

Categorization of Bullying Messages in Films from the 2022–2023 Period

Kornelia Zefanya, Ido Prijana Hadi, and Chory Angela Wijayanti

Communication Science Department, Petra Christian University

ABSTRACT

Bullying has become a social phenomenon and has only kept growing ever since, especially in the educational field. This phenomenon has piqued the media's interest by using it as the base theme for several films. This research is aimed to identify and categorize the different bullying messages that are present in films casted during the years 2022 to 2023, which are *Do Revenge* (2022), *Luckiest Girl Alive* (2022), *Brave Citizen* (2023), dan *Teman Tidur* (2023). The qualitative method has been utilized in this research. The researcher found 3 main categories of bullying messages, which are verbal, physical, and psychological. Results showed that verbal bullying is not only in the form of conflicts between said characters, but also the want and need to show social stratification between them. These include differences of power in front of the law, symbols, and the significance of making the victim's identity smaller and smaller, such as the weak and belittled.

Keywords: *bullying; categorization; film; mass communication; symbolic violence*

INTRODUCTION

Bullying has always been a very serious social issue, especially in the academic field. Bullying is considered a psychological issue, done usually by belittling and disrespecting others over and over again. Victims of bullying will then become weaker and smaller whereas those doing the bullying will gain more power and dominance. This difference in power will then lead to physical and mental power, affected by the number of abusers and victims respectively. This specific bullying phenomenon which often happens on school grounds has become something the media focuses on. The number of bullying cases happening within academic fields are worrisome and concerning. An example of this is the viral bullying incident which happened at Binus School Serpong on February 2 to February 13 2024. Data from Federasi Serikat Guru Indonesia showed that the number of bullying cases happening in the junior high level within school grounds reached its peak during the year 2023, reaching up to 50%. Looking at the alarming rate of bullying in the junior high level shows that the transition phase of growing from young kids to adults, which is usually referred to as

teenagehood, is a very vulnerable phase for many people out there. This specific teenagehood then pioneers the forming of one's character and personality.

The *Netflix* serial "13 Reasons Why" which aired in 2017 is a prime example of a serial bringing up the topic of bullying done by teenagers during their teenage years. In April 2017, this serial which was studied and analyzed by the National Institutes of Health (NIH), indicated that the rate of teenage suicides done by children and teenagers aged 10-17 has increased to 28.9% after watching this specific *Netflix* serial. Studies showed that there is a relationship between the airing of said serial with the increase in suicides, even though there is no concrete proof that connects it with the bullying phenomenon. Even so, according to Coyne *et al.* (2017), teenagers that often come across or watch films or serials which contain bullying, belittling, isolation, and manipulation tend to imitate or follow said actions and may even apply it in their everyday lives.

UNICEF Indonesia (2020) stated that around 40% of suicides happening in Indonesia is due to bullying. Therefore, according to this, bullying is not only relevant in the academic or educational field as an alarming social phenomenon, but also quite closely relates to suicide cases happening between teenagers. From the academic journal *Psikologi Universitas Gadjah Mada*, it is known that around 40% of teachers have not been able to fully comprehend yet how to handle these cases of bullying (Saputri & Adiyanti, 2023). Looking at the never-ending cases of bullying, along with no heavy punishments for the abusers and the serious impacts it has on the victims, it is obvious that a solution is needed to raise social awareness to the people regarding this. Films are then one of the most impactful and effective media communication tools which can be used to convey anti-bullying motives to society. One upper hand films have that other media communication tools don't is that films are able to convey messages and motives through 2 methods, visually and emotionally, where it can then lead to empathy forming in people's hearts (Barsam & Monahan, 2013). Films in other wordings are visual media communication tools which can provide comprehension and emotions through their narrative and cinematic elements. The abundance of films having bullying as their main topic or trying to address the problem of bullying worldwide indicates the increasing attention towards this social phenomenon present in society. Films that take up bullying as their main topic aims to prevent, stop, and provide support for victims, along with raising social awareness. Several films of said topic during the years 2022 to 2023 include *Do Revenge* (2022), *Brave Citizen* (2023), and *Luckiest Girl Alive* (2022), which also happens to be famous for films in this category. This shows that bullying itself is gaining more and more attention from the audience (Bordwell & Thompson, 2016).

According to research done by the APA (American Psychological Association, 2022) in the year 2022, it is reported that 1 out of 5 students in the United States experience bullying during Covid-19. The WHO (World Health Organization) also stated that during the year 2023, the pandemic has brought upon negative impacts for the mental health of children and teenagers, especially those coming from the lower end of society. KPAI (Komisi

Perlindungan Anak Indonesia) also reported 2,355 cases of violations nationally, where 837 of them happened at the academic level.

