

## THE RELATIONSHIP OF EMOTIONAL REGULATION TO BEHAVIOR BULLYING AND ITS IMPLICATIONS IN GUIDANCE AND COUNSELING

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### Abstract

Bullying is a serious problem that often occurs in the world of education, especially among adolescents. This action can cause long-term negative impacts, both physical and psychologically. One of the factors that influences the possibility of someone bullying is their ability to regulate emotions. This study aims to review the relationship between emotional regulations and adolescent bullying behavior through a literature review approach. The results of various literature indicate that good emotional regulation has an important role in reducing the tendency to behave in a bullying manner. Individuals who have high emotional regulations abilities are more effective in managing negative emotions such as anger and frustration, so they can avoid aggressive actions. Conversely, Low Emotional Regulation Often Triggers bullying behavior as a way to release emotions. The Implications of These Findings Emphasize the importance of guidance and counseling services in schools, such as group guidance with Sociodrama, Coping, and Self-Talk Methods, to improve students' emotional regulations. Thus, Strengthening Emotional Regulation Abilities Can Be A Preventive Strategy in Reducing Cases of Bullying in Educational Environment.

**Keywords:** bullying; Emotional regulation; Guidance and Counseling

### 1. Introduction

The phenomenon of bullying in schools is increasingly worrying, as it is often normalized as a natural part of student interaction. However, it actually has a profound psychological impact on both victims and perpetrators. Bullying occurs in various forms, ranging from physical violence, verbal abuse, social exclusion, to online intimidation (cyberbullying). This issue has become a national concern, as it not only disrupts the learning process but also undermines mental health and hinders the psychosocial development of students (Prasetio et al., 2021).

Research data indicates a high prevalence of bullying among students. This phenomenon can be observed in studies conducted at several secondary schools in Pekanbaru and surveys among general adolescents, which indicate that approximately 41% of students have been victims of bullying, while over 61% of students reported witnessing bullying incidents directly in their school environment (Zulfa et al., 2022; Fransiska et al., 2020; Saniya, 2019; Nurvadila et al., 2020). The most prevalent types of bullying are verbal and social, with psychological impacts such as reduced self-esteem, social anxiety, and the emergence of deviant behavior. The prevalence of bullying behavior in schools is often associated with students' lack of ability to recognize, manage, and express emotions appropriately.

In the context of adolescent developmental psychology, emotional regulation ability, according to McRae and Gross (2020), includes antecedent-focused (cognitive reappraisal) and response-focused (suppression of expression) mechanisms, which are important aspects in determining how individuals respond to social pressure and interpersonal conflict. Cognitive reappraisal allows students to reinterpret provocative situations, thereby reducing the intensity of negative emotions such as anger or frustration, and consequently decreasing the urge to act aggressively. Conversely, expressive suppression increases cognitive load and reinforces the intensity of negative emotions, thereby increasing the risk of triggering aggressive responses (Gross & John, 2003; McRae & Gross, 2020).

Prasetio et al. (2021) reported that low use of reappraisal strategies was positively correlated with the frequency of bullying behavior, meaning that students who were less skilled at reappraisal tended to engage in aggressive behavior more often. Similar findings were reported in a study by Lubis et al. (2017), which stated that when students fail to manage anger and frustration, they tend to vent it through aggressive behavior toward peers. Therefore, interventions focused on developing skills oriented toward antecedent factors, particularly cognitive reappraisal, could be key to reducing the intensity of bullying in schools while promoting more adaptive emotional response patterns.

Other studies show that emotional regulation plays a significant role in reducing the intensity of bullying behavior among adolescents. Rahmadhony (2020) proved that emotional regulation training can significantly reduce aggressive behavior in junior high school students, indicating a relationship between the ability to manage emotions and the tendency to bully. Teenagers' inability to respond to negative emotions such as anger, jealousy, and disappointment contributes to the emergence of bullying behavior (Santosa et al., 2022). This research is supported by a study by Meliyana et al. (2024), which states that emotional regulation is the strongest factor in the tendency to engage in bullying among high school/vocational school students.

Other studies show that emotional regulation plays an important role in reducing the intensity of bullying behavior among adolescents. Rahmadhony (2020) proved that emotional regulation training can significantly reduce aggressive behavior.

Based on this empirical data, emotional regulation is an important factor in the occurrence of bullying. Therefore, it is important to further investigate the relationship between emotional regulation and the tendency to engage in bullying, so that appropriate strategies can be formulated to address this issue. One strategy that can be implemented is through the role of Guidance and Counseling (BK) services in schools. BK teachers have a significant responsibility in helping students recognize emotions, develop empathy, and cultivate social skills. Through guidance and counseling services, BK teachers can help students manage negative emotions and develop positive behaviors. Thus, it is hoped that BK teachers can create a supportive environment.

