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Research Article

## Crisis Of Moral Education Causes Bullying At Elementary School

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### Abstract

Education is a bridge to educate the nation's generation or children. The world of education has a very important role in the progress of this country. It is through this world of education that the younger generation or children of the nation are able to master knowledge from several domains, namely the cognitive, affective and psychomotor domains which contain moral education. However, the development of moral education for the nation's generation in the current era of globalization is quite apprehensive, such as bullying that often occurs in the world of education. These problems are strong evidence that the world of education in the current era of globalization is experiencing a crisis of moral education. So that a clear emphasis on moral education is needed from the beginning or from an early age carried out by parents as the first school for children and then followed by the role of the teacher as the child's second school in the world of education. The fact that the lack of attention from parents and teachers at school regarding children's moral education will also have a big impact on children's moral. This study uses the literature review method, which is the process by which researchers place, obtain, read, and evaluate research literature related to the issue to be studied.

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### Introduction

In essence, education is something that is very much needed in the life of the nation's generation in the current era of globalization, where with education human life can develop in a more modern and creative direction. Therefore, education is not only aimed at producing intelligent and intelligent generations, but also education is expected to be able to form human resources.

Human beings who have morals (moral). Education in Indonesia has so far ruled out moral education. Our education should be able to create a person who is moral, independent, mature, responsible, faithful and devoted to God Almighty, honest, has a noble character, has noble character, behaves politely and politely, ethically, knows shame and is not anarchic and prioritizes the interests of the nation. and the state is not a particular person or group. Moral education is a necessity for the nation's current generation, not only the nation's generation but also community members who are involved in advancing the country. The large number of law enforcers who do not decide cases in accordance with the expectations of society is strongly influenced

by the morality of the law enforcers concerned. Therefore, the most important thing for the parties to do is to measure their morale.

Talking about morals is tantamount to talking about morals and ethics, ethics itself is a teaching about good and bad. In relation to the condition of the Indonesian people, when viewed in reality, this country is currently experiencing a crisis of good values and a sense of responsibility which should have been realized outwardly. Moral behavior can be prevented if all groups, especially parents, teachers, government and society contribute to the formation of the behavior and behavior of each individual who will later take responsibility for maintaining national unity.

The need for moral education from an early age, parents and teachers for the world of education for the nation's generation should not look at this matter casually. A good start will create a good ending, just as maximum effort will create maximum results. Such is the term that fits in this discussion. Parents have an important role in the moral development of a child, because they are the first and foremost place to learn various attitudes and the embodiment of these values. Moral values that have been applied from an early age can easily be applied in a social environment. So, to make a moral society, it is necessary to have age-old moral education early.

By inculcating the basis of moral education, this is the main thing to make a moral society. Child growth should always be the center of attention because it is related to the formation of the child's nature and character. Family, especially parents, is the main moral foundation for children. Usually behavior, how to speak, and how to act, will be imitated and carried out by children. Parents will be the main mirror of a child. Likewise teachers or school practitioners who are equally important in fostering and educating by prioritizing morals for the formation of the character of a better nation's generation.

In this case, Ki Hajar Dewantara stated that, a sense of love, a sense of unity, and other feelings and states of mind which are generally very useful for ongoing education, especially character education, are found in family life in a strong and pure nature, so that no other educational center can match it. Therefore, parents and teachers play a very important role in the formation of morals for the survival of the nation's generation.

Among the younger generation today there are many deviations that have occurred due to the crisis of moral education and it is sad that these deviations are considered normal and not a serious matter, even though if these deviations have been committed from a young age they will become a habit until adulthood and can become a character that it will be very difficult to change. An example of deviance that we often encounter is bullying, this deviance is the result of a crisis of character in moral education and environmental conditions that allow this bullying to occur.

According to Craigh and Pepler (1998) in Afin Murtie (2018:19) Bullying is said to be a negative action both verbally and physically carried out by the perpetrator to the victim by showing hostility. This action causes distress for the victim because it is carried out repeatedly within a certain period of time. Ironically, in bullying there is a difference in strength between stronger perpetrators and victims who are weaker both physically and mentally. One way to reduce these deviations is to pay attention to the character of a child through moral education, especially in world of education. This is where the emphasis on moral education is needed to apply moral values so that the nation's generation does not commit any form of deviation, one of which is bullying.

