
RESEARCH ARTICLE

Bullying: Analysis of Risk Factors, Protective Factors and Their Impact on Children's Mental Health in the Future

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ABSTRACT

Cases of bullying in children have increased every year. It has different negative impacts and becomes very worrying because it can impact children's mental health. Bullying often occurs in various environments, and cases of bullying cause trauma to children. Behavior Bullying in children occurs due to several risk factors, individual factors, family, community, and environmental factors. This study aims to determine the risk factors, protective factors, and impact of bullying on children's mental health. This study uses a qualitative approach with a phenomenological approach. Determination of the subject of this study using a purposive sampling technique. The research subjects in this study were elementary school students in grades III, IV, V, and VI. Data collection techniques used are participatory observation, in-depth interviews, and documentation. The data analysis technique used by the researcher is data reduction, data presentation, and conclusion drawing. The results showed that the risk factors for bullying behavior in children include a) Characteristics of children: Closeness and resentment, past experiences of violence, lack of self-confidence, feeling ashamed and not having the ability and feeling unhappy, b) Family function: Lack of family knowledge about bullying, poor interaction, and communication with children, experiences of parental violence, difficulties in building emotional bonds between parents and children. c) Environmental support: teacher's perception of bullying, the influence of social media, and d) Peer factor: lack of peer support and the existence of certain groups. Protective Factors Bullying Behavior in children includes: internal factors and external factors. There are five categories of internal protective factors to prevent bullying behavior: Children's abilities and interests, self-confidence, self-acceptance, self-development, and pleasure or happiness. There are seven external protective factors to prevent bullying: Family function, emotional closeness, good role models, teachers are friends, inculcation of religious values, good communication between parents, children, and schools and extracurricular programs. The impact of bullying on children's mental health include: a) Physical impact: Injury, negative feelings towards physical and unattractive; b) Psychological impact: Not being confident, feeling afraid, feeling helpless, blaming yourself, not daring to fight, and c) Social impact: Barriers to establishing social relationships, negative view of self.

KEYWORDS

Bullying, Factors, Risk, Protective, Impact, Mental Health

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1. Introduction

The phenomenon of the increasing prevalence of bullying in children is a serious concern; bullying can occur in various age groups, both teenagers and children. At present, elementary school age children have started to recognize bullying. Unconsciously they bully their peers and classmates. The actions they take are usually mocking, avoiding friends, threatening even physical actions such as hitting, kicking, and pinching.

Bullying often occurs in human social life. Bullying often occurs in various environments, ranging from the workplace environment to the community environment, and can even occur in the family environment. The school environment is no exception, which is dominated by children to teenagers where; that age is the stage of child development that should get the right love and education. Bullying is one of the causes of trauma for children. In general, bullying is an act of violence that is often aggressively manipulative by one or more people involving an imbalance of power, whether juniors and seniors, minorities, or different classes. Violence leads to an imbalance of power and lasts for quite a long time, resulting in the victim or child being helpless and traumatized.

Data obtained by the Indonesian Child Protection Commission shows that violence against children both psychologically and physically increased in 2020; as many as approximately 76 children were reported to be victims of violence or bullying at school during the year 2020. Meanwhile, in the category of Children in conflict with the law, violence against children jumped sharply in 2020, to 249 for the category of victims of physical violence and 119 for the category of psychological violence.

Research has revealed that bullying behavior in children occurs due to many factors; the individual child, family, community, and social environment can cause children to have bad behavior. Then how to suppress violent behavior in children with protective factors owned by children's activities, family, social support, and peer support. So, in this case, the protective factors and risk factors for the individual actually come from within the individual itself (internally) as well as from the surrounding environmental conditions and people who are considered important for the individual concerned.

Cases of bullying cause a lack of a safe environment for children in Indonesia. Coupled with the fact that often the perpetrators of bullying come from the environment around the child, it could be peers, and it is undeniable that the family can also be the perpetrator. Bullying behavior, which is often done by peers, often becomes a routine that creates a cycle of discomfort and inequality. Bullying behavior is able to create self-understanding in the victim that what the perpetrator said is true and the victim of bullying has no value.