The implications of this study are significant for strengthening guidance and counseling services in schools. Guidance and counseling services are essential for improving students' emotional regulation to prevent bullying behavior. By developing programs specifically designed to address this issue, such as group counseling using problem-solving techniques, guidance and counseling services can help students manage negative emotions and develop positive behaviors. In addition to reducing bullying incidents, strengthening emotional regulation will also contribute to the development of students' emotional and social well-being. This research is expected to equip

BK teachers with the tools to address similar issues more effectively, thereby creating a more supportive and nurturing school environment for all students. As a result, students can learn and grow in an ideal setting, while also developing the ability to manage their emotions and behavior more effectively.

## 2. Methods

This study uses a literature review method, which includes theoretical explanations, research results, and various other reference sources. All of these materials are used as the basis for research design, while also forming a systematic framework and supporting the formulation of the problems to be studied (Simbolon, 2021). The literature review process is not merely copying text from various references, but involves analysis, synthesis, summarization, and comparison of results with other studies.

This study aims to examine the relationship between emotional regulation and bullying behavior, as well as its implications for guidance and counseling services in educational settings. Therefore, the researcher conducted a literature search using Google Scholar by applying several keywords such as: “emotional regulation in adolescents,” “bullying behavior,” “emotional regulation and bullying,” and “implications of guidance counseling on bullying.” The initial search results showed that there were approximately 47,512 articles or journals from 2021 to 2025 related to the topic.

Based on the above findings, researchers have not yet directly determined the relevance of each article found. The researchers screened the references based on specific criteria, namely (1) articles that explicitly discuss the relationship between emotional regulation and bullying behavior, (2) articles that include implications or approaches to guidance and counseling on the issue of bullying, and (3) articles or journals published in accredited scientific journals or sourced from reputable institutions. After undergoing a selection and review process, the researchers selected 20 articles deemed most relevant and supportive of the theoretical analysis in this study. These articles were then analyzed descriptively to identify common threads between emotional regulation abilities, tendencies toward bullying behavior, and the role of guidance and counseling services in addressing or preventing such behavior in school settings. Through the literature review technique, this study is expected to provide a strong theoretical foundation and deep conceptual insights into the relationship between emotional regulation and bullying behavior, as well as the important role of guidance counselors in providing appropriate interventions.

## 3. Results and Discussion

According to Gross and Thompson (2007), emotional regulation is a series of procedures used to control emotions. Depending on what the person wants to achieve, emotional regulation can reduce, increase, or maintain emotions. Someone with high emotional control is usually better able to handle stress and problems in a positive way, which can reduce the likelihood of violent behavior such as bullying. As a result, a person's emotional control greatly influences how they react to various situations; the more effectively they control their emotions, the more positive their behavior.

According to Umasugi (2013), emotional regulation consists of several aspects, namely: (a) the ability to monitor emotions (emotion monitoring), which includes an individual's awareness and understanding of their internal processes such as feelings, thoughts, and behavioral contexts;

(b) the ability to evaluate emotions (emotion evaluating), which is the skill of regulating and balancing emotions so that one can still think logically despite experiencing emotional stress; and (c) the ability to modify or adjust emotions (emotion modifying), as a form of managing emotional responses to be more adaptive, which is an individual's capacity to motivate themselves, especially when facing situations that make them feel hopeless, anxious, or angry. This will support a person's perseverance in solving their problems.

According to Akbar (2022), the emergence of uncontrolled negative emotions in individuals is generally caused by an inability to cope with various demands that come simultaneously. When individuals feel overwhelmed by pressure from their environment, school, work, or social relationships, this causes an increase in the intensity of negative emotions such as anxiety, frustration, anger, or sadness. In this condition, individuals begin to think that they are unable to solve problems properly. These negative thoughts about themselves develop into justifications, where individuals believe that they are indeed weak or incapable, making it difficult for them to see the various solutions that may be available. As a result of these justifications, obstacles arise in clear and objective thinking, which ultimately makes it even more difficult for individuals to find the right problem-solving strategies. This condition not only intensifies emotional tension but can also impact overall psychological balance, as negative emotions continue to grow without a clear path to resolution.

Bullying is a form of abuse of power/authority committed by an individual or group of individuals, where the influential party is not only defined as physical strength, but can also refer to mental strength (Sejiwa, 2008). In the context of school bullying, bullying is defined as aggressive behavior repeatedly carried out by an individual or group of students who hold power, targeting other students who are more vulnerable, with the intent to harm or cause harm to that individual (Riauskina et al., 2005).