Bullying has become an issue that is becoming more and more talked about by the media, including films. Bullying messages in films are not only shown explicitly, but also shown by hidden messages present inside the film which shows the impacts of bullying and how to face it. This is why it is important to categorize how bullying is conveyed within the film itself, not only that, but the categorization of bullying messages can also then show both manifest messages (visible) and latent messages (hidden). This categorization is needed such that analysis done towards films can identify the bullying messages present along with its impacts towards the characters of the film. This research utilizes the qualitative method to uncover the different forms of bullying for films during the year 2022-2023. This method is accurate according to Eriyanto (2011), as this method helps the researcher to identify and comprehend the lore, characteristic, and progress of a content. Several past literature reviews which may support or become foundation for this research are “Representasi *Bullying* dalam Film *Better Days* 2019”, “Analisis Isi Pesan Komunikasi Interpersonal Para Peserta *Dating Show “Match Island” Netverse*”, “Representasi *Bullying* Dalam Drama Korea *The Glory*”, and “Representasi *bullying* dalam Film *Stand By Me*”. Other than only categorizing bullying messages, this research also aims to contribute to mass communication, especially in the film industry, where it acts as an effective media communication tool and hopes to raise social awareness regarding the dangers of bullying.

LITERATURE REVIEW

Films as a means of mass communication

According to McQuail (2010), a film is a type of mass communication that helps to deliver and convey messages towards the audience through sound, visuals, and text at times as well. The purpose is to entertain, educate, or change the perspective of the audience. Collectively, films are also called “cinema”. The name “cinema” comes from the word “cinematic”, which means “movement”. Etymologically, the term “cinematography” comes from the word “cinema” which means “light”, and “graphite” which means “text or picture”. The definition is that it illustrates movement through light. A special tool called a camera is used to illustrate this movement through light. Films are, definition wise, just moving pictures and the movement itself is called an intermittent movement because the human brain and eye is only able to detect a few visual changes in a matter of seconds.

The messages conveyed by films can include information, entertainment, or education as well. On the other hand, Baran and Davis (2012) emphasize that films, as one of the many types of mass communication, not only acts as entertainment, but has a wider range of functions, which is as a media to convey values of ideology, social norms, criticism towards

specific issues, and as a tool of propaganda. As part of mass communication, films play an important role in steering the public opinion along with its cultural values. By utilizing narration, visual aspects, and other cinematic elements, films can influence the perception an individual has towards issues, may it be social, political or cultural (Berger, 2018). Due to this, the functionality of films are not limited to entertainment only, but also as an effective communication tool in conveying messages that impact society and their everyday lives.

Bullying

According to Wardhana (2015), oppression or insult (or more known as “ejekan” or “penghinaan” in Indonesian language) is any type of oppression done by a group of higher power or authority towards other people of lower power, done with the purpose of hurting those with lower power, and is done constantly. Coloroso (2015) suggested that bullying is an action done with full consciousness, on purpose and is offensive, evil, or contains insults intended to embarrass and hurt the target, while also giving satisfaction for the perpetrator by savoring the enjoyment he or she receives from the suffering of the target. Rigby (2013) further suggests that bullying can also deteriorate the mental health of children, leading to excessive worries or even worse, depression. Victims of bullying can experience several negative impacts, one of which is the weakening of psychological well-being causing the victim to feel uncomfortable, inferior, and also difficult to adjust him or herself socially. They can also feel scared to go to school, or even worse avoiding school completely, and therefore feeling left and isolated from society. In a much more severe example, the pressure and insult the victim receives may or often leads to suicidal thoughts (Wiyani, 2014).

Bullying can be categorized into 3 types, which are physical, verbal, and psychological bullying. Victims of bullying will often feel less confident, worried, scared, isolated and cut off from their surroundings, or even experience difficulties in their studies and concentration, and also lead to suicidal thoughts (Priyatna, 2010). Common characteristics of perpetrators of bullying include being aggressive, dominant, and lacking empathy, whereas for the victims, they will often tend to become passive, humble, and feel the lack of support from their surroundings. Bullying can lead to serious effects for the victims, may it be psychologically, socially, or even academically.

Symbolic Interactionism Theory

The Symbolic Interactionism Theory explains how someone acts or gives response towards something based on their own understanding of the issue, and this understanding is built as a result of constant interaction with other people. Symbolic interaction also holds meaning coming from the reciprocal interaction of individuals with their social surroundings and the main focus of this interaction is on the meanings and symbols that constantly emerge from interactions between individuals (Ritzer, 2012). Blumer also explains that the primary focus of symbolic interactions are the interactions between people themselves. According to

Blumer, there are 3 principles on the perspectives of people towards symbolic interaction. First is “meaning”, which suggests that people act based on something, may it be other individuals, objects, or even the situation, so based on their understanding of the corresponding thing. Second is “language” which is the main element of trying to give meaning towards something. Through language such as words, gestures, and symbols, humans are able to understand and provide meaning towards anything. Third is “thought” which suggests that each and everyone has the ability to think and interpret symbols, this is why the response and understanding between individuals towards a certain symbol tend to be different. According to Craib (Sarmini, 2002), Blumer pointed out 3 important aspects which became the foundation for the Symbolic Interactionism Theory, which are that human actions are based on their own understanding towards something, that comprehension or understanding emerges from social interaction, and that comprehension and understanding will only keep growing based on an individual’s interpretation.