The results of the California Healthy Kids Survey in 2019 showed that bullying has long-term effects on victims. This shows that children who are victims of bullying tend to have long-term mental health impacts. In the book *Celebrate Your Weirdness Positives: Positive Teens Against Bullying*, the victim of bullying experiences trauma from the perpetrator. Victims also experience depression which results in decreased concentration, lack of confidence, and the desire to bully as a form of revenge. Social phobia also appears with characteristics of fear of being seen or noticed in public, excessive anxiety, dropping out of school, bullycide (suicide). The results of a survey from the Global School-Based Student Health Survey in Indonesia in 2015 found 1 in 20 teenagers admitted to having felt suicidal. 20.7 percent of children claimed to have been victims of bullying. Still, in the same book, the impact of bullying on children's mental health affects the victim's morale which decreases, and the victim also becomes hurt. In addition, guilt continues to surround the victim, which causes the victim to be alone more often, self-confidence decreases, and the spirit of life decreases. This makes the victim instill a sense of revenge and intend to do what they experienced to others.

Children who are victims of bullying usually take a long time to receive the lessons given. This is because children feel pressured in class and meet bullies. The child feels threatened, so he does not focus on the lesson but instead focuses on how not to be bullied.

Education is an environment where children are involved and often interact. In this interaction between individuals, both between teachers and students and between students and other students, psychological processes and events occur. These psychological events and processes really need to be understood and used as a basis by teachers to treat students appropriately.

Based on the initial preliminary study, it was found that there were cases of students experiencing bullying by their classmates. The victim was ridiculed and shunned by other students; the victim was also threatened and often forced to ask for money. As a result, the victim experiences pressure and the victim becomes quiet, aloof, and afraid of classmates. In this case, the bully is not only one or two students; almost all the students in the class are bullying the victim. From the results of interviews with victims, victims have a closed character, feel inferior because they are unable, are not close to family, if there are problems, they tend to be kept to themselves, have poor academic achievements, and are less able to get along with friends.

Based on this phenomenon, researchers are interested in researching bullying cases: Risk Factors, Protective Factors, and the impact of bullying on children's mental health in the future.

2. Research methods.

This study uses a qualitative approach with a phenomenological approach. Determination of the subject of this study was done using a purposive sampling technique. The research subjects in this study were students in grades III, IV, V, and VI. Data collection techniques used are participatory observation, in-depth interviews, and documentation. The data analysis technique used by the researcher is data reduction, data presentation, and conclusion drawing. A qualitative approach is used with consideration to

clearly identify the risk factors and protective factors for bullying behavior and the impact of bullying on elementary school children in the Banyumas residence area. The selection of participants used in this study was purposive sampling. This method was chosen to get participants who have accurate experience and information that is in accordance with what is being studied, namely bullying behavior in children. The criteria for participants in this study are:

- a. Grade III, IV, V, and VI elementary school students aged 9 to 13 years with bullying cases
- b. The child is willing to become a participant by signing a letter of consent to participate in study
- c. Children can communicate well

3. Research Results

Research results from Characteristics of participants who were interviewed were 18 children, with the male sex consisting of 10 children and the female sex totaling 8 children. The majority of children are Javanese. There are 6 children who become victims of bullying, 1 child who becomes a perpetrator of bullying, 6 children who become perpetrators and victims, 2 children who become perpetrators and witnesses, and 3 children who become victims and witnesses. From the results of the interview, it was found that the risk factors for bullying behavior obtained two themes, namely internal factors, and external factors. Internal factors contained closed nature and feelings of revenge, past experiences of violence, lack of self-confidence, feeling ashamed and not having the ability, and feeling unhappy. In the sub-theme, the external risk of bullying behavior consists of poor family function, poor interaction and communication with parents, the experience of parental bullying, parental role conflict, and lack of environmental support and absence of peer support.

