

Effectiveness of Psychodrama-Based Group Guidance in Reducing Bullying Among Indigenous and Non-Indigenous Students: A Quasi-Experimental Study

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Abstract: This study aims to examine the effectiveness of group guidance services using the psychodrama approach in reducing bullying behavior among native and non-native students at Sultan Iskandar Muda Junior High School. Utilizing a quantitative design with an experimental method, the study involved two groups: an experimental group that received psychodrama interventions and a control group that did not receive any intervention. Data were collected through pre-test and post-test measures to assess bullying behavior. The analysis revealed a significant difference between the pre-test and post-test scores in the experimental group. Before the intervention, 12.5% of students were in the high bullying category and 87.5% in the moderate category. After the intervention, 100% of students were in the low category. The Wilcoxon test showed a significant difference ($p < 0.05$), indicating that the observed changes were not due to chance. The psychodrama intervention in this study involved various techniques such as role playing, role reversal, and empathy training, which enabled students to understand others' perspectives, including those from different cultural backgrounds. This approach intentionally integrated cultural inclusiveness and intergroup empathy to create a safe and supportive space for all students. These findings suggest that psychodrama is not only effective in reducing bullying behavior but also holds potential as a relevant intervention strategy in multicultural education, as it promotes cross-cultural understanding and strengthens social harmony within the school environment.

Keywords: Bullying Prevention, Group Guidance, Indigenous Students, Multicultural Education, Psychodrama

A. Introduction

Education is the process of learning and developing individual abilities, knowledge, values and attitudes. Education is basically a human effort to improve knowledge, from various environments both obtained from formal and informal institutions (Nurandriani & Alghazal, 2022). Based on the Law article 1 paragraph 3 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious

spiritual strength, control, and control of the environment self, personality, intelligence, noble character, and skills needed by himself, society, nation and state.

Effective education not only prepares individuals in academics, but also builds characters that respect differences. This difference refers to the diversity of identities and backgrounds possessed by individuals or groups (Alfauziyah et al., 2024). Such as ethnic, racial, religious, and cultural differences. Therefore, multicultural education is one approach that can be used to form an inclusive and tolerant attitude in a diverse society.

Multicultural education is an extension of the concept of education that focuses on understanding and appreciating one's own culture and other cultures. In line with the opinions that have been expressed, Alhaddad, (2020) revealed that multicultural education is an intellectual development process directed at understanding differences in race, ethnicity, culture, and religion in human interactions (Alhaddad, 2020). In line with Suradi's research, (2018) which states that multicultural education is essentially the concept of building the strength of a nation with ethnic, religious, racial, cultural and linguistic backgrounds by appreciating and respecting its civil rights including minorities, multicultural education acts as a fanatical resistance that leads to various forms of violence cultural values (Suradi, 2018).

Multicultural education not only includes an understanding of cultural differences, but also highlights the importance of respect for certain groups, such as indigenous and non-indigenous groups. These two groups have different historical, cultural and social backgrounds, which can affect their interactions and relationships.

Indigenous is a group of people who have origins (from generation to generation) in a certain geographical area, and have their own value system, ideology, politics, economy, socio-culture and territory. Agree with (Husna et al., 2022) who revealed that indigenous groups have local wisdom, these values become the grip of community groups and become an inseparable part of everyday life and can be realized in the form of customs, rules, culture, language, beliefs and daily habits (Husna et al., 2022). Meanwhile, non-indigenous groups are groups of people who do not come from an area originally, but settle or move there. This is in line with the research of Sahertian & Jawas, (2021) which reveals that non-indigenous groups are groups of people who come from outside the region and are not natives of the area, non-indigenous groups are groups of people who come from outside the region the indigenous groups in Indonesia are those of Chinese, Arab and Indian origin (Sahertian & Jawas, 2021). In this research, the non-indigenous group in question is the Chinese community, who despite having lived in the country for a long time, are not included in the category of indigenous people. This group has a different cultural background, history, and identity from the people who are recognized as indigenous or native in the region.

