pusat Pendidikan in addressing cyberbullying as seen in Table 1.

The role of the family in addressing cyberbullying
Essentially, the family serves as the first education for a child in building character. Family education, parenting systems, and good communication between parents and children are crucial factors in shaping a child's behavior and personality. Mansur and Subiantoro (2022) state that family education provides positive values as the foundation for further education. Family education is the parents' effort to instill and assist in the personal development of the child. Therefore, the family plays a significant role in shaping the character of children in the future.

The role of the family, especially parents, has a significant impact on shaping a child's character, including their actions, attitudes, and behaviors. This influences adolescents' involvement in cyberbullying. To reduce the risk of adolescent

involvement in cyberbullying, it is essential for parents to have competence in educating their children using appropriate parenting styles. This includes providing sufficient attention, giving appreciation, managing emotions effectively, improving communication, and monitoring their children's actions (Dewi, Suryani, & Sriati, 2020). Unfortunately, not many families are able to implement proper family education, parenting systems, and good communication, resulting in various deviations, one of which is cyberbullying. Perpetrators of cyberbullying often come from families with authoritarian and irregular parenting styles. This inappropriate parenting pattern has an impact on the inappropriate behavior of adolescents, such as engaging in cyberbullying.

Table 1. Activities in Addressing Cyberbullying

Tri Pusat Pendidikan	Activities
1. Family	Guiding children in the use of technology, monitoring their interactions on social media, providing an understanding of the risks of cyberbullying, encouraging healthy physical activities, and being open to discussions and questions.
2. School	Socializing the dangers of cyberbullying to students, promoting positive physical activities, providing support for victims and perpetrators of cyberbullying, and actively communicating with parents about their child's progress in school.
3. Community	Providing an understanding of the risks of cyberbullying, promoting positive information sharing, educating through supportive content on social media, and setting a good example in positive interactions and words when engaging with children in the social environment.

To prevent cyberbullying, families should instill prevailing values and norms through good parenting styles and cultivate positive habits. Character development through parenting styles, including self-control, plays a role in preventing deviant behaviors such as cyberbullying. Families can achieve this by providing support, praise, moral encouragement, and affection to their children. By expressing affection, children feel valued and loved, leading to increased self-esteem and the ability to behave well in social or online environments. Additionally, family efforts may involve spending more quality time together between parents and children, creating a harmonious family environment that supports the child's development, monitoring a child's social interactions on social media, recognizing and supporting the child's interests and talents, appreciating or acknowledging the child's achievements, regulating suitable types of entertainment and games for the child, and setting an example for the child on how to control emotions and anger wisely. Parents also need to be selective in granting internet access, demonstrate good online behavior to their children, fostering ethical online behavior, and conducting periodic monitoring to avoid negative influences.

The role of schools in addressing cyberbullying
In addition to internal roles, an important external role in addressing cyberbullying is played by schools. Schools have a role that emphasizes providing education and

awareness about what cyberbullying is. Education is a fitting measure to reach adolescents in the effort to prevent and address cyberbullying. Especially, character education based on moral intelligence must continue to be developed because the formation of good attitudes and behaviors depends not only on academic competence but also on the cultivation of moral values and individual character (Setiawan, 2013). Research findings from 'Adzim (2021) affirm that effective communication, cooperation, and coordination between schools, parents, and the community are crucial in strengthening character education. Schools act as a bridge between the family and community environments, serving as a strong foundation to reinforce the character education values embedded in the school environment.

The role of teachers in schools in providing education about cyberbullying can be carried out in various ways. One approach is for teachers not only to provide information in a one-way lecture format but to emphasize their role as facilitators, motivators, and tutors for students. For example, this can be done by organizing offline additional classes on the theme of cyberbullying, held monthly in different classrooms. Additionally, in the current era, teachers can also leverage free online classes to teach students about cyberbullying or even invite experienced speakers to provide education on preventing cyberbullying. With online classes, students can more easily access information and learning about cyberbullying, and these online additional classes can include more participants as they are not limited by quotas.