The internal risk factors obtained in this study are known that children with bullying have personality characteristics that are closed, feel inadequate (low self-efficacy), have a negative self-concept, are not confident, have feelings of anger, anger, resentment, and envy, the child has a past experience of bullying, has low self-esteem.

Pent-up feelings of anxiety and anger. Feelings of anxiety quite often interfere with children. Even though this feeling of anxiety is actually quite natural for children to experience, if it is at excessive levels, then, of course, it interferes with the child's development.

"I'm afraid to meet his son, he's always teased, and he's often teased in class, especially when I'm alone; I want to reply, but I don't dare. (P1, P3, and P8)

"Every time I meet, I am laughed at while calling my parents' names, I'm annoyed that I want to shut my bucket mouth, I dare to reply from one to one, he's mostly. If my schoolwork is wrong, I'm always ridiculed" (P2, P5, P6, and P7)

"Yeah, I'm really annoyed; I want to take revenge for what he did; I'm afraid of being beaten up" (P3, P14, P17)

"Sometimes I think about how to repay him, but I'm afraid, yes, I've been quiet" (P9, P12, P14, P16)

From the results of research conducted by researchers, it was found that anxiety does not appear too often when students are in the school environment, but when in class, anxiety often arises, which causes feelings of fear and worry in students. From the results of interviews conducted by researchers, it was found that anxiety was proven to be owned by students while in class; anxiety occurred because students felt worried and afraid of difficult lessons and assignments given by teachers and disliked lessons.

"When you are being teased, you get hurt, you keep thinking about it, so you are lazy to do anything, lazy to go to school because you meet the child again, lazy to do school work" (P2, P5, P8, P17)

) class, the problem is that if the child makes a mistake, the lesson is difficult, I think that I can't do the exam" (P4, P5, P9, P11)

"The hardest thing is math, especially Arabic and Javanese, a lot of it doesn't mean it, I don't like it counting, many formulas, often forget" (P2, P 12, P 14, P18)

This is in accordance with what was stated by the participants when they were in the school environment, they never felt anxious, but when they were in the classroom, they always felt afraid of difficult lessons and disliked subjects such as Arabic, Javanese, and mathematics. The same thing was conveyed by another participant, a class V student who said that when he was in class, he was worried about difficult lessons, not only with difficult lessons but also for teachers who often told him to come forward to the front of the class to work on questions, sometimes he always felt worried if later you can't answer and are ridiculed by friends, you're shouted at because you did the wrong thing. He also felt annoyed when his friends pointed him out if the teacher pointed him to work on questions in front of the class. Participants also felt annoyed because they were often ridiculed and made fun of for doing the wrong assignments; even though other friends also made mistakes in doing the questions but they were always the target of ridicule by friends.

The expression can be concluded that students, when in class, often experience anxiety about difficult lessons, so fear and worry often appear in students. In other words, fear and worry about difficult lessons make students dislike the lesson forever and create hatred for the lesson, and students cannot solve the problem.

With fear and worry about difficult lessons, students feel uncomfortable in the classroom. As the results of observations made by researchers in class V, it was found that they behaved like disturbing their friends, walking back and forth from their sitting table, moving their limbs without reason, giving permission to go to the bathroom, doing actions that made noise, hitting the table, disturbing their next door friend and so forth. This is the behavior of the fear and worry they have as well as the anger that is suppressed against a particular lesson or condition.

External risk factors obtained in this study are known that children with bullying are influenced by external factors, which include: Family Functions Abandonment, Interaction and Communication Problems which are not good, Values are lowered, Perceptions of bullying, and Peer support. In the development of students, it is strongly influenced by the environment, be it the family, school, or community environment, so it can be said that if students are good, then the development and modeling of student behavior will be good too, but on the contrary, if the environment of students is not supportive it will have an impact, also on the development and behavior of students who are not good. Based on the results of the study, it can be seen that the role of the environment does affect the development of students, which includes the family, school, and community environment.