Differences in historical, cultural and social backgrounds are often a source of misunderstanding. This can be seen in the relationship between indigenous and non-indigenous groups, where the gap in understanding of each other's cultural and historical values can lead to bullying behavior. This is similar to research conducted by Agnes S. Reyes, (2018) in her research showing that indigenous groups of students at PNU North Luzon campus experience bullying and discrimination. One of the behaviors carried out by non-indigenous students to white indigenous students is often associated with poverty and backwardness (Reyes, 2018). This is also in line with research by Broll et al, (2018) which reveals that indigenous youth in Canada are victims of various forms of bullying, both directly such as physical violence, verbal taunts, and social and indirectly through digital media (cyberbullying). The forms of cyberbullying experienced include threats, spreading gossip, and shaming victims through the internet and text messages. This is reflected in their statement that "*cyberbullying may include threats, rumors, and gossip intended to embarrass or demean someone*", the study also confirmed that indigenous adolescents are targeted for bullying because of their cultural background and ethnic identity, as explained in the quote: "Indigenous adolescents are bullied specifically because of their heritage, in other words, ethnic identity-based discrimination is still a major factor in the bullying behavior they experience (Broll et al., 2018).

Bullying is a complex phenomenon that not only affects the psychological well-being of victims but is also closely linked to social dynamics and cultural identity. In multicultural school environments, students from minority or non-native cultural backgrounds often become targets of bullying behavior, whether verbal, social, or group exclusion (Rigby, 2007). According to Rigby, (2007), there are 2 types of bullying behavior, namely physical and psychological. Physical bullying is an act that hurts someone's body physically direct. Psychological bullying includes a variety of behaviors that aim to damage a person's emotional or mental state. It can be both verbal and non-verbal (Rigby, 2007). Research indicates that bullying can stem from stereotypes, prejudices, and ignorance about cultural diversity. Therefore, an intervention approach that is not only psychological but also accommodates cultural aspects is crucial.

Psychodrama, as one form of group counseling based on active participation, has proven effective in fostering empathy, social awareness, and understanding of others' perspectives. Through techniques such as role-playing, role-swapping, and empathy exercises, psychodrama creates a reflective space for students to understand others' experiences, including those from different cultural backgrounds. This approach aligns with the values of multicultural education, where diversity of identity is not seen as a threat but as a social asset that needs to be understood and valued.