Qualitative Analysis

One of the main characteristics of qualitative analysis is its flexibility. Boyatzis (1998) and Rustemeyer (1992) from Schreier (2012) explained that this method is flexible because the researcher is able to always renew their coding framework until it becomes valid and reliable. On the other hand, quantitative analysis tends to utilize a coding standard that has been predetermined beforehand. Additionally, qualitative analysis allows for the exclusion of irrelevant elements in a study or research. The level of abstract for this method is also higher compared to concrete information. Qualitative analysis focuses more on deep comprehension and understanding towards a certain reading or text. This process requires sufficient analysis skills to capture the underlying messages in communication and to uncover the messages that are conveyed indirectly.

The process of qualitative analysis is done systematically, and according to Schreier (2012), it was stated that qualitative analysis involves the analysis of text materials, or text for short, systematically by identifying, categorizing, and interpreting the theme or pattern of the data. This research is not limited only on what is able to be seen explicitly (manifest) but also includes those that are shown implicitly (latent) or messages that are conveyed indirectly (Krirantono, 2014). The latent meaning refers to information that is not conveyed directly or explicitly by the communicator, but implicitly through context, symbols, or certain patterns that require intensive interpretation. In this research analysis, the approach used is mainly to understand and comprehend how bullying messages in films during the years 2022 to 2023 is conveyed, may it be through dialogs, scenes, character roles, and cinematography.

METHODOLOGY

This research utilizes the content analysis method along with a qualitative descriptive approach to identify, categorize, and interpret bullying messages on films during the years

2022 to 2023. According to Meolong (2009), qualitative analysis is a method used to comprehend a phenomenon that is experienced by the research subject holistically with a descriptive method in the form of words and language, in a much more natural context while also making use of this natural method. The research method used by the researcher for this research is content analysis. This analysis is used to identify, categorize, and interpret systematically messages of bullying that are able to be found in the four films during the years 2022 to 2023. This analysis according to Eriyanto (2011) is an objective and systematic research technique which is able to illustrate qualitatively the contents of statements and visible communications (manifest) and is done objectively, with validity, reliably, and with possibility to be duplicated.

The research object is the bullying messages present in four films, which are *Do Revenge*, *Luckiest Girl Alive*, *Brave Citizen*, dan *Teman Tidur*, with the unit of analysis being scenes, dialogs, visual expressions which reflect all types of bullying actions, may it be verbally, physically, or even psychologically. Data is obtained through documentation, which refers to screenshots and dialog transcripts, which are further supported by secondary data such as books and academic journals. The analysis process is done through developing a coding frame, data coding, and interpreting findings which shows the social and cultural aspects that films contain. To clarify data and make sure it is valid, the researcher employs data source triangulation to compare the contents from several films, visual elements, as well as written references all to ensure accuracy and consistency of the results and analysis.

RESULTS AND DISCUSSION

Data Findings and Data Analysis

The following contains the elaboration of findings which the researcher was able to obtain, which includes the forms of verbal and nonverbal communication which happened between characters. Data which was found is further analyzed and explained through comparison between the three couples involved. These findings are then further explained and have their messages interpreted by the researcher in the sub sections later present in this research.

Table 1.1 Verbal Bullying Categorization Table

Subcategory	Explanation or Definition
Negative Labelling	Names given to victims with the purpose of lowering the victim's physique and social status

Subcategory	Explanation or Definition
Insulting / Condescending	Words used to lower one's self esteem and pride, indicating the presence of social dominance
Threat	Words that induce fear or psychological pressure

Source : Researcher's Compilation. (2025).

Categorization of verbal bullying messages is a form of bullying done through words that lower the victim's self esteem. Words spat out by the perpetrator are used to strengthen the presence of dominance he or she has. This categorization of verbal bullying includes insults lowering pride and dignity and this is conveyed through words that makes one's self confidence fade and thus weakening mentality as well. Negative labelling such as "crazy animal" or "nerdy or geeky new kid" gives a somewhat embarrassing nickname for the victim. In the film *Brave Citizen*, Jin Hyeong, a supporting character, is called "Kimbap." This nickname falls under negative labeling, making Jin Hyeong feel disliked by his peers, who always refer to him as "Kimbap" whenever they see him. The label refers to Jin Hyeong's grandmother, who sells kimbap around the neighborhood and school area. This incident is the origin of the negative labeling, which aims to demean both Jin Hyeong and his grandmother. This situation also occurs because Jin Hyeong attends an elite school as a scholarship recipient. The main cause of this labeling stems from economic disparity.