The moral development of children is strongly influenced by how their family environment is. Therefore, family harmony is an absolute thing to be realized, for example, the atmosphere of the house. When sincerity, honesty, and cooperation are often shown by each family member in their daily lives, it is almost certain that the child will do the same. On the other hand, children will find it very difficult to grow and get used to doing and behaving well when the environment is always filled with disputes, fights, dishonesty, and violence, both in relationships with fellow family members or with the environment around the house. From the results of research conducted by researchers, it can be revealed that students, when in the family environment, have obstacles such as not being fully supervised by their parents; their parents are busy working, so they don't really know all their activities inside and outside the home. As stated by Billa, a fifth grader, when he is at home, he often engages in activities such as watching television, playing mobile phones and playing games rather than studying. According to him, he prefers to study in the school environment rather than at home. Because there is no one at home to accompany him to study, his parents are busy working. Maheswara, a grade VI student, also expressed the same thing that when he was at home, he was more interested in playing games and playing mobile phones; according to him, playing games was more fun.

"When you are close with your family, when there's something wrong, you usually tell your mother; sometimes you tell your sister" (P2, P4, P7, P11, P16)

"I used to talk to my mother often, but since I was working, I often kept it to myself, ended up Go home, play games, then open your cellphone, study on your own, look on Google, if you have homework, do it yourself, (P3, P5, P6, P8, P13, P14)

"If there's a difficult lesson, look for yourself on the internet, go home from school. It's late, tired, mostly in the cellphone toy room, likes to play cellphone, rarely gathers comfortably in cellphone toy room" (P9, P10, P15, P17)

It can be said that students easily imitate any behavior they see on social media. This was also clarified by Try's mother as a parent, along with the results of the interview

"Children's behavior can be affected by social media, where social media is now so easily accessible to all people, including today's children are even smarter in using gadgets than their parents at this time; in this way, it is easy for children to imitate all modern behavior through social media, so there is no one to blame here, it is the parents who are in charge of monitoring the behavior of their children at home."

Based on the results of this study, students, when they are in the family environment, more precisely at home, do not get enough supervision from their parents. When students are at home are free to do activities such as watching television, playing cellphones and so on; if these activities are not supervised by parents, then children get the treatment that is not properly obtained at their age and also by playing with cell phones it can be so easily imitated all the spectacle he saw.

This is in accordance with Sudarwan Danim's theory that being in the family environment of parents who work for long periods of time can cause or often cause stress for them. So when in a family environment, parents should give more time to their children.

A school is a place where children live and socialize, and interact, which has a certain role and influence in the formation of the child's personality and behavior. There they hang out, see friends behave, and find a number of rules and demands that should

be met by the person concerned. These interactional experiences of children will contribute to the formation of children's behavior and personal development.

From the results of research related to the school environment, it can affect the behavior of students. When students are in the environment, they will see and can give direct examples of the behavior they get. As Ismail put it,

"Usually when you play with friends outside the house, you are often ridiculed, calling you bad names, calling your parents' names, and hearing dirty language, for example, mas 'asu', mas \."

The same thing was also conveyed by Mada that when playing in the community, he often played with friends who were not his age, where his friend was older than him; Mada revealed that when he played in the community, he usually heard bad language. Here are the results of an interview with Mada

"When I play outside the house with my friends, when I play, I usually listen to my friends when they call me like this, mas cuk, ndes, dab."

The expression can be concluded that students when in the community, will play freely without any supervision from parents. Then students will also play with friends who have an age difference from them, even if their friends are much older than their age. The bad behavior he gets from the community can be exemplified every day; he can even practice it at school with his peers. This is in accordance with the opinion that where homework is obtained from the school, difficulty helping friends or connecting with friends, changes in the school environment, and parents who work for long periods of time often cause stress for children.

Schools have become part of children's lives. -child. Therefore, in addition to the family, the school has a very significant role in the development of children. Because at school, children are not only physically present but also participate in various activities that have been designed and programmed in such a way.