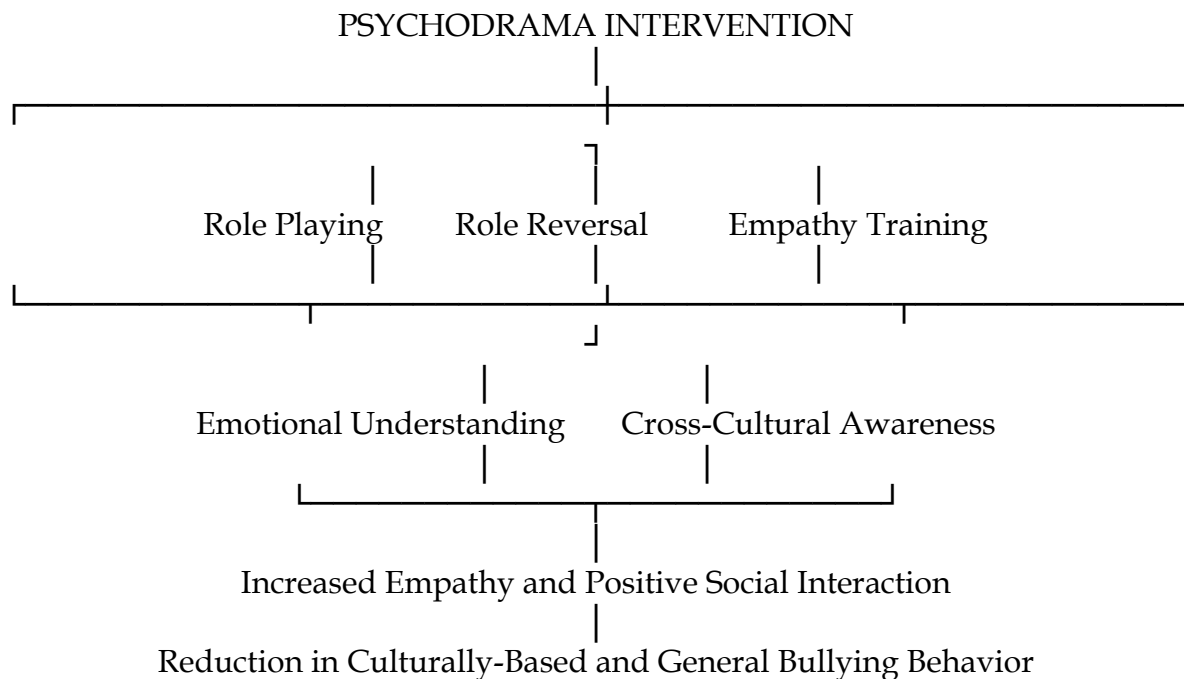


Figure 1. Conceptual Framework Diagram (Kipper, 2003)

The impact of bullying behavior on its victims can have a physical and psychological impact on the victim, there are even victims who feel depressed and away from the social environment. In agreement with the results of research by Oktaviany & Ramadan, (2023) which states that bullying behavior can make students become insecure, worried about the environment, uncomfortable when near bullying behavior, embarrassed, angry, and traumatized (Oktaviany & Ramadan, 2023). Students are not confident in expressing their opinions when learning and even do not believe in their own abilities.

Based on the facts in the field from the results of an initial interview with one of the students, there is a cultural gap that is reflected in the interaction between students. One student with the initials X, who has a dark skin color with an ethnicity from western Indonesia, experienced an incident that showed a lack of understanding of diversity among students. A situation when the projector was used in a dark room, one of the other students said, "Eh, why don't you look, X!" in a joking tone, referring to X's darker skin color compared to his friends. These remarks may be considered a joke by some, but it is important to know that it is not a joke. It reflects an ignorant attitude towards diversity, and shows discrimination based on race or skin color. Although delivered in a light or joking tone, the effects can still hurt the feelings of the targeted individuals, as well as reinforce views that demean certain groups based on their physical differences. This was confirmed by the counseling teacher through an initial interview that there really is a cultural gap between indigenous and non-indigenous groups. This cultural gap occurs because students are still accustomed to the behavior they applied when they were in elementary

school and are influenced by home environment factors that shape their interaction patterns.

Therefore, an effective prevention strategy is needed to overcome this problem. One of the strategies offered is the provision of counseling guidance services by counseling teachers to indigenous and non-indigenous student groups. Counseling guidance is the process of providing assistance from an expert to an individual or group of individuals with the aim of providing effective services so that the potential they have to be optimal and the problem can be solved so that the individual is independent and able to control themselves. There are various types of counseling services, one of the services that can be offered to prevent bullying conditions is group guidance services. According to Harahap, (2021) group guidance service is a guidance service that utilizes group dynamics to discuss current topics that are useful for developing students (Harahap, 2021). To support the success of group guidance services provided by counseling teachers, it can be added with various techniques, one of the techniques used in this study is psychodrama technique. Psychodrama technique is the dramatization of issues related to serious disorders in mental health in preparation with the aim of overhauling a person's personality structure. Psychodrama is carried out as therapy or healing and psychodrama can also be used as teaching by playing certain roles that will be able to live out feelings (Fauziah & Karneli, 2024). The problem of bullying in the context of multicultural education, through group guidance services with psychodrama techniques, provides an innovative approach to developing self-awareness, empathy, and social skills in indigenous and non-indigenous groups.

B. Methods

This research method is quantitative research. Quantitative research is a research method based on a systematic approach, utilizing numerical data to answer research questions and analyze social phenomena that are the object of research study (Waruwu et al., 2025). The design of this research is a non-equivalent group pre-test post-test control design. This design involves an experimental group and a control group that is not randomly selected, the difference between these groups is measured before and after the intervention (Anantasia., 2025).

This study was conducted at Sultan Iskandar Muda Junior High School which is one of the inclusive schools in Medan city with culturally and socially diverse student backgrounds. The population in this study were all 8th grade students consisting of 8 (eight) classes with a total of 320 (three hundred and twenty) students, with an average of 40 (forty) students per class. Determination of the sample in this study using purposive sampling technique. Purposive sampling is a sampling technique in which subjects are selected intentionally based on certain criteria that are considered relevant by the researcher (Subhaktiyasa, 2024). The sample of the study amounted to 16 (sixteen) students with the following criteria considering the representation of

indigenous and non-indigenous student groups) as well as indications of involvement in bullying behavior. The sample was divided into two groups, namely the experimental group and the control group, each consisting of 8 (eight) students with a composition of 4 (four) indigenous students and 4 (four) non-indigenous students. The experimental group received treatment in the form of group guidance services with psychodrama techniques, while the control group was not given any treatment during the research period. The selection of these two groups aims to compare the effectiveness of group guidance services with psychodrama techniques on changes in bullying behavior between groups that receive treatment and those that do not receive treatment.

