Analysis Of Policies And Regulations In Cases Of Bullying In The Educational Environment In The Context Of Sociology Of Law

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ABSTRACT

This paper analyzed policies on bullying cases that often occurred in the school environment and reviewed them in the context of sociological law. There have been many policy studies on cases of Bullying and other violence in the educational environment, but few have been related to the sociological and legal context. This is important considering that efforts to reduce Bullying must be understood from various perspectives, including social law. For this reason, we have conducted data searches in order to be able to answer other policy and regulatory issues related to Bullying in the educational environment. We conducted a virtual search of legal and regulatory literature sources and studies of school bullying. This discussion will certainly be interesting when the analysis related to these problems is carried out in a method that follows the study of law and sociology, such as an analysis involving a sociological and phenomenological approach in which an attempt to understand a phenomenal context from a large amount of data relating to legal issues and actions—bullying in the educational environment. Based on the results and discussion for the variables above, we can conclude that efforts to analyze policies and regulations for cases of Bullying in schools have resulted in, among other things, reducing Bullying among students, requiring school regulations that are combined with a socialization approach. To understand the dangers of Bullying, policymakers must be sensitive to the social conditions of society. Furthermore, to ensure open leadership and communication for reporting bullying cases, the school board takes a way to raise school community awareness with an anti-bullying program. The policy must be student-awareness of the school community of bullying prevention law.

Keywords: Policy analysis, student bullying, sociology of law, school circles.

INTRODUCTION

Bullying, in general, can be prosecuted by law as regulated in paper 80 paragraph (1) jo. Article 76C of Regulation 35/2014. If the Bullying is carried out verbally, contains the intention to commit suicide, and causes the victim to commit suicide, then it can also be charged with Article 345 of the Criminal Code (Mtshazi, 2021). Perpetrators of Bullying can also be charged with Article 335 of the Criminal Code regarding unpleasant acts. Then, if the perpetrators of bullying reek of sexual harassment, they will be charged with Act 289 of the Code of criminal. "Article 289 of the Criminal Code, the threat is also heavy for nine years, if it is proven that there was sexual harassment." Types of Bullying often encountered in schools are usually physical,

such as punching, pushing, hitting, kicking, and biting; Verbal Bullying includes cheering, insinuating, making fun of, insulting, and threatening (Sahin, 2012). Indirect Bullying involves ignoring, excluding, spreading rumors/gossip, and asking others to hurt others. The case of Bullying is considered a violation of the second precept of Pancasila because a person's rights and dignity are not respected, and an individual is treated unequally. After all, other individuals think they are better in certain aspects. They perceive and treat people as indicated by their respect as animals of God Almighty. Perceive lawful and social balance, equivalent privileges, and human commitments of every human without victimizing identity, plunge, religion, conviction, orientation, social position, and skin tone (Holt et al., 2015).

Each person can have the option to accomplish character development that allows them to genuinely confront life's difficulties in their current circumstance. However, this potential will surely not grow ideally if sufficient physical and ecological variables do not uphold it. In developing a teen's character, there will constantly be a few impacting factors, specific risk factors, and defensive variables (Smith et al., 2016). These gamble variables can be individual, logical (natural impacts), or produced through associations among people and their current circumstances. Risk factors that are joined by psychosocial weakness and versatility in a young person will set off the event of profound and social problems that are regular in a teen. At the same time, defensive elements are factors that clarify that not all young people with risk variables will encounter social or close-to-home issues or experience specific problems. Thornberg et al., (2013) make sense that defensive elements are factors that adjust, change, or make an individual's reaction more grounded to confront different sorts of difficulties that come from the climate. These defensive variables will communicate with risk factors with the eventual outcome as social or close-to-home issues or mental problems further down the road.

The weakness of one's emotions will impact the occurrence of problems among teenagers, for example, Bullying, which is now re-emerging in the media. Violence in schools is like an iceberg phenomenon that only appears to be a small part (Arseneault et al., 2010). It will continue to repeat itself if it is not handled correctly and continuously from the root of the problem. The culture of Bullying (violence) in the name of seniority continues to occur among students. Because it is disturbing, the government is urged to take this problem seriously; Bullying is a type of youngster misuse (kid misuse) when friends finish somebody who is 'lower' or more vulnerable to get a specific benefit or fulfillment. Typically harassment happens over and over some even do it deliberately.