From the explanation above, the importance of implementing moral education aims to ensure that students are able to follow good principles in life. The content in this life is in the form of the main principles needed to support the continuity of life, such as honesty, truth, sympathy for goodness, positive behavior and noble character.

## **Method**

This study uses the literature review method, which is the process by which researchers place, obtain, read, and evaluate research literature related to the issue to be studied (Borden and Abbott, 2005) in Manzilati (2017). In research on classroom Crisis Of Moral Education Causes Bullying At Elementary School. In the early stages of searching for journal articles, the articles used were related to "classroom moral of education and bullying." The literature review carried out was sourced from ResearchGate and Google Scholar.

## Results And Discussion

### 1. Definition of Moral Education

The word moral comes from the Latin "mores" the plural word from "mos" which means custom. In Indonesian, moral is translated with the meaning of morals. Moral means good and bad actions based on society. In other words, morals are good and bad actions that are in accordance with general, reasonable, and accepted ideas covering a particular social or environmental unit. Moral always refers to the good and bad of humans, so that moral is a field of human life seen from the goodness of humans. Moral norms are used as a benchmark in terms of human goodness.

According to Chaplin 2006, morals refer to morals that are in accordance with social regulations or involve laws or customs that regulate behavior. Harlock said that moral behavior is behavior that is in accordance with the moral code of a social group. Morals themselves mean habits and traditions, moral behavior is controlled by moral concepts or rules of behavior that have become habits for members of a culture. Webster's New Word Dictionary (Wantah, 2005) states that morals are something related or related to the ability to determine right, wrong and good and bad behavior.

Meanwhile, moral education itself comes from the word pedagogy, in Greek *paie* means child and *ego* means I guide. Literally education means I guide the child, while the supervisor's job is to guide the child to become an adult. In short, according to Sigit Dwi Kusrahmadi (2017: 123) says that education is a conscious effort made by educators through guidance or teaching and training to help students experience the process of self-humanization towards achieving an adult, ethical and dynamic personality.

According to H. Kirschenbaum in Fatimah Ibda (2022: 340) Moral education is said to be successful if the nation's generation is able to produce values and moral behavior that are transmitted, both verbally and in behavior. Moral education aims to produce individuals who understand moral values and are consistent in implementing them in accordance with the moral concepts taught by religion, the moral traditions of society, and culture. Moral education itself consists of a number of components related to the knowledge of the moral traditions of moral reasoning, compassion and altruism. and moral tendencies.

Based on the explanation above, it can be concluded that moral education is a process, an approach that should be used comprehensively, this moral education should be carried out in a conducive manner both in the school, home and community environment, and it is an obligation for all parties to participate in improving children's moral education. in order to create the next generation of a nation that has character and morality.

In Hamid's book (2020) there are Moral values in life:

“Religious. obedient attitudes and behavior in implementing the teachings of the religion he adheres to, tolerant towards the practice of worship of other religions and living in harmony with followers of other religions. Honest, behavior that is based on efforts to make oneself a person who can be trusted in words, actions and work. Tolerance, an attitude of action that respects differences in religion, ethnicity, ethnicity, opinions and actions of other people who are different from oneself. Disciplined., actions that demonstrate orderly behavior and compliance with various rules and regulations. Hard work, behavior that shows serious effort in overcoming various obstacles to learning and assignments and completing assignments as well as possible Creative, thinking and doing something to produce new methods or results from something that is already owned Independent, Attitudes and behavior that do not easily depend on others to complete tasks. Democratic, a way of thinking, behaving and acting that values the rights and obligations of oneself and others equally. Curiosity, attitudes and actions that always seek to know more deeply and broadly about something they learn, see and hear.

National spirit, a way of thinking, acting and insight that places the interests of the nation and state above the interests of oneself and the group Love the Motherland, the way of thinking, behaving and acting shows loyalty, care and high appreciation for the language, physical environment, social culture, economics and politics of the nation. Appreciate achievements, attitudes and actions that encourage him to produce something in society and acknowledge and recognize the success of others. Friendly and communicative, actions that show joy, talk, socialize and cooperate with other people. Love peace. attitudes, words and actions that cause other people to feel happy and safe in their presence. Like to read, the habit of making time to read various literature that brings goodness to him. Environmental care. Attitudes and actions that always strive to prevent damage to the surrounding natural environment and develop efforts to repair natural damage that has occurred. Social care., attitudes and actions that always want to provide assistance to other people in society who need it. Responsibility, a person's attitude and behavior to carry out his duties and obligations, which he should do towards himself, society, the environment (social and cultural nature), the country and God Almighty”.