The data collection instrument in the form of a bullying behavior scale has been tested for validity and reliability before use. Data analysis was carried out using the Wilcoxon Signed-Rank Test to measure differences in bullying behavior scores between pre-test and post-test in each group. This test was chosen because it is suitable for non-normally distributed data with small samples, and aims to determine the effectiveness of psychodrama services in reducing the level of bullying behavior in students. The results of this analysis are the basis for answering the problem formulation and testing the hypothesis in the study.

C. Results and discussion

This study was conducted at Sultan Iskandar Muda Junior High School with a focus on measuring the effectiveness of group guidance services using psychodrama techniques in preventing bullying behavior in indigenous and non-indigenous students. Data were collected through the administration of pre-test and post-test using a bullying behavior measurement instrument using a Likert scale that has been tested for validity and reliability. The research subjects were divided into two groups, namely the experimental group who received group guidance services using psychodrama techniques and the control group who were not given treatment during the research process. The results of the pre-test and post-test of the bullying scale on indigenous group students and non-indigenous group students were.

Table 1. Frequency and Percentage Distribution of Post-Test Experimental and Control Groups

| Experiment Group | | | | Control Group | | | |
|------------------|-----|----------|-----|---------------|---|----------|-----|
| Interval | F | Category | % | Interval | F | Category | % |
| 99-135 | 0 | High | 0 | 99-135 | 0 | High | 0 |
| 62-98 | 0 | Medium | 0 | 62-98 | 8 | Medium | 100 |
| 25-61 | 100 | Low | 100 | 25-61 | 0 | Low | 0 |
| Total | 8 | | 100 | Total | 8 | | 100 |

Based on the results of data analysis presented in table 1 regarding the frequency distribution and percentage of pre-test scores in the experimental group and control group, the results obtained from the pre-test bullying scale in the experimental

group were 1 (one) student had a bullying condition in the high category with a percentage of 12.5%, and 7 (seven) students had a bullying condition in the moderate category with a percentage of 87.5%. While in the control group obtained from the pre-test bullying scale there were 8 (eight) students having bullying conditions in the moderate category with a percentage of 100%. The results of the pre-test above were given group guidance services with psychodrama techniques in the experimental group, the experimental group was given services 6 (six) times with psychodrama techniques by an experimenter who is an expert in the field of guidance and counseling. The results of the treatment given by the experimenter can be seen in table 2 below.

Table 2. Frequency and Percentage Distribution of Post-Test Experimental and Control Groups

| Experiment Group | | | | Control Group | | | |
|------------------|---|----------|------|---------------|---|----------|-----|
| Interval | F | Category | % | Interval | F | Category | % |
| 99-135 | 1 | High | 12,5 | 99-135 | 0 | High | 0 |
| 62-98 | 7 | Medium | 87,5 | 62-98 | 8 | Medium | 100 |
| 25-61 | 0 | Low | 0 | 25-61 | 0 | Low | 0 |
| Total | 8 | | 100 | Total | 8 | | 100 |

From the results of research and treatment carried out by the experimenter, there were significant differences from the experimental group. The results of the data analysis presented in table 2 show the frequency distribution and percentage of post-test scores in the experimental group and the control group, the results obtained from the post-test bullying scale in the experimental group there were 8 (eight) students having bullying behavior conditions in the low category with a percentage of 100%. While in the control group there were 8 (eight) students having bullying conditions in the moderate category with a percentage of 100%.