There are also insults such as "beggar" or "cheap women" that show differences in economic status and gender which are then used as a tool or method to insult other people. These threats then are used to manipulate the victim's emotions, by constantly pressuring them according to the perpetrator's wants. All of these findings support and show that verbal bullying present in films can be used as a form of symbolic power or dominance, which focuses solely on lowering the victim's pride.

Table 1.2 Physical Bullying Categorization Table

Form of Action	Explanation
Kicking and slapping	Purposely hurt and embarrassed the victim in public
Strangling and pushing	Shows complete control over the victim, causing fear and trauma

Source : Researcher's Compilation. (2025).

Categorization of physical bullying present inside the four films being analyzed come in several forms such as slapping, kicking, strangling, and pushing. These acts aim to publicly

embarrass the victim in front of many people. In *Brave Citizen*, victims of bullying experience physical harassment such as slaps and kicks that were done on purpose by the perpetrator to embarrass as well as pressure them. According to Olweus (1993), physical bullying is done to lower the victim's pride and self confidence as well as inflicting pain and humiliation, along with fear and trauma. In several scenes of *Brave Citizen*, the actions shown are not only to hurt the victim, but also to inflict and illustrate psychological issues the victim experiences due to said bullying. Adding on to that, in the film "*Temam Tidur*", the victim was pushed into the pool by the perpetrator knowing fully that the victim has asthma, which might endanger his or her life. They purposely wanted and intended to push the victim into the pool without any clear or valid reason, but even so, the perpetrators looked happy and satisfied seeing the victim in fear while trying to rest near the poolside, it can also be seen that Amanda struggled to breath normally. This kind of act is considered as sadistic bullying as the perpetrators, fully conscious, feel satisfaction and joy from watching the victim scared. Physical bullying shown in this film illustrates dominance in power, where such acts are done on purpose to show that gap in power, which aims to enslave the victim and force them to obey any order the perpetrator gives.

Table 1.3 Psychological Bullying Categorization Table

Form of Psychological Pressure	Signs or Actions in Films
Rejection and Exclusion	Victims being ignored, shunned or not accepted by their social surroundings
Trauma and emotional pressure	Characters showing fear, hopelessness, and struggles to control their emotions
Silent suffering	Victims being silent and not doing anything even though being constantly pressured

Source : Researcher's Compilation. (2025).

Categorization of psychological bullying present inside the four films being analyzed come in several forms such as rejection, pressure, and trauma. Unlike verbal and physical bullying, psychological bullying is not shown directly or seen by the eye, as it is categorized as latent bullying. It may look normal on the outside, as it does not humiliate or hurt the victim physically, but it actually affects the victim's mental and emotional state. Looking at the film "*Do Revenge*", the victim experiences rejection and avoidance by her classmates. Moving to the film "*Luckiest Girl Alive*", there is trauma present inside her and along with the constant pressure her parents are giving her, it severely affects her emotions and mental health. In this case, Ani also experiences emotional dysregulation, a condition where someone experiences inability to control or adjust their emotions accordingly. This often

arises due to past traumas and surroundings or conditions that do not emotionally support the person (Linehan, 1993). Here, it is noticeable that Ani struggled to control her emotions due to her past trauma caused by her parents as well as new constant pressure from her mother. Additionally, in the film “Brave Citizen”, the victim’s expression contains latent messages indicating fear and hopelessness from the perpetrator’s actions. In the film “*Teman Tidur*”, the victim constantly feels rejected by her new peers or friends in her new dormitory, making her feel not accepted. Physical bullying categorization shows that bullying is not only those that are able to be seen physically or explicitly, but can also be implicit and affect the victim’s mental state.

Data Interpretation

In this chapter, interpretation data that comes from the findings and data analysis of the researcher will be discussed, which involves the categorization of bullying messages inside films during the years 2022 to 2023. The four films used for this analysis are "Do Revenge", "Luckiest Girl Alive", "Brave Citizen", and “*Teman Tidur*”. Films are an effective media tool for conveying messages, especially for the newest issues related to society, which in this case is bullying. From the results of analysis done on dialogue between characters and scenes of the four films being studied, it can be found that bullying messages present on the films during the years 2022 to 2023 are split into three categories, which are verbal bullying, physical bullying, and psychological bullying. Verbal bullying can further be split into sub categories which are labelling, condescending or insulting, and threatening. The most dominant or stand out between them would be condescending or insulting, which is present on all four films. Words said by the perpetrator not only became a tool for communication, but it turned out to be more of a tool to hurt and lower the dignity of the victim. Mockery, insults, and condescending speeches illustrate perfectly reality regarding dominance and power which is shown through language. Align with what Charlise (2010) said, verbal bullying inflicts a mental wound that is implicit, but is consistently present and not easily forgotten by the victim. In the film “Do Revenge”, Drea clearly became an example of how words can bring someone down psychologically. This is further supported by a research done previously called “Bullying Verbal Menyebabkan Depresi Pada Remaja SMA di Kota Yogyakarta”. The results of these findings strongly suggest that verbal bullying can seriously affect one’s psychological condition, leading to depression for teenagers most of the time.