According to Coloroso (2007), bullying can take various forms, including: (a) physical bullying, which is violence carried out directly, such as hitting, kicking, elbowing, choking, spitting, or damaging the property of victims who are considered weak; (b) verbal bullying, which involves verbal abuse through hurtful words such as teasing, slandering, using derogatory nicknames, making sexual comments, and threats; (c) relational bullying, which involves efforts to damage a person's self-esteem by isolating, ignoring, or excluding the victim from their social environment; and (d) digital or electronic bullying, which involves violence carried out through technology such as sending abusive messages, making repeated silent phone calls, using social media to humiliate, avoiding the victim in online chat rooms, or spreading videos of the victim who is the target of violence, also known as "happy slapping."

According to Olweus in Rachmawati (2024), individuals who are victims of bullying generally have passive personalities, often feel anxious, lack self-confidence, are not well known in their social environment, and have low self-esteem. Victims are typically children or adolescents who are easily anxious, tend to withdraw from social interactions, feel isolated from their peers, and are physically weaker than most of their peers. On the other hand, bullies typically have dominant personalities, are confident, and tend to behave aggressively, not only toward peers but also toward parents, teachers, and other adults.

Bullying can have harmful psychological and physical effects on individuals, including physical health problems, anxiety, and the onset of symptoms of depression. A person may prefer

to be alone and isolated. There is a decrease in self-confidence, negative self-perception, poor academic performance, a feeling that their lives are severely limited, discomfort at school, and a tendency to belittle others; the emergence of constant fear, excessive anxiety; and even the desire to end one's life (Prastiti & Anshori, 2023).

The causes of bullying are diverse. Riauskina et al. (2005) noted that internal factors such as perception and personality, as well as external factors including class differences, seniority traditions, and the influence of school and family, contribute to the emergence of this behavior. Tumon's (2014) research mentions that there are additional factors that influence bullying behavior, with a contribution of 72.8%, such as support from family, school environment, and social interaction with peers, which also influence bullying behavior. This means that the poorer the quality of social interaction and support system a person has, the greater the likelihood that they will become a perpetrator or victim of bullying.

Cowie and Jennifer (2008) revealed that one of the causes of bullying behavior is the inability to regulate emotions or an individual's temperamental character. Students with a high temperament are usually more prone to aggressive behavior. In the context of adolescence, the transitional period marked by physical, social, and emotional changes often leaves individuals confused about their place in the world, leading them to channel that stress through deviant behavior, including bullying. Individuals with good emotional regulation skills can learn to manage their feelings more effectively. Based on this research, bullying behavior can be triggered by various factors, one of which is emotional regulation.

According to Mawardah and Adiyanti (2014), when someone faces problems or pressure from within or from their environment, their ability to control their emotions effectively can help them avoid bad behavior such as bullying. This shows how important emotional regulation is to a person's capacity for self-control, which allows them to direct their actions in a constructive manner and refrain from bullying. This perspective aligns with that expressed by Hamid (2016), who explains that the emotional experiences people perceive can serve as stress triggers or motivators that determine the best way to manage emotions in order to cope with current circumstances. According to this research, adolescents struggling with emotional regulation may be more vulnerable to bullying behavior.

This study is relevant to the research conducted by Dewinda and Efrizon (2018), which shows that people who struggle with emotional regulation are more likely to behave aggressively. Adolescents who struggle to control their emotions may be more likely to use bullying as a means of venting their hatred or frustration and diverting attention from their emotional problems (Puspitasari, 2015). The results of this study indicate a significant negative relationship between emotional regulation and bullying behavior in adolescents, meaning that the higher the emotional regulation, the lower the bullying behavior exhibited.

Based on the results of Ningrum et al.'s (2019) research, it was found that the lower the tendency toward bullying behavior, the better the emotional regulation. This is consistent with Rachmawati's (2010) research, which found a similar correlation: those who can control their emotions are more likely to refrain from aggressive behavior. It can be concluded that bullying behavior is correlated with negative emotional regulation and will decrease if emotional regulation is good. Someone with good emotional control is less likely to engage in aggressive behavior such as bullying because they can manage stress and conflicts in a healthy way. However, individuals

with poor emotional regulation often struggle to manage anger, frustration, and other negative emotions, which can lead to bullying behavior. Therefore, improving students' emotional regulation to address bullying behavior is an essential component of bullying reduction strategies.