Based on the data in table 1 and table 2, significant changes were found in the experimental group after being given an intervention in the form of group guidance services with psychodrama techniques. Before the intervention, 1 (one) student had bullying behavior in the high category with a percentage of 12.5% and 7 (seven) students had bullying behavior in the medium category with a percentage of 87.5%. However, after the intervention 8 (eight) students in the experimental group had bullying behavior conditions in the low category with a percentage of 100%. This finding shows that there is a significant change in bullying behavior in the experimental group after the intervention. Conversely, in the control group there was no significant difference, as many as 8 (eight) students in the control group had bullying behavior conditions in the moderate category with a percentage of 100%.

Based on this data, it shows an increase in positive behavior and a decrease in bullying behavior as a whole in the experimental group. Conversely, the control group did not show any improvement, all students remained in the category of bullying behavior in the moderate category with a percentage of 100%. This finding

provides an initial picture that group guidance services with psychodrama techniques make a real contribution to reducing bullying behavior and improving the quality of social interactions of indigenous and non-indigenous students. However, to ensure that the difference is truly statistically significant and not just a coincidence, further analysis is needed using the Wilcoxon statistical test. The results of this analysis will be presented and discussed in the next research.

Table 3. Wilcoxon Statistical Test Results

| | <i>Post-test Experiment - Pre-test Experiment</i> | <i>Post-test Control - Pre-test Control</i> |
|-------------------------------|---|---|
| Z | -2.524 | -1,532 |
| Asymp. Sig. (2-tailed) | 0,012 | 0,125 |

Based on the results of the Wilcoxon Signed Ranks Test, the value of $Z = -2.524$ with p value = 0.012 was obtained in the experimental group. Because the p value < 0.05 , it can be concluded that there is a significant difference between the pre-test and post-test scores. This means that group guidance services with psychodrama techniques are effective in reducing bullying behavior in indigenous and non-indigenous students. Meanwhile, the control group obtained $Z = -1.532$ with p value = 0.125. Because the p value > 0.05 , there is no significant difference between the pre-test and post-test. This shows that significant changes in bullying behavior only occur in groups that are given psychodrama group guidance services.

The initial condition of bullying behavior in indigenous and non-indigenous group students before being given group guidance services with psychodrama techniques shows that bullying behavior is still quite high among students. Based on the results of the pre-test conducted before being given group guidance services with psychodrama techniques, data obtained that in the experimental group, there were 1 (one) student in the high category and 7 (seven) students in the medium category. Meanwhile, in the control group 8 (eight) students were in the moderate category. There were no students in both groups who showed a low category in bullying behavior.

This condition reflects that at the initial stage, both the experimental group and the control group had relatively comparable bullying level characteristics, namely the indigenous and non-indigenous student groups were in the moderate category and had not shown signs of improvement or decrease in bullying behavior. This finding is in line with the results of research conducted by Brownlee et al. which revealed that there were no significant differences between Aboriginal (indigenous) and non-Aboriginal (non indigenous) students in terms of being victims or perpetrators of bullying. This is shown through the statement that "Aboriginal students reported comparable levels of both victimization and bullying behavior at school" (Brownlee et al., 2014).

The relevance of these findings is strengthened by the results of a study conducted by Munijah (2023) which showed that most students were at a moderate level in bullying behavior, the results of this study stated that a positive school culture, especially in the aspect of relationships between students, proved to have the most dominant contribution in reducing bullying behavior (Munjiah, 2023). Based on this statement, it strengthens the understanding that before the intervention was carried out, bullying behavior in students, both from indigenous and non-indigenous groups, tended to arise due to the lack of quality social relationships between students. Therefore, this initial condition becomes an important foothold in designing a psychodrama-based intervention that emphasizes strengthening self-expression, empathy, and communication, as a strategy to effectively overcome bullying behavior in both groups of students.

Bullying behavior is relatively evenly distributed and not yet in an ideal condition. This condition shows that bullying behavior has emerged in interactions between students, without directly linking it to their group background. The existence of this behavior may be influenced by various factors, including self-confidence, social communication, and so on. This finding is in line with the results of a study by Syahra et al., (2024) which stated that victims of bullying generally experience serious psychological impacts, such as low self-confidence, inactivity in school activities, and withdrawal from the social environment (Syahra et al., 2024).