This was expressed by training master Arief Rachman, schooling expert Retno Listyarti and Deputy Chair of KPAI Susanto in a conversation entitled Safe Schools Against Violence. "Without a doubt, viciousness in schools is a crisis, so the Permendikbud is a response to the requirement for mediation in the current realities of the issue. In any case, we suggest it be moved up to a Presidential Decree, so it has a more extensive degree that can include different services, the police, and significant partners," said Susanto. Youngsters from 2011-to 2015 showed a rising pattern, remembering viciousness against kids for struggle with the law (ABH) upwards of 6,147 cases. Of the 6,147 cases, 84 percent of understudies had encountered viciousness at school, 45% of male understudies said educators or school authorities were culprits of savagery, and 40% of understudies matured 13-15 years detailed encountering actual peer brutality, 75% of understudies conceded to having committed viciousness.

Viciousness in schools, and 50 percent of understudies announced encountering harassing or tormenting at school. The most recent KPAI information shows that 52% of moms are stressed over brutality against youngsters at school. As per him, this discernment emerges from the eyes of guardians since they feel awkward and do not accept, even as guardians generally request the presence of kids in school. Secretary-General of the Federation of Indonesian Teachers' Unions (FSGI), Retno Listyarti, concurs that the Permendikbud turns into a Presidential Regulation since savagery does not just happen sincerely yet verbally and monetarily. As per her, there has been a culture of savagery in schools 2013 educational program preparing is likewise a comprehension of understudies' concerns that happen today. As per him, the menace youngsters are generally kids with an abundance of cash. However, they need retribution on their first-year students. "So there

should prepare for educators concerning this harassing. Educators should have similar information in managing savagery,"

Permendikbud 82/2015 should include many gatherings, for example, the police and related services, to sincerely deserve a Presidential Decree (Hidayati et al., 2020). He trusts that there will not be only a ton of demand and official pronouncements; however, they are unsuccessful. "So, what is significant is the way to operationalize the current Permendikbud and increment it to turn into a Presidential Regulation. The Director of Middle School Development at the Ministry of Education and Culture said that the Ministry of Education and Culture had made a manual to defeat the brutality issue in schools. In any case, he recognized the significance of the job of NGOs, schooling activists, legislative, the press, and others in beating the issue of savagery. The government trusts that the scattering of Permendikbud 82/2015 will keep on being escalated in the minor locales and schooling units. Meanwhile, Vena Melinda from Commission X of the legislative invited the government from the Minister of education and culture. They welcomed the association of all individuals from the legislative while visiting the locale to mingle about the significance of handling savagery in the training realm (Saputra et al., 2022).

From the expansion of harassing cases that exist in instructive organizations in Indonesia, particularly the school climate, the creators take a subject connected with tormenting conduct at the training level. The issue definition of this paper is; 1) What is harassing and bullying?. 2) What are the sorts of Bullying?. 3) What are the elements that cause harassing conduct?. 4) What are the effects of bullying conduct?. 5) How is it to forestall Bullying?. The motivation behind this paper is; 1) To analyze the thing is implied by Bullying and the sorts of activities that are remembered for the activity. 2) To communicate the variables that cause bullying and the effect of that activity, and, 3) To inform how to beat Bullying.

RESEARCH METHOD

In this method section, the paper described the preparation steps for conducting a study with the theme of analyzing policies and rules in handling bullying cases in the school environment in the context of sociological law

(Kiger & Varpio, 2020). The authors agree that more and more bullying cases and behavior are found in education circles. We believe that one of the efforts made by the parties to reduce bullying cases in this school is to understand the context of the laws and policies of the government. We are linked to the law on the sociology of law so that the problem of Bullying in education can be reduced in quality and quality (Kiger & Varpio, 2020). To discuss the results of this policy analysis, the authors have obtained several kinds of literature supporting this study which we obtained by electronic disbursement on several legal documents and cases of handling Bullying among students and documents related to law, sociology, and education.