### 2. Development and Implementation of Moral Education

It can be understood that morality is a human view of good and bad, where the measure of good and bad is the agreement of humans or communities that occupy a certain area. The moral development of a child is heavily influenced by his environment. Children acquire moral values from their environment, especially from their parents. The role of parents is very important, especially instilling morals from an early age.

The process of moral development of the nation's generation can take place in several ways, namely as follows:

- 1) Direct education, namely through instilling an understanding of right and wrong behavior, or good and bad by parents, teachers, or other more mature people in their environment. More mature people in the child's environment must set a good example.
- 2) Identification, namely by identifying or imitating the appearance or moral behavior of someone who becomes his idol, such as parents, teachers, clerics, artists, or more mature people in their environment.
- 3) The process of trial and error, namely by developing moral behavior by trial and error. Good behavior that gets praise or rewards will continue to be developed, while bad behavior that brings punishment or reproach will be stopped.

Some of the ways above are a description of the process of children's moral development that can be applied in the stage of developing children's morals. According to Amirullah Syarbini (2019:59-61) Based on the results of Lawrence Kohlberg's research for 18 years, children's moral development is divided into three levels (levels) and six stages (stages), where each level consists of two stages. In brief, Kohlberg's version of moral development can be described as follows:

#### 1) Pre-conventional (4-9 years)

At this level, children know the pros and cons of an action, and the consequences (impact or effect) of fun (rewards) or physical harm (punishment), or whether the deed is good or bad. This level consists of two stages, namely the punishment and obedience orientation stage, and the instrumental relativist stage. At the punishment and obedience orientation stage, children judge good and bad or right-wrong from the point of view of the impact (punishment and reward) they receive from those who have authority (who make the rules) either parents or other adults. Here the child obeys the rules of the parents in order to avoid punishment. Whereas in the instrumental relativist orientation stage, good or right actions are those that function as instruments (tools) to meet the needs of self-satisfaction. In this case, the relationship with other people is seen as the relationship between people in the market (buying and selling relationship). In doing or giving something to others, it is not out of gratitude or as an outpouring of affection, but is selfless (the desire to get something in return).

#### 2) Conventional (10-15 years)

At this level, children perceive actions when they can fulfill the approval of others, develop a conformist attitude, loyalty, or adjustment to the wishes of the group or social rules of society. This conventional level is divided into two stages, namely the orientation of interpersonal agreement or good child orientation and the law and order orientation stage. At the interpersonal agreement orientation stage, the child views an action as good or valuable for him if it can please, help, or be approved by others. Whereas at the law and order orientation stage, good behavior is carrying out or fulfilling one's own duties and obligations, respecting authority, and maintaining social order.

#### 3) Post-conventional (16 years to adulthood)

At this level there is an individual effort to define values or moral principles that can be applied or carried out regardless of the authority of the group, supporters, or people who hold and adhere to these moral principles. Also regardless of whether the individual in question is a group or

No. This level consists of two stages, namely the legalistic social control orientation stage and the universal ethical principle orientation stage. At the legalistic social control orientation stage, good deeds tend to be formulated within the framework of general individual rights, and in terms of rules or standards that have been critically tested and agreed upon by the whole society. Thus, the good deed is in accordance with the applicable laws and regulations. Whereas in the universal ethical principles orientation stage, truth is determined by a decision of conscience, in accordance with ethical principles that are logical, universality, and consistency. These universality ethical principles are abstract in nature, such as justice, equal human rights, and respect for human dignity.

While the implementation of Moral Education has existed at every level in the world of education, it has experienced the development of moral education which has never departed from the noble values that exist in

the moral order of the Indonesian nation which are clearly exposed in Pancasila as the State Foundation. Moral education has a very noble aim, namely to form national children as individuals who are religious (have religious values), have a sense of humanity or tolerance for the sake of unity in upholding the values of deliberation for democracy and essential justice. Moral education can be carried out with an integrated approach, namely by involving all scientific disciplines. And it must be supported by willingness, compact cooperation and earnest effort from the family, household, school and community environment. Those who take responsibility, especially regarding the effective aspects through the subjects taught and exemplary examples in behavior and actions.