Based on the results of post-test data analysis, it shows that there are differences in the condition of bullying behavior in indigenous and non-indigenous group students. After being given group guidance services with psychodrama techniques, both students from indigenous and non-indigenous groups in the experimental group experienced significant changes in bullying scores. All students in the experimental group were in the low category, which in the context of this study shows an increase in social awareness, openness, and empathic response to bullying. Meanwhile, students from the control group, both students from indigenous and non-indigenous groups, did not show any significant changes, which means they remained in the moderate category. This finding indicates that group guidance services with psychodrama techniques have an equal effect on the experimental group.

The results of this study are in line with the findings of Jasni, (2023) which state that psychodrama techniques have proven effective in preventing bullying behavior. Through the roles played in psychodrama sessions, students are able to express their thoughts and feelings to the other person without hurting or disturbing the feelings of others. In addition, students showed an increased ability to control themselves, empathize with the conditions experienced by others, and appreciate and accept differences in opinion without discriminating (Jasni, 2023). The development of this positive behavior encourages the formation of a more adaptive attitude, so that students no longer show actions that are classified as bullying behavior. This opinion

is in line with Sari (2024) who revealed that psychodrama techniques are effective in overcoming bullying behavior in students. Through the pre-test and post-test design, it was found that there was a significant decrease in bullying behavior scores. These results indicate positive attitudinal changes in students, such as increased empathy, ability to respect others, and control of negative verbal behavior (Sari, 2024). Thus, the psychodrama technique was proven effective as an intervention to reduce bullying behavior among junior high school students.

The intervention through psychodrama techniques proved to have an equal impact on the experimental group. This indicates that the psychodrama technique-based approach is able to transcend differences in cultural backgrounds in shaping prosocial behavior. This finding is in line with Sapitri et al's., research (2023) which showed that about 71.4% of changes in participants' behavior were directly related to the intervention provided, which focused on developing empathy, emotional control, and understanding of social situations through role-playing activities. This approach, which utilizes dramatic experiences as a means to explore oneself and build social skills, has been shown to be effective across various cultural backgrounds in educational settings (Sapitri et al., 2023). Group guidance services with psychodrama techniques are proven effective in preventing bullying behavior in indigenous and non-indigenous students. The Wilcoxon test results showed a significant difference between the pre-test and post-test scores in the experimental group, while the control group experienced no change. This shows that the psychodrama approach can reduce bullying behavior equally, without being affected by students' cultural background. The effectiveness of reducing bullying behavior in role playing is also reinforced by the results of Nasution & Butar-Butar, (2024) which shows that role playing can improve the emotional control of students who are bullies. This intervention is proven to help students develop social skills and reduce negative behaviors associated with bullying (Nasution & Butar-Butar, 2024).

The results of this study are also reinforced by previous research conducted by Sembiring & Harahap, (2023) which revealed that this study found that after treatment there was a significant decrease in bullying behavior scores, indicating the effectiveness of this intervention in reducing aggressive behavior among students (Sembiring & Harahap, 2023). This is in line with the findings in this study, which showed that role-based techniques, such as psychodrama, are able to address the problem of bullying regardless of cultural background, both for indigenous and non-indigenous students. Thus, psychodrama-based interventions can be an effective alternative in creating a safer and more inclusive school environment for all students, and can be applied in various social and cultural contexts.

Based on the results of previous studies that have been reviewed, it can be concluded that psychodrama techniques have proven effective in reducing bullying behavior and increasing students' empathy and social skills. However, research

related to the application of psychodrama techniques in the context of students' cultural diversity, especially in indigenous and non-indigenous students, is still limited. Therefore, this study is important to further examine the effectiveness of psychodrama techniques in overcoming bullying behavior in students with diverse cultural backgrounds, thus providing greater insight for bullying prevention efforts in inclusive schools.

D. Conclusion

Based on the results of the research that has been conducted, it can be concluded that group guidance services with psychodrama techniques are effective in preventing bullying behavior in indigenous and non-indigenous students. The intervention provided is able to reduce the level of bullying behavior and encourage the formation of prosocial behavior through increased empathy, self-control, and healthy communication skills. The experimental group that received psychodrama services showed significant positive changes, while the control group did not experience significant changes. This effectiveness is also in line with previous studies that support the use of the psychodrama approach as a method that can be applied universally, without being affected by differences in cultural backgrounds. Therefore, psychodrama techniques can be considered as a strategic and inclusive alternative intervention in creating a safe, supportive, and bullying-free school environment.

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