Furthermore, for the first steps of conducting the study, as above, we prepared the data, then arranged the study's steps by spreading all the existing data and making notes in the form of documentation and other comparisons (Eldh et al., 2020). Then we continued to review it by exploring the data, coding, analyzing, and evaluating, as well as interpretations whose purpose is to get the data into valid, relevant findings to answer the issue of bullying problems in education. Furthermore, we also used a data coding system (Jacobsen, 2020). Then we also revised and compiled the summary results, and finally, we tried to present the themes, and we wrote them in the form of a report that we designed in descriptive qualitative under the phenomenological approach, which is an attempt to understand something phenomenal among the existing data. Once again, the source of this literature is secondary data, where we no longer go to the field such as schools or courts to get data, but we visited several data centers, which we then examined carefully. Such is the process of the stages of carrying out the study in which we formulated the problem from the beginning, the data material processed the data, and communicated the data into a descriptive qualitative study reporting format (Hennink et al., 2020).

RESULT AND DISCUSSION

Understanding the Bullying

The meaning of Bullying or harassment is an assimilation word from English. Tormenting comes from the word menace, implying a harasser, individual irritating frail individuals.

A few terms in Indonesian that individuals frequently utilize to portray the peculiarity of harassing incorporate persecution, Bullying, preliminaries, harassing, prohibition, or terrorizing (Rahmandani et al., 2021). "Bullying is a threatening demonstration that is done deliberately and purposefully fully intent on harming, like terrifying through dangers of hostility and causing dread. Counting arranged or unconstrained activities that are genuine or scarcely noticeable, before somebody or behind somebody, simple to recognize or taken cover behind kinship, completed by a kid or gathering of youngsters. Numerous specialists have offered their viewpoints on Bullying. To the assessment of the personalities of individuals, July 5, 2007: "Bullying can comprise of any activity that is utilized to hurt another youngster over and over and without cause." Bullying is conduct planned to hurt different understudies ceaselessly and without cause (Hudi & Astuti, 2019).

In the meantime, Rigby, (2020) formed that "bullying" is a longing to hurt. This want is displayed in real life, making an individual endure. This activity is done straight by an individual or gathering who is more grounded, unreliable, normally rehashed, and completed with sensations of joy; characterize school tormenting as a forceful way of behaving force towards understudies, which is completed more than once by an understudy/gathering of understudies who has power against different understudies who are more vulnerable fully intent on harming that individual. A few specialists question the above understanding that harassing is only a craving to hurt others; that is what they view "the longing to hurt somebody" and "truly hurt somebody" are two unmistakably various things. Like this, a few clinicians add that harassing is done not just by the culprit; the craving to hurt others in harassing is constantly trailed by horrific acts. From the different definitions above, it very well may be reasoned that Tormenting is a rehashed assault truly, mentally, socially, or verbally, which is done in a critical, influential place that is situationally characterized for their advantage fulfillment (Demanet & Van Houtte, 2012).

Bullying is an early type of forceful way of behaving, to be a specific savage way of behaving. It tends to be genuinely, mentally, through words, or a blend of the three. It tends to be finished by gatherings or people. Culprits

exploit others they consider to be powerless. The activity can be by taunting the name, the casualty is harassed or banished and can hurt the person in question. Esch, (2008) separates the kinds of bullying into four sorts, specifically as follows: 1). Verbal Tormenting; This conduct can be as epithets, rebukes, criticism, awful analysis, affronts, proclamations that have the subtleties of sexual requesting or lewd behavior, fear, scaring letters, false allegations, wretched and misleading tattle. Of the three sorts of harassing, verbal Bullying is quite possibly the most straightforward sort to do, and verbal harassing will be the start of other tormenting conduct and can be the most vital move towards other brutality. 2). Actual Bullying; This type incorporates beating, kicking, slapping, choking, gnawing, scratching, spitting, and harming and obliterating the property of an abused youngster. Albeit this kind of harassing is the most apparent and straightforward to distinguish, the frequency of actual Tormenting is not quite so much as harassing in different structures (Arseneault et al., 2010).