This is aligned with the findings of Marela et al. (2015), where it was stated that verbal bullying happening in teenagers is 1.5 times more likely to cause depression, and according to Putri (2020), insults from peers of the same age can lower self confidence and cause self withdrawal from their surroundings. Verbal acts and words such as “you are nobody” and “cheap women” present in the films reflect the relation between power and social violence. Words can become a tool that hurts even more compared to physical harassment, because it stays within the victim’s mind, and thus creates an identity as someone

who is constantly undervalued. In the same research done by Putri (2020) in her research called “*Pengaruh Bullying Verbal Terhadap Percaya Diri Siswa di MI Muhammadiyah Sabranglor*”, results show that students who often receive verbal insults from their peers have a higher chance of having their self confidence lowered and may even withdraw themselves from their surroundings. Verbal bullying sticks inside the victim’s mind and affects the way they look and feel about themselves. From the previous research, it can further support that the cases happening in the films being studied show that verbal bullying consisting of insults can form the victim’s identity as someone of lower status. This is why verbal bullying is seriously dangerous as it attacks the dignity and pride of the victim.

Besides that, films as a mass communication media have both effective visual and emotional prowess that can build people’s empathy towards victims of bullying, as well as being able to convey deep social morale (Barsam & Monahan, 2013). Utilizing the qualitative content analysis method, the researcher was able to dig more regarding the meaning behind each scene, symbol, and dialogue between characters in the film. Categorization of bullying that is present inside the films, such as verbal bullying through insults, not only reflects symbolic violence, but it also illustrates the relationship between power and social dominance. Through this approach, the researcher was able to identify messages that were shown in the films and thus was able to relate it to society in reality. Therefore, even though films are used to educate and also prevent bullying, there is still a chance or potential of misunderstandings happening for the audience or people that weren’t able to fully understand the overall context and meaning. Thus, films about bullying need to be studied thoroughly such that it can become a means of education and social awareness.

CONCLUSION

Based on the results of the analysis done on the four films which are *o Revenge* (2022), *Luckiest Girl Alive* (2022), *Brave Citizen* (2023), dan *Teman Tidur* (2023), it can be concluded that bullying messages present in these films can be categorized into three main categories, which are verbal bullying, physical bullying, and psychological bullying. From these three types of bullying, verbal bullying remains to be the most dominant type present in the visual narrative or dialogue of films. Verbal bullying through its many forms present in words that insult, lower self esteem and dignity, give negative labels, all the way to threats that not only hurt emotionally, but is also used as a tool to illustrate power and social dominance between characters. These findings are also aligned with symbolic interactionism, where social actions such as speech or bullying acts do not have an objective meaning, but are built and comprehended through social interaction between the perpetrator and the victim. Generally, films that have bullying as their main plot during the years 2022 to 2023 not only became or demonstrated social reality, but also became a tool to educate and build the audience’s empathy towards the victims of bullying. Results also show that films as a media of mass communication have the ability and power to convey and demonstrate this bullying

phenomenon. Every film which was produced during the years 2022 to 2023 was made to raise social awareness primarily by showing the negative impacts of bullying as well as the psychological warfare it may cause for the victims. In conclusion, categorization of bullying messages in films can be one of many effective ways to raise public awareness regarding the importance of empathy, protection for victims, and also preventive measures of bullying in many social surroundings, especially in schools.