"This school already has a Child Friendly School SRA program, but it seems that its activities have not started yet; we strongly oppose bullying behavior because if it is not handled, it can have an impact on the perpetrators and victims" (PG1, PG3, PG4)

"The school tries to prevent violence between students; once there was an incident of bullying that made fun of each other, I immediately called and asked the culprit to apologize, and I told him to promise not to do it again" (PG2, PG3, PG4)

The results of observations that have been made by researchers in the school environment, researchers see students during break time playing in the school environment not only with their classmates but with friends who are in different classes with them; it can be said that students play with friends who are above their age and also under his age. From the results of observations made by researchers, it can be concluded that playing with peers in the school environment, all individual behavior of students varies, and verbal bullying behavior can occur in the school environment through one of the strong influences of peer groups, and can also have an impact on the academic failure of students.

As stated by Dafa, a VA student, said that when playing with a classmate named Mada, Dafa is often called by his father's name. This is also expressed by Faisal, class III, who is often called by his father's name by Mada. From the above expression, it can be concluded that in a school environment in a peer group, calling a friend using the name of his father is an act of mocking and insulting. This condition can annoy his friends. The results of the research conducted by the researcher on Mada, a fifth grade student, stated that Mada often disturbed her friends in class, and her behavior was considered normal among her friends. Mada also revealed that he had disturbed his friend until his friend cried, and he was reported to Mrs. Siti as the homeroom teacher for class V

The results of the study on the protective factors of bullying behavior obtained two protective factors, namely: Internal factors and external factors. The child's internal factors include individual abilities and interests, self-concept, self-confidence, self-acceptance, pleasure and happiness, and self-development. External Factors: Family functions and the emotional closeness of parents and children, examples of the role of good parents, the role of the teacher as a friend of the child, inculcating the values of religiosity in children, and good communication between parents and teachers through the School Committee for the School's Extracurricular Program.

Self-concept has an important role in determining individual behavior, where self-concept is a mirror for individuals in viewing themselves. Self-view is related to physical dimensions, self-characteristics, self-ability, and self-motivation. Then the individual reacts to his environment according to his self-concept. From the results of research conducted by researchers at SDIT Putra

Harapan on low self-concept, students do not think too much about their appearance; they think that a neat and untidy appearance is not too important for them. As stated by Billa, a class V . student

"I don't think too much about my appearance, I'm not neat, I'm still confident with my friends, the important thing is that I'm comfortable, other people's judgments are very stupid, sometimes I think about it, but over time I just don't want to say anything."

The expression that by not thinking about his appearance can be said that the child does not understand the self-concept that he should have; when the student understands his self-concept, then he always pays attention to himself, even to his appearance. Unlike Billa, Dafa, a fifth grader, revealed that when she was in class, she felt insecure about her class and her classmates. During class, the teacher usually gave assignments and then asked the students to come forward to work on it. Dafa was not brave enough to do that. According to him, if he answered wrongly later, his friends would cheer from their seats, along with the results of the interview with Dafa,

"In class, I don't have the confidence to come forward to do my homework; if I answer wrong, my friends will ignore it. Yes, I was just teasing you, and then you kept on teasing and talking behind your back (P2, P4, P6, P7) How about talking about my ugly behind my back to other children, actually when I think it's stupid, they talk about me, but for a long time, I think about it too (P2, P5, P8, P9)

"Is it true that I am ashamed of myself? How do you feel when you see your friends? Another friend admits that I can't do anything; I really want to take part in activities, but how can I be shy, afraid that I can't participate" (P5, P7, P8, P16)

The above expression can be concluded that students do not have a self-concept that makes them confident to fight things that they consider difficult; it can be said that when students do not have a good self-concept, then they will never be confident.