Teenagers who consistently menace in the actual structure are, in many cases, the trickiest young people and often go to additional crook acts. Bullying socially is a deliberate debilitating of the casualty's confidence through disregard, rejection, or evasion. This conduct can incorporate secret mentalities, for example, forceful looks, eye looks, murmurs, jeers, deriding chuckling, and taunting non-verbal communication (Hinduja & Patchin, 2014). Harassing in this structure will generally be the most troublesome tormenting conduct to identify from an external perspective. Social Tormenting arrives at its pinnacle of solidarity in early youthfulness because there are physical, mental, close-to-home, and sexual changes in young people. This is when youngsters attempt to know themselves and fit in with their friends. Electronic harassment; is tormenting conduct that is helped out by the culprit through electronic means, for example, PCs, cellphones, web, sites, discussion channels, email, SMS, etc. Generally planned to threaten the casualty by utilizing composting, activity, pictures, and video accounts or movies that scare, harm, or corner (Sondergaard, 2012).

The sorts of Bullying

This sort of Bullying is usually done by gatherings of youngsters who now have a decent comprehension of data innovation offices and other electronic media. As a general rule, young men utilize more actual Tormenting, and young ladies utilize social/profound harassing more, yet the two utilize verbal harassment. This distinction is more connected with the example of socialization among young men and young ladies (Sarzosa & Urzúa, 2021). Bullying can happen anyplace, in metropolitan, rustic, state-funded, tuition-based schools, during the everyday educational schedule. Tormenting happens due to the connection of different variables that can emerge from the culprit, the person in question, and the climate where the harassment happens. As a general rule, youngsters who are casualties of harassment have at least one of the accompanying gamble factors: 1) are thought of as "various," for instance, having specific striking actual qualities, for example, being more slender, fatter, taller, or more limited than others, varying in financial status, enjoys an unusual leisure activity, or is another understudy, 2) Is viewed as feeble or unfit to guard himself. 3) Has low self-assurance. 4) Less famous contrasted with others, do not have numerous companions (Smith et al., 2016).

Concerning menaces, there are a few qualities of youngsters who have a more prominent inclination to be menacing, in particular, the people who: 1) Care about fame, have numerous companions, and appreciate being a pioneer among their companions (Dzurec & Bromley, 2012). They can emerge from wealthy families, have high self-assurance, and have outstanding accomplishments in school. Generally, they harass to expand their status and notoriety among their companions. 2) Have been a casualty of Tormenting. They may likewise experience issues being acknowledged in the public arena, trouble following illustrations at school, effectively get snatched up feelings, feel desolate and encounter melancholy. 3) b Has low confidence or is effortlessly affected by his companions. They can become menaces since they follow the way of behaving of their tormenting companions, both intentionally and unknowingly. In the explanation, somebody menaces is because the casualty has a discernment that the culprit is harassing a direct result of custom, retribution since he was dealt with something similar (as per male casualties),

needs to show power, is irate because the casualty does not act appropriately to form, get fulfillment (as per male casualties), and desirous as per female casualties (Mavroudis & Bournelli, 2016).

The elements that cause harassing conduct

The casualties additionally see themselves to be survivors of harassing due to their unmistakable appearance, not acting fittingly, and conduct viewed as discourteous and custom. As per clinician Seto Mulyadi, harassment is brought about by 1). According to him, youngsters in Indonesia are brimming with pressure these days. Particularly the people who come from schools because of a thick educational plan and instructing strategies that are excessively unbending (Gruber & Fineran, 2016). With the goal that it is challenging for young people to channel their non-scholastic abilities. Tricks and torment finish the dissemination. 2) Feudalism culture is a painful area of strength, yet society can likewise be one of the reasons for harassment as its indication is the rise of a culture of position, the base should comply with the top. Harassing conduct in kids is brought about by numerous things; as per Mc Dougall, in everybody, there is an impulse to assault and battle. The drive of this nature is an outrage on account of something, mainly because it feels undermined or its requirements are not met. So, he did Bullying to deliver the feelings he was keeping down. Social Learning Theory, Social learning hypothesis started by Bandura underlines that natural circumstances can give and keep up with vicious reactions in an individual (Meyer, 2015).