#### Factors Driving the Crisis of Moral Education

in the World of Education There are several things that encourage the crisis of moral values in the world education, including:

##### 1) Lack of moral education in the family, community, and school environment

In practice, this moral education is less effective and not in accordance with the expectations to be achieved, so that it is experiencing a crisis of moral education in the world of education. Within the scope of the family, education morals were instilled for the first time and tended to inculcate the values of honesty, in all aspects of family life as well as the means of forming personality for the first time. Moral education in society must also contribute to the development of an individual. Moral development in schools is a vehicle that is conducive to the moral growth and development of the current nation's generation.

##### 2) The influence of globalization

The existence of globalization or second-hand markets where all corners of the world can freely interact without space and time restrictions, has had many negative influences on the morals of the nation's children, so that in this case it has resulted in an increasingly crisis of national morals, especially in the world of education, which incidentally is teenagers who are still very easily influenced by things that are not desirable as a moral crisis.

##### 3) Lack of role of religion

The best moral education is actually found in religion, because moral values can be obeyed by self-awareness without coercion from the outside, and these beliefs are instilled from childhood or an early age.

#### Supporting Factors for Implementing Moral Education in the World of Education

##### 1) Learners

Students as the nation's generation must actually have a level of awareness and be able to develop moral values within themselves with the help of their surroundings.

##### 2) Parents

Parents have a very important role in instilling moral education, because they are the first and foremost place of learning in various attitudes and the embodiment of these moral values.

##### 3) The teacher as a facilitator

The teacher should be a facilitator who provides the possibility for the nation's generation to understand and live up to these moral values.

##### 4) Religion

Education of moral values that can be obeyed with self-awareness without any external coercion, comes from religious beliefs that have been instilled.

in the nation's generation since childhood. Because actually the problems that are happening right now are not due to the failure of religion in building a generation of morals, but rather the failure of the nation's generation to understand the moral message of religion and the failure to practice its teachings in everyday life. For this reason, in order to save future generations, it is necessary to inculcate more effective religious values.

#### 3. Definition of Bullying

Bullying comes from the English word "bully" which means to bully or disturb, bullying can be interpreted as a situation where there is an abuse of power or strength. Strength here is not only physical, but also mental. Lately bullying has become a problem that many generations of the nation have encountered, more so elementary school students who do not fully understand the meaning of national unity, and lack of attention and supervision from various parties.

According to Herbert Lee in (Sisca, Indriyani 2019:11) defines bullying as something terrible and cruel that is done by someone to a child or a group of children. Bullying can happen once or repeatedly. Victims of bullying will feel ashamed, hurt or humiliated and threatened. The perpetrators of bullying may not realize it. It can be concluded that according to Herbert bullying behavior is carried out by bullies repeatedly, and has an impact on the psychology of victims of bullying behavior. It is said to be bullying because the nature of this behavior disturbs the victim so that it makes them feel uncomfortable to the point of despair when they cannot overcome it and feel that no one is helping them to overcome it. Bullying is an act that is disturbing and even physically, mentally and socially harming a person committed by perpetrators against their victims. This disruptive or bullying behavior is usually carried out over a long period of time, months or even up to several years when the perpetrator can still meet his victim. Its nature is continuous and tends to settle down when it doesn't get it right away. This good handling is what makes victims of bullying very disadvantaged, especially psychologically or mentally.

Based on the definitions of bullying above, bullying is a desire to injure both physically and mentally which is carried out by a person or group of people to other people repeatedly, which occurs because of an imbalance of power between the perpetrator and the victim and causes satisfaction from the perpetrator in carry out acts of bullying, in which this action will greatly affect one's morals and personality.

Someone who has bullied before will think that the action is normal and will do it again at another time, this is influenced by the self-satisfaction that is felt when bullying which results in a person's moral degradation.

#### Kind of Bullying

According to Eli Wardiati (2017:15) there are four types of bullying, including:

##### 1) Verbal bullying

Verbal bullying is in the form of nicknames, reproaches, slander, cruel criticism, insults, statements with the nuances of sexual solicitation or sexual harassment, terror, intimidating letters, accusations that are not true and false, gossip and so on. Verbal bullying is one of the simplest and easiest types to do, and verbal form of bullying will be the beginning of other bullying behavior, and can be the first step towards further violence.