These results confirm that emotional regulation has an influence on bullying behavior. This can occur because the lower a student's emotional regulation ability, the more difficult it is for them to control their emotions and the more likely they are to vent those emotions on others. Students vent their anger and negative emotions onto innocent people around them. Such behavior creates opportunities for bullying to occur in the school environment. If this is allowed to continue, a culture of bullying will persist in the education system, particularly in schools.

This issue must be addressed promptly to prevent it from becoming a prolonged problem and causing numerous bullying victims. Teachers at schools must take decisive action to address this issue. Guidance and Counseling Teachers must assist in addressing bullying issues, particularly by providing support to the bullies. Guidance and Counseling Teachers must understand the background of why the bullies engage in such behavior and must be able to address it.

The guidance and counseling services that can be provided to address this issue are group counseling services. According to Rasimin and Hamdi (2019), group counseling is a form of counseling service that utilizes groups to help clients deal with problems related to daily life. According to Kurnanto in Lumongga (2017), group counseling has two functions, namely curative and preventive functions. According to Sanyata (2010), group counseling is not merely a gathering of individuals in one room, but rather a systematic, dynamic, and clearly structured psychological process. To be effective, group counseling must follow a series of specific stages. Each stage has specific objectives, distinctive activities, and the counselor plays a crucial role as a facilitator.

The following are the steps of group counseling according to Sanyata (2010): Formation Stage (Initial Stage), The main objective of this stage is to form a cohesive group, build trust among members, and create a sense of psychological safety so that members are willing to open up. Activities in the formation stage include member selection (the counselor selects participants based on similar needs or shared developmental goals, while considering characteristics such as age, problem background, and psychological readiness to participate in group counseling), group orientation (the counselor explains the purpose of the activity, the roles of the counselor and members, the schedule and number of meetings, as well as basic rules such as confidentiality, honesty, and commitment to fully participate in the process), introduction and building initial relationships (done through ice-breaking activities or formal and informal introductions to make members feel comfortable with the group atmosphere), and creating group norms (jointly agreeing on group values such as mutual respect, not judging each other, and the importance of confidentiality). The counselor's role in this stage is to be a warm, open, and guiding leader of the group, developing mutual trust and strengthening initial interactions among members, while avoiding dominance but remaining actively involved in guiding the process.

The next stage is the transition stage, which serves as a bridge between the formation stage and the working stage. During this stage, group dynamics begin to emerge in a more complex manner. Some members may exhibit anxiety, resistance, or reluctance to open up. The goal is to manage the transition dynamics, help members feel more comfortable with the group, and reduce psychological barriers that may interfere with the counseling process. Activities in this transition phase include identifying resistance (the counselor begins to recognize members who are still

hesitant, afraid of being judged, or reluctant to speak), facilitating openness (encouraging members to express their fears or barriers to sharing), processing ambivalent feelings (helping members explore the internal conflict between the desire to open up and the fear of judgment), enhancing group cohesion (the counselor uses techniques such as feeling reflection, positive feedback, and verbal reinforcement to build connections among members). The counselor's role in this stage is to be a sensitive observer of the interpersonal dynamics that emerge, use basic counseling techniques, and maintain a safe and warm atmosphere.

The third stage is the activity stage or core stage. This activity stage is the working stage that forms the core of the group counseling process, where members begin to actively explore personal issues, give and receive feedback, and undergo psychological transformation. The primary goal of this stage is to help members understand themselves, address internal conflicts, and develop problem-solving strategies. Activities in this stage include deep emotional expression (members begin to share life experiences relevant to the group theme), peer feedback (members support one another by providing empathetic and constructive responses), counseling techniques (the counselor may use various techniques such as role-playing, simulation, imagery, empty chair, or confrontation to delve deeper into issues), positive reinforcement and behavioral change (the counselor encourages members to try new perspectives, develop social skills, and practice alternative solutions), positive reinforcement and behavioral change (the counselor encourages members to try new perspectives, develop social skills, and practice alternative solutions).

The final stage is the termination stage, which is the last phase in group counseling. Activities in this stage include: final reflection (members are encouraged to reflect on the changes, insights, and experiences gained during the process), group evaluation (discussion about the overall effectiveness of the group), emotional release (providing an opportunity to express feelings of separation, gratitude, hopes, or even sadness due to the end of the meeting), developing a follow-up plan (encouraging members to commit to positive actions outside the group), developing a follow-up plan (encouraging members to commit to positive actions outside the group), and symbolic closure (which may include farewell activities, sharing impressions and messages, or activities with emotional significance). The counselor's role in this stage is to provide a supportive environment for a healthy conclusion, offer continued encouragement and support to members, and prevent dependency on the group or counselor.