The essential suspicion of this hypothesis is that most individual way of behaving is gotten from learning results through perceptions made by youngsters on the conduct shown by others who become models, who are usually the nearest individuals in their current circumstance like guardians (Donofrio et al., 2014). Kids who see the grown-up model of viciousness tend to act savagely when contrasted with youngsters who see the grown-up model of a peaceful way of behaving. The impact of the media, free TV programs in Indonesia, from youngsters' amusement kid's shows, scenes in dramas, insight about viciousness in different regions that should be unreservedly by kids can furnish them with instances of the brutal way of behaving that

they will rehearse in school. Alternatively, on the other hand, if he sees it constantly, his compassion for a cruel way of behaving is blurring. They will imagine that savagery is something characteristic. Harassing has different pessimistic effects that can be felt by all gatherings associated with it, whether culprits, casualties, or individuals who witness tormenting (Safaria, 2016).

The effects of bullying conduct

On the off chance that harassment goes on for quite a while, it can influence understudies' confidence, increment social separation, remove conduct, and make teenagers defenseless against stress, despondency, and sensations of uncertainty. In additional outrageous cases, harassment can make young people misbehave, in any event, killing or ending it all (severe self-destruction). Safaria, (2016) expressed the risks on the off chance that harassment comes upon the casualty over and over. The results of harassing casualties are that the casualty will feel discouraged and irate; he will be furious with himself, against the harassers, against individuals around him, and with grown-ups who cannot or do not have any desire to help him. Ha then started to influence his scholastic accomplishment. Incapable of thinking of practical ways of controlling his life any longer, he might withdraw further into separation. Concerning bullying results, tormenting conduct adds to low participation, low scholarly accomplishment, low confidence, high despondency, and high adolescent misconduct—also grown-up wrongdoing. The adverse consequence of Tormenting is additionally found in the abatement in knowledge test scores (IQ) and understudies' scientific abilities. Different examinations have likewise shown a relationship between Tormenting and expanded gloom and hostility (Simorangkir, 2020).

These actions of Bullying have significant areas of strength to rule others and need sympathy for their objectives. What was uncovered was per what was expressed by Salam et al., (2021) which uncovered that understudies would be caught in the job of menaces, unfit to foster sound connections, less equipped for seeing according to different points of view, needed sympathy, and felt that they were solid and favored so it can influence the example of social relations later on. By harassing, the culprit will expect that they have

control over the circumstance. Whenever permitted to go on without mediation, this harassing conduct can prompt the arrangement of different ways of behaving as viciousness against kids and another criminal way of behaving—different influence understudies who saw harassment. If Bullying is neglected, different understudies in the crowd might expect that Tormenting is a socially satisfactory way of behaving. Under these circumstances, a few understudies might join the harasser inspired by a paranoid fear of being the following objective, and some may lounge around sitting idle, and to say the least, they feel there is a compelling reason to stop it (Fahmi et al., 2020).

Notwithstanding the impacts of Tormenting that have been portrayed above, studies at home and abroad show that harassment has the accompanying adverse consequences: Psychological issues like extreme uneasiness and forlornness (Hudi & Astuti, 2019). The social self-idea of the survivor of Tormenting turns out to be more damaging because the casualty feels that she is not acknowledged by her companions; other than that, she additionally has ceaseless bombed encounters in building kinships, in particular being harassed by her dear companions. Casualties of harassment feel pressure, wretchedness, disdain for the culprit, retribution, need to leave school, mope, humiliated, discouraged, undermined, and some even cut their hands (Baiocco et al., 2018); 1). Loathes the social climate and is hesitant to go to class (Fahie, 2014). 2) The craving to end it all. 3) Difficulty concentrating; delayed dread and melancholy (Bond et al., 2001). 4) Tend to need sympathy and lead to maniacal. 5) Chronic harassers will convey the way of behaving into adulthood, adversely influencing their capacity to construct and keep up with significant associations with others. 6) Victims will feel the second-rate rate is useless, 7) Disorders of actual wellbeing; migraine, sore throat, influenza, hacking, tingling, chest torment, dried out lips (Ferrara et al., 2018).