REFERENCES

- Afrizal. (2016). *Metode penelitian kualitatif: Sebuah upaya mendukung penggunaan penelitian kualitatif dalam berbagai disiplin ilmu* (3rd ed.). PT Rajagrafindo Persada.
- Angelique, G. (2023). *Analisis isi pesan komunikasi interpersonal para peserta dating show "Match Island" Netverse* (Skripsi, Universitas Kristen Petra). Universitas Kristen Petra. <https://dewey.petra.ac.id/digital/view/57483>
- Arlita, C. D. (2024, June). *PERSUASI (Jurnal Tugas Akhir Mahasiswa Ilmu Komunikasi). Bullying Dalam Drama Korea The Glory Season 1 dan 2 (Studi Analisis Semiotika Charles Sanders Peirce), 1*.
https://r.search.yahoo.com/_ylt=AwrKDmZdw3tnEwIAEPrLQwx.;_ylu=Y29sbwNzZzMEcG9zAzEEdnRpZAMEc2VjA3Ny/RV=2/RE=1737373789/RO=10/RU=https%3a%2f%2fpjp.ulm.ac.id%2fjournals%2findex.php%2fpsik%2farticle%2fdownload%2f12750%2f6969/RK=2/RS=jq4wWAQHvF20hqPti1kkmxvrLd
- AsianWiki. (n.d.). *School 2013*. AsianWiki. Retrieved February 8, 2025, from https://asianwiki.com/School_2013
- Baudrillard, J. (1998). *Consumer Society: Myths and Structures*. Sage Publications.
- BBC News Indonesia. (2022, September 20). Bullying di sekolah dan budaya 'tutup mulut': Ketika korban diminta diam demi nama baik sekolah. *BBC News Indonesia*. <https://www.bbc.com/indonesia/indonesia-62964025>
- Blumer, H. (1969). *Symbolic Interactionism: Perspective and Method*. Englewood Cliffs, NJ: Prentice-Hall.
- Bordwell, D., & Thompson, K. (2016). *Film Art: An Introduction* (11th ed.). McGraw-Hill Education.
- Bridge, J. A., Greenhouse, J. B., Ruch, D., Stevens, J., Ackerman, J., Sheftall, A. H., Horowitz, L. M., Kelleher, K. J., & Campo, J. V. (2019). Association between the release of Netflix's 13 Reasons Why and suicide rates in the United States: An interrupted time series analysis. *Journal of the American Academy of Child and Adolescent Psychiatry*, 58(9), 775–783. <https://doi.org/10.1016/j.jaac.2019.04.020>
- Bungin, B. (2019). *Analisis Data Penelitian Kualitatif: Pemahaman Filosofis dan Metodologis*

- ke Arah Penguasaan Model Aplikasi. RajaGrafindo Persada. Charlise. (2010). Dampak bullying verbal terhadap perilaku siswa di SMA Negeri 3 Payakumbuh. *Atmosfer: Jurnal Pendidikan, Bahasa, Sastra, Seni, Budaya, dan Sosial Humaniora*, 1(1), 72–82.
- Coloroso, B. (2015). *The bully, the bullied, and the not so innocent bystander*. Toronto: Harpercollins Publisher Ltd.
- Craig, W., & Pepler, D. (2007). Understanding bullying : From research to practice. *Canadian Psychology/Psychologie Canadienne*, 48(2), 86–93.
<https://doi.org/10.1037/cp2007010>
- Detik.com. (2023, September 15). Cerita sedih siswa SD di Banyuwangi gantung diri gegara di-bully. *detik Jatim*. <https://www.detik.com/jatim/berita/d-7092843/cerita-sedih-siswa-sd-di-banyuwangi-gantung-diri-gegara-di-bully>
- Eriyanto. (2011). *Analisis isi: Pengantar metodologi untuk penelitian ilmu komunikasi dan ilmu sosial lainnya*. Kencana Prenada Media Grup.
- Foucault, M. (1977). *Discipline and Punish: The Birth of the Prison*. Vintage.
- Galtung, J. (1969). Violence, Peace, and Peace Research. *Journal of Peace Research*, 6(3), 167–191. Gerbner, G., Gross, L., Morgan, M., & Signorielli, N. (1986). Living with television: The dynamics of the cultivation process. In J. Bryant & D. Zillmann (Eds.), *Perspectives on media effects* (pp. 17–40). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Girod, L. P. (2017). *The Encyclopedia of Film Genres*. New York: Routledge.
- GreatMind. (2018). Film Sebagai Medium Penyampai Pesan. Retrieved from <https://greatmind.id/article/film-sebagai-medium-penyampai-pesan>
- Hadi, I. P., Wahjudianata, M., & Indrayani, I. I. (2021). *KOMUNIKASI MASSA*. CV. Penerbit Qiara Media. https://repository.petra.ac.id/19098/2/Publikasi4_96022_7071.pdf
- IDN Times. (2023). Bullying di Sekolah Korsel Meningkat dalam 10 Tahun Terakhir. *IDN TIMES*. <https://www.idntimes.com/news/world/rahmah-n/bullying-di-sekolah-korsel-meningkat-dalam-10-tahun-terakhir>
- IDNTIMES. (2021, July 3). 9 Film Korea yang Bertema Isu Sosial dan Hukum, Seru dan Penuh Makna. *IDN TIMES*. <https://www.idntimes.com/hype/entertainment/yayu-sri-rahayu/film-korea-isu-sosial-c1c2?page=all>
- Indonesia Darurat Kasus Perundungan. (2024, February 23). GoodStats. <https://goodstats.id/article/miris-indonesia-darurat-kasus-perundungan-satuan-pendidikan-di-bawah-kemdikbudristek-terbanyak-0gcyv>
- Isnata, D. (2022). *Analisis Isi Pesan Dakwah Drama Korea True Beauty*. Retrieved from