When students are in the school environment and in the classroom, their level of self-confidence is different, so the self-concept of each student will be different as well. According to Mr. Dedy, a fifth grade teacher, in the classroom, there are students who have a sense of inferiority; this sense of inferiority can be from the class atmosphere, peers, lessons, and so on. Pak Dedy has done various ways to provide understanding and motivation so that students who have a sense of inferiority can be overcome. When in class, he always provides motivation and understanding to these students so as not to have an impact on students who have problems that occur within them. Here are the results of interviews with teacher participants:

"In my class, there are students who have a sense of inferiority that happens to him; he finds it difficult to get along with his friends; in class, he just stays silent, and also, in lessons, he is less able to understand, this is a special concern in class so that he can develop" (PG2, P3, PG5)

This expression shows that students who have low self-esteem are difficult to develop, and have an impact on their behavior. Based on the results of the study, it can be concluded that when the self-concept of students is good, then all the behaviors they have must be good, but if the self-concept is not good or weak, it will result in deviant behavior, such as lack of confidence, not daring to try new things, not daring trying challenging things, afraid of failure, afraid of success, feeling stupid, low self-esteem, feeling worthless, feeling unworthy of success, pessimism, lacking in learning and many other inferior behaviors.

This is in accordance with the theory put forward by Erikson in Sudarwan Danim; according to Erikson, the developmental task of middle childhood is to achieve industry or a feeling of social competence. Competition (athletics, bravery activities) marks this stage of development. Children who successfully develop industry will help build self-esteem or an evaluative attitude towards themselves, which in turn builds the confidence needed to form effective and lasting social relationships cannot develop itself.

Lack of self-acceptance can be seen in that students are less able to accept all the abilities that exist in them even if he does not understand their abilities at all. Self-acceptance of students can be seen from several dimensions of ability in learning, ability in talent, appearance, hobbies, and even the ability to develop hobbies.

The results of research conducted by researchers found that the lack of self-acceptance in students can also be seen in their ability to see themselves. As stated by Kiki, a fifth grader in class, that in class she felt ashamed of her rank; Kiki revealed that when asked about her ranking achievement in class, she felt embarrassed because she was ranked in the tens in the class, following the results of an interview with Kiki,

"In class, my ranking is in the tens. I'm almost in my thirties. If I'm shy with my friends, then I feel like I'm rich. For example, I have a problem at school, or my grades are bad. I feel like I can't do anything; I don't know what to do. I can be the same as friends; I

have achievements, now I consider myself rich as nothing compared to friends, they can be successful like that, bro" (P2, P9, P11, P13, P14)

The expression above can be concluded that students feel ashamed of their poor ranking achievements. It can be said that students have a lack of acceptance of themselves. In fact, if it is said with a feeling like that, students should have the spirit and motivation to change it. Unlike the case of Kiki, who is embarrassed about her rank in class, Ikra, a fifth grader, revealed that she feels she has no abilities outside of academics; she finds it difficult to participate in playing activities with her peers. Based on the interview, it can be seen that students have not been able to accept their abilities, and if these feelings continue to occur, students can experience feelings of depression and stress.

From the results of the study, it was found that students did not understand the abilities that existed in themselves, students did not feel confident and embarrassed when their abilities were not comparable to their friends, and students, when asked about their academic achievement in class, were embarrassed to answer. Thus it can be concluded that the lack of self-acceptance in students can interfere with their development in the school environment.

This is in accordance with the theory in which, according to Erikson in Sudarwan Danim, children who succeed in developing industry will help them build a sense of trust or an evaluative attitude toward themselves so that children who still do not believe in their abilities are a form of lack of success in developing themselves.

Cooperation and communication can be said to be an important part of the process of interaction between all parties, in this case, namely cooperation and communication between schools and parents, schools and teachers, teachers and parents, and teachers and students. Because when cooperation and communication go well between all parties, it can make students develop well.