Approach to forestall Bullying

In light of the clarification above, we can see that tormenting extensively affects everybody engaged with it, either straightforwardly or by implication, temporarily and in the long haul (Mbadugha et al., 2019). To forestall bullying, many gatherings have run enemy of tormenting

projects and missions in schools, both from the actual school and different associations connected with youngsters. In any case, harassment still frequently happens in schools in Indonesia, as we can see through a new episode in one of the confidential secondary schools referenced toward the start of this paper. So how might we as people battle tormenting? First. Helping youngsters perceive and figure out Tormenting. By expanding youngsters' information about harassment, they can all the more effectively perceive while Tormenting happens to them or everyone around them. Additionally, youngsters should be outfitted with the information to manage harassment and how to look for help (Nazir & Nesheen, 2015).

The factors that should be possible to expand's comprehension of kids might interpret bullying include 1) Telling youngsters that bullying is insignificant and cannot be legitimate under any circumstance or reason. Everybody should be treated with deference, no matter what their disparities. 2) Informing youngsters about the impacts of tormenting for the gatherings required as well concerning the individuals who are "quiet observers." Second. Furnish counsel on ways of managing tormenting. After being given a comprehension of harassment, youngsters likewise should be furnished with the information and abilities when they are the objective of tormenting to manage it securely without turning to forceful or fierce means, which can exacerbate the situation. Techniques can be utilized, for instance, by disregarding the culprit, keeping away from the culprit, or communicating their issues with the culprit transparently and unhesitatingly (Fahie, 2014).

In the present endlessly bustling life, it is progressively challenging for guardians and relatives to help. He was fourth, reassuring them not to turn into "quiet observers" in instances of harassment (Oravec, 2012). Given a review led on grade younger students in Canada, most instances of harassment can be halted in something like 10 seconds after the episode occurred thanks to the mediation of witnesses different youngsters who were available at the hour of the occurrence for instance, by guarding casualties of harassing through words. Verbally or truly (isolating the casualty from the culprit). Youngsters who witness harassment can likewise help by; 1) Accompany or become companions with

Tormenting survivors, for instance, by welcoming them to play or do exercises together. 2) Keep the casualty away from circumstances that permit him to encounter harassment. 3) Invite the casualty to discuss his treatment, stand by listening to him recount stories and express his sentiments. 4) Assist the casualty in detailing the issue to a confided-in grown-up if required (Oxenstierna et al., 2012).

Hence, however much as could be expected, do not offer them the chance to carry costly things or unnecessary cash to school; 1) Do not be distant from everyone else. Menaces consider detached kids to be potential "prey." Like this, do not be distant from everyone else in the homeroom, in the school lobby, or other forlorn spots. On the off chance that conceivable, be where the instructor or other grown-up can see. Surprisingly better, assuming the kid is with companions or attempts to warm up to other unapproachable youngsters. 2) Do not meddle with the harassers. 3) If the kid gets found out in a harassing circumstance at any point, the key is to seem inevitable. 4) Do not show it as powerless or frightened. 5) Must dare to answer to guardians, educators, or different grown-ups they trust. Welcome the kid to try to act and attempt Sixth. Set a model through demeanor and conduct (Cowan et al., 2021). Regardless of how great and great the trademarks, ideas, and exhortation they get, youngsters will again take a gander at their current circumstances to see what mentalities and ways of behaving are acknowledged by society.