Other efforts that schools need to undertake to prevent bullying include establishing strict and clear guidelines regarding cyberbullying, creating a warm atmosphere, paying attention to students vulnerable to cyberbullying, involving students in role-playing related to cyberbullying situations, and reassuring students that teachers and the school are ready to help if anyone becomes a victim of cyberbullying. In addition to prevention, schools must also be able to address cyberbullying if there are students who become perpetrators. Dealing with students engaged in cyberbullying involves listening to their stories from the perpetrator's perspective, reminding them of the rules and anti-bullying guidelines established in the school, helping them understand the reasons behind cyberbullying behavior (such as personal issues or problems at home), showing empathy and compassion by sharing the feelings of cyberbullying victims, applying specific consequences to help them learn from the situation, and providing lessons to perpetrators on how to rectify their mistakes gradually.

The role of the community in addressing cyberbullying
The community environment is considered as an indirect educational space, where individuals spontaneously actualize themselves. Values instilled in the family and school environments are aligned with the moral values applied in community life (Gerda et al., 2022; Hastuti, 2020). To address deviant behavior, especially cyberbullying, the community needs to actively participate and collaborate with families and schools. In a community, there are prevailing values and norms aimed at creating order, justice, and peace. As responsible members of the community, we should adhere to the values and norms in our environment. Cyberbullying is deviant behavior that goes against these values and norms, as it contradicts the expectations and positive values held by the community. The role of the community, including other community organizations, in addressing this issue is to regularly socialize the dangers of cyberbullying to teenagers, provide education on ethics when interacting

on social media through various platforms, upload positive information and content, and serve as wise and intelligent internet users as an example for teenagers and as an effort to avoid cyberbullying. The community environment has a significant influence on a child's education.

One effort to create a wise and intelligent community in the use of social media is through the National Digital Literacy Movement #SiBerkreasis (Kementerian Komunikasi dan Informatika, 2017). The National Digital Literacy Movement #SiBerkreasi was born out of the community's concern about the risks posed by the spread of negative content such as fake news (hoaxes), hate speech, cyberbullying, pornography, fraud, and radicalism in the online world. In its attempt to counteract these negative impacts, this movement invites all layers of society and communities to become agents of change by actively spreading positive content in the online realm. The collaboration across government institutions, private sector, communities, and individuals who care about digital literacy forms the foundation of this movement. This movement is part of a shared commitment to enhance digital literacy, encourage the sharing of creativity through positive content, and urge internet users to act wisely and responsibly in their usage. The author believes this can be a positive alternative in addressing cyberbullying among teenagers.

CONCLUSION

From what has been discussed earlier, the author observes that cyberbullying among teenagers is a complex issue, influenced by their emotions and moral values. When emotions are disturbed or moral values are low, it can trigger cyberbullying. To address this, psychological support for teenagers is crucial because often cyberbullying victims have difficulty accepting love and communicating effectively.

Effective preventive measures need to focus on education, especially character education rooted in moral values. To realize this, cooperation between family, school, and the community (Tri Pusat Pendidikan) is essential. With this collaboration, it is hoped that teenagers can understand the importance of respecting others, avoiding bullying behavior, and using communication technology responsibly.

The educational triad plays a crucial role in addressing cyberbullying among teenagers. The first influence provided by the family forms the main foundation in a child's development. Families must be able to provide positive values, love, appreciation, and good communication to shape good behavior and avoid negative behavior such as cyberbullying. In school, teachers need to provide structured education on cyberbullying and character to students, not only through lectures but also through active interaction. Schools should also be a safe place for students who are victims of cyberbullying and actively involved in addressing bullying behavior. The role of the community as a whole is also crucial in efforts to overcome cyberbullying. Regular socialization to teenagers, positive content on social media, and being a good example in daily interactions are important steps in preventing cyberbullying behavior. With close cooperation between family, school, and the community, as well as organized preventive efforts and education, the hope is to create a safer and more positive environment for teenagers in the online world.

Hopefully, this can reduce cases of cyberbullying that can harm the younger generation.

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