##### 2) Physical Bullying

Physical bullying is included in the category of direct violence which refers to actions that directly attack a person physically or psychologically, which are included in this category such as kidnapping, torture and ill-treatment, all of these actions are acts that are not right that interfere with the most basic human rights. fundamental, namely the right to life. So, physical bullying is bullying that can be seen with the eyes and felt, such as hitting, biting, spitting, slapping, choking, and damaging and destroying other people's belongings. This type of bullying is the most visible and easy to identify, because it is direct physical contact between the perpetrator and the victim. This physical bullying is something that is not uncommon among the nation's generation, emotional control that is not yet stable makes them tend to be more determined to carry out acts of physical violence.

##### 3) Relational Bullying (Mental Psychological)

Relational bullying is a form of bullying that cannot be measured, and is not visible to the naked eye, this type of relational bullying can cause a child's mental decline, and result in disturbed psychology of the victim and moral degradation for the perpetrator.

##### 4) Electronic Bullying

Electronic bullying is a form of bullying behavior that is carried out by perpetrators through electronic means such as computers, the internet, e-mail, and so on. Usually intended to terrorize victims by using writing, animation, pictures and video recordings or films that are intimidating, hurtful or cornering. This type of bullying is rarely encountered at the elementary school level, because at elementary school age a child usually interacts more directly than with social media. However, it is often encountered for generations of people in the current era of globalization who often use electronic media to access social media.

According to Astuti 2008, the characteristics of bullies are:

- a. Living in groups, controlling the social life of students at school
- b. Put yourself in a certain place
- c. Is a popular figure at school
- d. His movements can often be marked, often
- e. walking in front, accidentally bumping into, belittling or harassing.

According to Agus Sampurno (in Trevi, 2010) the characteristics of bullying victims are as follows

- a. Easily emotional for trivial reasons
- b. Lazy about going to school
- c. Being very shy
- d. Don't dare to meet people face to face
- e. The face looks unhappy
- f. Feeling uncomfortable when outside the house
- f. Reluctant to play
- g. Decreased productivity at school

#### 4. The Role and Efforts of Moral Education to Reduce Bullying

Education in schools, especially elementary schools for the current nation's generation, is not only about lessons given by teachers, but education for the nation's generation also includes moral education that cannot be obtained from books. Moral education is an education related to a person's behavior, be it words or deeds, moral education for the nation's generation is very important, so that the child understands what is right and what is wrong, so when the generation of the nation wants to do something, he already understands what he is doing right or wrong, including bullying, the nation's children who understand moral education will not commit bullying, because they know that bullying is wrong and can hurt their friends, both physically and mentally. If there is a generation of people who still do.

Bullying, means that the nation's children do not yet have a deep understanding of moral education. In order for moral values to function properly, teachers are needed, moral warriors who are never afraid, give up, bother them, or get frustrated even though obstacles, obstacles, the environment is not conducive, and have to deal with destructive situations. By tirelessly implementing education to realize universal moral values that respect others, including not bullying.

So, moral values are brought by a teacher who believes in moral truth as an ideal ideology and must be instilled in every heart (personal, individual) especially the nation's generation so that one day the life of a nation that upholds moral values can be realized. With the existence of moral education that has been embedded in the family, taught in schools by teachers and the community, it is hoped that every child of the nation can apply moral values in the totality of social and national life. The moral values that already exist in children are fertile ground for the nation's generation to live socially, including not committing bullying or other things that cause harm to others.

#### Conclusion

Based on the discussion above, it can be understood that moral education seeks to help the nation's generation reach a more perfect stage of moral development. In this case, it is necessary to have programmed processes, such as the process of planting and fostering as well as the process of moral development of the nation's generation which can take place through direct moral education, identification, and a process of trial and error with a good understanding of the considerations and development of moral behavior.

Therefore, morality is an identity and character of the nation's generation, every member of the state must uphold moral values in order to create a nation that is noble, virtuous, and respects differences. With high moral values, various deviations such as bullying can be reduced slowly. Bullying is a form of violence perpetrated by someone against peers or someone who is considered weaker and weaker low to get a certain benefit or satisfaction. Bullying has quite a dangerous impact on perpetrators and victims, there needs to be attention or a special role in this problem from parents, teachers and the environment through a special approach and intensive and comprehensive guidance.

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