Whether it is like that, youngsters watch and record how grown-ups oversee pressure and struggle and how they treat others around them. To take part in battling harassment, the most straightforward thing we can do is not to do Tormenting or different things that are like harassing. Regardless of whether we understand it, grown-ups can likewise become casualties or culprits of Tormenting, for instance, by harassing at work or obnoxiously mishandling individuals around us. Anticipation for youngsters who are casualties of harassment; 1) Equip kids with the capacity to protect themselves, mainly when there are no grown-ups/educators/guardians close by Balducci et al., (2020). This is valuable for kids' self-protection in all undermining or perilous circumstances, not just in instances of Bullying. This self-preservation can appear as physical and mental. Self-protection: self-

preservation, swimming, coordinated movements (cycling, running), magnificent wellbeing (Afolaranmi et al., 2022). Mystic self-protection: fearlessness, boldness, good judgment, specific logical abilities, capacity to see circumstances (essential), and capacity to take care of issues. 2) Equip youngsters with the capacity to manage different undesirable circumstances so that they might gain insight into their lives. For that, notwithstanding the capacity to mentally shield themselves. So what is required is the kid's capacity to endure different occasions. Sometimes letting (yet simultaneously going with) the kid's frustration will prepare his resistance. 3) Even though the youngster has been educated to shield himself and is furnished with the capacity not to turn into a survivor of viciousness, let the kid know where he can report or request help for the demonstrations of savagery he has encountered, not simply bullying (Ogbonna, 2017). Particularly activities that he cannot deal with or activities that keep occurring even though he has made an effort not to rehash. 4) Strive for youngsters to have extraordinary socialization abilities with peers or more established individuals. With loads of companions, it is trusted that kids will not be picked as casualties of Tormenting because; a). It is conceivable that he was companions with the culprit, without understanding that his companion was the person who harassed another companion. b) It is conceivable that the culprit is hesitant to pick a youngster as a casualty because the kid has numerous companions who are probably going to protect the kid. c) Good socialization with more established individuals, educators or guardians, or others will make it simpler for the youngster when he grumbles about the savagery he has encountered—taking care of kids who are menaces; a). Quickly converse with the kid about what he was doing (Sirois, 2017). Make sense that his activities are hindering himself as well as other people. Look for help from specialists so issues are taken care of appropriately and finished. b) Find the reason for the kid doing this. Causes decide the treatment of kids who become culprits due to low confidence. They will be dealt with uniquely in contrast to culprits brought about by retribution since they have been casualties. Moreover, assuming that the culprit is brought about by various forcefulness. c) Position to help the kid and not judge the students (Zabrodska et al., 2011).

CONCLUSION

Now comes the final part, where this study will conclude the critical points that we have managed to get from a series of activities reviewing several kinds of literature related to the analysis of regulatory policies that cause bullying in schools and related to the study of the sociological, legal context. Through evidence that is supported by evidence from scientific studies from various expert points of view, we finally believe that the data we provide has been able to answer the core problems of this kingdom with the principle of high validity. We can summarize the core findings that the study and analysis of public policies on regulations for preventing cases of Bullying among students in terms of sociological law are that this is a method taken by the government, in this case, has issued a regulation that is sold to inhibit and overcome as well as anticipate the practice of Bullying, both verbally and non-verbally whose victims often end up trying to kill themselves.

The regulations that have been achieved include, among other things, that government policies must be pursued from the point of view of the sociology of law where Bullying is wanted, even though this is not a criminal activity category. However, the impact caused by this bullying act is already close to the laws regulating Bullying—a criminal act of almost six years. However, because this Bullying occurs among students, the government and schools must make persuasive and anticipatory actions using a community principle approach and view from a social and sociological point of view.

Moreover, this is what happens among students, so the approach must be taken in the school community, namely the bully protection law. Finally, we can conclude that through proving several types of hair and the elements that cause bullying and the effects it suffers. The approach that must be taken to prevent this is what we have found from the various contexts of the results of studies that have been published, and we believe through evidence. This is supported by scientific evidence, and the kingdom is scientifically proven in our proof, and we have answered the problem academically and with high validity. We realize that the limitations and limitations of this study remain. However, we hope for constructive

feedback so that there will be improvements in the future.

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