The school has established good cooperation with the parents of students, as evidenced by the existence of POMG (Parents and Teachers Association). The POMG program has been implemented for a long time, and with the POMG, it is easier for teachers and parents to monitor all forms of student behavior. This is in accordance with what was obtained from the interview data with Mr. Ali following the results of the interview:

"The school has done good cooperation with parents of students and collaborated with the existence of POMG (union of parents and teachers); POMG has been present for a long time at MIN 2 Banyumas; this program makes communication between schools and parents of students so that it is easier for schools and teachers to communicate" (PG2, PG4)

"With the POMG, information for parents is easier for us to provide, either through a WhatsApp group or meet in person, bro, so when there is a problem with their child at school, we immediately provide information to their parents, then with the WhatsApp group, parents can easily communicate with their teachers, but if I have a problem with their child, I urge parents to send messages to me directly on WhatsApp" (PG1, PG2, PG3)

The expression can be concluded that the teacher when there is information from the school for parents, the information is not only entrusted to the students themselves but is also conveyed directly by the teacher in the WhatsApp group. With this WhatsApp group, it is easier for parents to communicate with teachers. The author can conclude that the cooperation and communication that exists between schools, teachers, and parents of students is good. Cooperation and communication that have been established can make it easier for parents to report problems that occur to their children to teachers; parents can easily meet and consult with teachers through WhatsApp groups or meet in person. This can suppress the behavior of students who have problems so that bullying behavior does not occur.

. Self-efficacy is related to a person's confidence in his own abilities. A person's self-efficacy can affect confidence or anxiety in him. In this case, it can also be said that self-efficacy is the student's understanding of their abilities. From the results of research conducted by researchers that self-efficacy can make students know what to do to develop all their abilities, namely the ability to their talents, hobbies, or the ability to deal with problems when problems occur in lessons at school. As stated by Fahmi, a seventh grader, he has the ability through his talent in archery; Fahmi believes that one day when he continues to practice hard, he will get achievement in archery, where his parents also support his hobby of archery. The same thing is also expressed by Ikra, who understands that he is superior in academics rather than outside of academics, where Ikra already believes that when he learns a lot, he will excel.

"I prefer extracurricular activities; I'm more free to be creative, I'm excited about extracurricular activities, I've been practicing archery since I was little, I've participated in competitions, I often get permits for tournaments, but schools allow me, I like photography, then make posters like that, if I like outing class activities, I go for a walk like yesterday outbound to Pangandaran" (P8, P12, P13, P15)

From the results of the interview above, students who already know their abilities will continue to believe that they are able to achieve the expected goals. In other words, he is already confident in his abilities and increasingly believes that his abilities can be developed and will lead him to even better achievements than before. In addition, self-efficacy helps to prevent unwanted behaviors from occurring.

The role of parents and teachers is also very important to have a positive influence on students; where when students are given enthusiasm and motivation, students become more confident in what they believe. As stated by Mrs. Siti, a class VA teacher, children who have doubtful behavior and always depend on others need to be given special attention and motivation so they can believe that they can. Here are the results of the interview:

"From my experience, I found students who lacked confidence in themselves. I always had high motivation and enthusiasm. That student, if in class every time he worked on a question, he would be the last to finish, and indeed if he did every assignment, he needed special attention. , and responding to students like this, I always give high spirits to these students. They are given the freedom to be creative through extracurricular activities according to their interests; there are those who excel at the provincial level."

This is consistent with the theory that they are more likely to develop the confidence needed to face new social challenges. The child's self-esteem, self-regulation, and self-confidence ultimately form a self-concept.

Research results on children's external protective factors include: Family functions and the emotional closeness of parents and children, examples of the role of good parents, and the role of the teacher as the child's best friend. , instilling the values of children's religiosity and good communication with parents and teachers through the School Committee for the school's extracurricular program.

4. Conclusion

Based on the results of the research above, from the risk factors that cause bullying behavior in children, there must be protective factors that suppress these risk factors. On the protective factors as a deterrent to bullying behavior, namely the internal protective factors of self-concept, self-acceptance, and the ability to manage emotions as well as the support from the family facilitates cooperation and communication that exists between all parties, both giving motivation from the teacher is very necessary so that children believe their abilities can be developed. Third, by increasing the child's religious sense, the child will have good behavior. Then the first external protective factor is the need for support from parents who are given fully to children so that children feel their parents are proud of their abilities. Both schools have taught good behavior with examples of good behavior in the school environment, and the presence of psychologists in schools can make it easier to supervise children with problems. Third, the establishment of friendships between peers greatly affects the feelings that occur in children.

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