- <https://repository.uinjkt.ac.id/dspace/bitstream/123456789/62348/1/Dita%20Isnata.pdf>
- Hinduja, S., & Patchin, J. W. (2018). *Bullying beyond the schoolyard: Preventing and responding to cyberbullying* (2nd ed.). Corwin Press.
- JPPI: Sepanjang Tahun 2024 Ada 293 Kasus Kekerasan di Sekolah. (2024, October 24). Kompas.com. <https://www.kompas.com/edu/read/2024/10/24/163509171/jppi-sepanjang-tahun-2024-ada-293-kasus-kekerasan-di-sekolah>
- Kardiana, I. G. S., & Westa, I. W. (2015). Gambaran tingkat depresi terhadap perilaku bullying pada siswa di SMP PGRI 2 Denpasar. *E-Jurnal Medika Udayana*, 4(6).
Kompas.com. (2023, July 20). Rapor pendidikan 2022-2023: Nadiem, 24,4 persen siswa alami bullying. . *Kompas*. <https://www.kompas.com/edu/read/2023/07/20/182016471/rapor-pendidikan-2022-2023-nadiem-244-persen-siswa-alami-bullying>
- Krippendorff, K. (2004). *Content Analysis: An Introduction to Its Methodology* (2nd ed.). Sage Publications.
- Lazarus, R. S., & Folkman, S. (1984). *Stress, Appraisal, and Coping*. New York: Springer.
- Leary, M. R. (2001). *Social Rejection: The Pain of Being Excluded*. Current Directions in Psychological Science.
- Linehan, M. M. (1993). *Cognitive-Behavioral Treatment of Borderline Personality Disorder*. Guilford Press.
- Marela, G., Ismail, D., & Sukamdi, R. (2015). Bullying verbal menyebabkan depresi pada remaja di Yogyakarta. *BKM Public Health and Community Medicine Journal*, 31(9), 413–419. <https://journal.ugm.ac.id/bkm/article/view/8183>
- Mayring, P. (2000). Qualitative Content Analysis. *Forum: Qualitative Social Research*, 1(2).
- McCombs, M. E. (2004). *Setting the agenda: The mass media and public opinion*. Polity Press.
- McLuhan, M. (2016). *Understanding media: The extensions of man*. CreateSpace Independent Publishing Platform.
- McQuail, D. (2010). *McQuail's Mass Communication Theory* (6th ed.). SAGE Publications.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). Sage Publications.
- Moleong, L. J. (2021). *Metodologi penelitian kualitatif* (Cetakan ke-40). Remaja Rosdakarya.
- MoviePosterDB. (n.d.). *13 Reasons Why (2017)*. Retrieved March 4, 2025, from <https://www.movieposterdb.com/13-reasons-why-i1837492>
- National Institutes of Health (NIH). (2017). *Impact of the release of "13 Reasons Why" on suicide rates in adolescents*. National Institutes of Health.
- Neuendorf, K. A. (2017). *The Content Analysis Guidebook*. Sage Publications.

- Noviani, M. (2015). *Analisis Isi Pesan bullying dalam Serial Kartun Crayon Shinchan*. Retrieved from <https://perpus.petra.ac.id/catalog/digital/preview?id=2077401>
- Olweus, D. (1993). *Bullying at School: What We Know and What We Can Do*. Oxford: Blackwell.
- Olweus, D. (1999). Sweden. *The nature of school bullying : A cross-national perspective*. Routledge.
- Pennebaker, J. W. (1997). *Opening Up: The Healing Power of Expressing Emotions*. Guilford Press.
- Permata Sari, A. I. (2021). Representasi bullying Pada Film *My Little Baby, Jaya*. UIN Sunan Ampel Surabaya. https://digilib.uinsa.ac.id/47106/2/Arum%20Indah%20Permata%20Sari_B05217012.pdf
- Pratiwi, S. (2021). Analisis Isi Kualitatif Representasi bullying dalam Film *Stand By Me*. *Jurnal Komunikasi Massa*, 4(2), 89-104. <https://doi.org/10.25124/jkm.v4i2.2789>
- Priyatna, A. (2010). *Lets End bullying : memahami, mencegah & mengatasi bullying*. PT Elex Media Komputindo.
- Poster Brave Citizen (2023). (2023). *IMDb*. <https://www.imdb.com/title/tt22505214/>
- Putri, A. N. (2020). Pengaruh bullying verbal terhadap percaya diri siswa di MI Muhammadiyah Sabranglor. Universitas Muhammadiyah Surakarta. <https://eprints.ums.ac.id/84235/>
- Ramadhani, N. I., Larisu, Z., & Rajab, M. (2025). Representasi bullying dalam drama Korea *The Glory*: Analisis semiotika Roland Barthes. *Newcomb: Jurnal Ilmu Komunikasi dan Media*, 2(2), 158–172. <https://newcomb.uho.ac.id/index.php/journal/article/view/143>
- Rigby, K. (2013). *Bullying in Schools: And What to do About it* (Revised and updated). ACER Press.
- Rogers, C. R. (1951). *Client-Centered Therapy: Its Current Practice, Implications, and Theory*. Houghton Mifflin.
- Rohim, H. S. (2016). *Teori komunikasi: perspektif, ragam, dan aplikasi* (Revisi ed.). Rineka Cipta.
- Sari, I. (2023, Oktober 10). Review *Teman Tidur*: Potret kelam perundungan remaja. *Cineverse*. <https://cineverse.id/review-teman-tidur-potret-kelam-perundungan-remaja/>
- Sekolah Relawan. (2023). *Kasus bullying di Sekolah Meningkat: KPAI Sebut Ada 2.355 Kasus Pelanggaran Perlindungan Anak Selama 2023*. Retrieved from <https://sekolahrelawan.org/artikel/kasus-bullying-di-sekolah-meningkat-kpai-sebut-ada-2355-kasus-pelanggaran-perlindungan-anak-selama-2023>