In providing group counseling services, guidance counselors can use several types of techniques tailored to students' problems. One technique that can be used in group counseling to improve students' emotional regulation is problem solving. This statement is relevant to the results of research conducted by Maheswari & Chusniyah (2024), which states that problem solving training has an effect on improving emotional regulation skills in adolescents. Research conducted by Setiawan (2015) also indicates that a group counseling service model using problem-solving techniques is effective in improving students' academic self-efficacy. This is further supported by research conducted by Akbar (2022), which found that problem-solving therapy can enhance emotional regulation.

According to Ibrahim and Nur in Sary and Hanggara (2023), the objectives of the problem-solving learning model are to: a) develop students' critical thinking and problem-solving skills, b) provide real-life experiences that enable students to learn from the roles of adults, and c) encourage students to become independent individuals. Meanwhile, Tri Puji Lestari (2013:10) states that the

advantage of the problem-solving learning model lies in its ability to train students to think systematically and provide them with space to be creative and think more broadly in solving problems that arise in the learning process.

Problem-solving techniques are carried out through several structured stages designed to help students recognize and solve the problems they encounter, while also training their ability to manage their emotions. According to Gulo, as cited in Wedyawati (2020), there are several important steps in applying the problem-solving approach in learning, and these steps can also be applied in group counseling. The first step is to determine the problem that needs to be solved. This problem should come from the students themselves and be tailored to their individual abilities. Therefore, guidance counselors or counselors must understand the character and abilities of each student so that the issues discussed are appropriate and easy to understand, both in an individual and group context.

The second step is to find information or data that can help solve the problem. This information can be obtained in various ways, such as reading, discussing, observing, or reflecting on personal experiences. In group counseling, information can be gathered from students' daily experiences that are directly related to the issue being discussed. After that, the third step is to make a tentative assumption or temporary answer to the problem. This assumption is based on the information gathered in the previous step.

Then, the fourth step is to test whether the temporary answer is correct or not. Students try to apply the chosen solution in real situations or through simulations, discussions, and various other activities that support the validation of the answer. In the context of group counseling, this process can take the form of emotional control exercises, role-playing, or sharing experiences within the group. The fifth step is to draw conclusions, where students build their final understanding based on the results of the testing process. These conclusions indicate whether the solution applied is effective or needs to be refined, while also reflecting the behavioral and emotional changes experienced by the students.

These five steps are in line with the general stages of problem-solving techniques applied in group counseling. This entire process not only helps students solve problems but also develops critical thinking skills, independence, and the ability to manage emotions more adaptively. The steps of problem-solving techniques in group counseling services to improve students' emotional regulation can be described as follows:

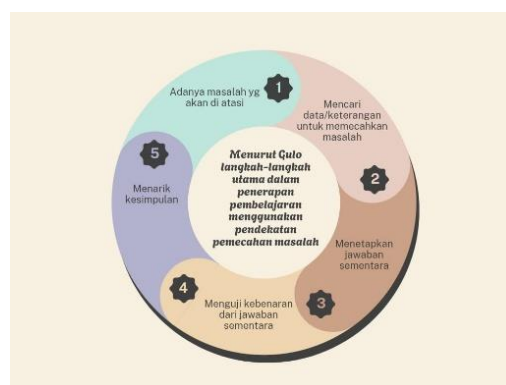


Figure 1. Stages of problem-solving techniques

Based on the above discussion, it can be concluded that group counseling services using problem-solving techniques can help students manage their emotions. As a result, students can control their emotions well and not take them out on others. This is very important in reducing bullying behavior in schools, as many cases of bullying occur because students are unable to manage their emotions well. As emotional regulation improves, students can learn to calm themselves and avoid actions that harm others. This will undoubtedly help create a safer and more comfortable school environment for everyone. Additionally, this technique can also help students develop their social and emotional skills, enabling them to interact with their peers in a more positive and constructive manner.

#### 4. Conclusions

Especially among teenagers in school environments. Individuals with good emotional regulation skills tend to be able to control negative feelings such as anger, anxiety, and frustration, making them less likely to act aggressively toward others. Conversely, poor emotional regulation can increase the risk of someone becoming a bully due to difficulties in managing emotional stress. Therefore, interventions that focus on improving emotional regulation are crucial for preventing bullying in schools.

One effective approach that guidance and counseling (BK) teachers can use is group counseling with problem-solving techniques. This technique has been proven to improve students' ability to think critically, solve problems, and manage their emotions constructively. By following systematic steps in problem solving, students not only learn to deal with their problems but also develop self-control and empathy toward others. The implementation of this counseling service is expected to serve as both a preventive and curative strategy in addressing bullying, as well as creating a safer, healthier, and more supportive school environment for positive emotional development.

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