- Senaharjanta, I. L., Kairupan, J., & Kristianto, B. R. D. (2025). Representasi bullying dalam film *Better Days* (Analisis Wacana Kritis Jager & Maier). *Media Bina Ilmiah*, 19(7), 158–172. <https://binapatria.id/index.php/MBI/article/view/1172/879>
- Schott, R. M., & Sondergaard, D. M. (Eds.). (2014). *School bullying : New theories in context*. Cambridge University Press.
- Schreier, M.(2012). *Qualitative content analysis in practice*. In SAGE Publications.
- Sinopsis Brave Citizen, Film Baru Shin Hye Sun dan Lee Jun Young yang Siap Tayang di Akhir Oktober*. (2023, September 16). *Suara.com*.
<https://www.suara.com/entertainment/2023/09/16/091500/sinopsis-brave-citizen-film-baru-shin-hye-sun-dan-lee-jun-young-yang-siap-tayang-di-akhir-oktober>
- Smith, P. K., & Brain, P. (2000). Bullying in schools: Lessons from two decades of research. *Aggressive Behavior*, 26(1), 1–9.
[https://doi.org/10.1002/\(SICI\)1098-2337\(2000\)26:1<1::AID-AB1>3.0.CO;2-A](https://doi.org/10.1002/(SICI)1098-2337(2000)26:1<1::AID-AB1>3.0.CO;2-A)
- Sobur, A. (2014). *Ensiklopedia komunikasi : J – O*. Bandung : Simbiosis Rekatama Media.
- Solstice RTC. (2017). *13 Reasons Why: Exploring the impact of the show on teens and mental health*. Solstice RTC.
- Sugiyono. (2015). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Sugiyono. (2021). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Suryanto. (2015). *Komunikasi dan pesan dalam media massa*. Pustaka Media.
- Sutton, J., Smith, P. K., & Swettenham, J. (1999). Bullying and ‘theory of mind’: A critique of the ‘social skills deficit’ view of anti-social behaviour. *Social Development*, 8(1), 117–127.
- Talkspace. (2024, May 30). Understanding complex PTSD: Symptoms, causes, and treatment. Retrieved from
<https://www.talkspace.com/mental-health/conditions/post-traumatic-stress-disorder/types/complex-ptsd/>
- Tandiono, I. M., Dewi, F. I. R., & Soetikno, N. (2020). Ide bunuh diri pada remaja korban perundungan: Keberfungsian keluarga dan kualitas hubungan pertemanan sebagai prediktor. *Jurnal Psikologi*, 13. <http://dx.doi.org/10.35760/psi.2020.v13i2.3307>
- Volk, A. A., Veenstra, R., & Espelage, D. L. (2017). So you want to study bullying? Recommendations to enhance the validity, transparency, and compatibility of bullying research. *Aggression and Violent Behavior*, 36, 34–43.
<https://doi.org/10.1016/j.avb.2017.07.003>
- Wang, J., Iannotti, R. J., & Nansel, T. R. (2009). School bullying among adolescents in the United States: Physical, verbal, relational, and cyber. *Journal of Adolescent Health*, 45(4), 368–375. <https://doi.org/10.1016/j.jadohealth.2009.03.021>
- Weber, M. (1947). *The theory of social and economic organization* (A. M. Henderson & T. Parsons, Trans.). Oxford University Press.

- WHO (World Health Organization). (2016). *Global Health Observatory Data Repository: Suicide rate estimates, crude, 15-29 and 30-49 years*, estimates by country. Retrieved from <http://apps.who.int/gho/data/node.main.MHSUICIDEA.GEGROUPS15293049?lang=en>
- Wibowo, F. (2024, July 24). Film sebagai media komunikasi massa. Retrieved from <https://eprints.umm.ac.id>