

**Development a Fable Book on Conflict Resolution from Bullying  
to Stimulate the Early Children's Moral Development**

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**Abstract**

Every individual is entitled to education, protection, and respect regardless of race, religion, gender, group, or social status. Bullying in schools violated the right to a safe and comfortable learning environment. Human Rights, which were inherent from birth, could not be taken away. This research resulted in a fable book that showed how negotiation could resolve conflicts and prevent bullying among early children in kindergarten. The study aimed to analyze and describe the feasibility of the fable book in stimulating the moral development of young children. The research methodology used was R&D with a 4D model, consisting of Define, Design, Develop, and Disseminate. The steps in creating the fable book were: 1) Define: analyzed the needs for the fable book medium; 2) Design: created a storyline (Storyboard) and designed the necessary elements; 3) Develop: the process of creating the medium; 4) Disseminate: conducted a small-scale trial with 8 students at TK Khoiru Banisaderi. Data collection in this study used interview, unstructured observation, documentation and expert validation questionnaire. Product feasibility validation was conducted by media experts, content experts, and through small group trials at TK Khoiru Banisaderi. The validation results were: 90% from media experts, 92.5% from content experts, and 91% based on students' responses. Therefore, the book was considered suitable as a medium to stimulate the moral development of young children.

**Keywords:** fable book, conflict resolution, bullying, moral development

## INTRODUCTION

Obtaining a safe and comfortable education is the right of every citizen, regardless of race, gender, religion, social class, or status. This right includes not only physical access to educational institutions but also the comfort and safety of students throughout the learning process, including social interactions within the school. Education aims to prepare future generations to possess intellectual intelligence and skills beneficial to themselves and society. This enables them to compete in an ever-evolving era by utilizing the knowledge and values they acquire through education, thereby contributing optimally to building high-quality societal resources.

However, this noble educational goal faces serious challenges, particularly related to bullying in the school environment. Bullying in educational settings is a violation of one of the fundamental human rights, namely the right to education that is free from intimidation and provides a safe and comfortable environment. Human rights, which are inherent to individuals from birth, cannot be disputed or taken away by anyone. Even an unborn fetus has the right to live, maintain its existence, improve its quality of life, and obtain citizenship status after birth (Oeliga & Afita, 2020). Therefore, every individual deserves protection and respect regardless of race, religion, gender, social class, or status.

To date, bullying cases in the world of education remain an unsolved problem. Bullying cases occur not only in Indonesia but also globally. In the United States, for example, bullying cases increased by about 20% in 2019 compared to reports in 2009 (Irwin et al., 2022). In Japan, this figure reached 826% (Japan Data, 2020). In 2019, the number of reported bullying cases in Japan at elementary, junior high, and high schools, both public and private, increased by 68,563 cases from the previous year to 612,496 cases. Of 37,011 schools, 30,583, or 826%, reported bullying incidents. Bullying also occurs in South Korea, where students in Seoul experiencing school violence have reached the highest level since 2013, with research showing that 40% of surveyed students were involved in bullying actions (Tang, 2024). These figures indicate that bullying is a serious issue requiring effective attention and intervention.

The bullying cases in Indonesia involve various ages and educational levels. According to the report from Federation of Indonesian Teachers, throughout 2023, the majority of bullying incidents occurred in elementary schools (25%) and junior high schools (25%). In high schools (18.75%) and vocational schools (18.75%), as well as in Islamic junior high schools (6.25%) and Islamic boarding schools (6.25%). According to data from Commission of Indonesian Child Protection, over a period of 5 years (2016 to 2020), there were approximately 917 reports of bullying cases in school environments. Of these, 437 cases were perpetrated by students categorized as child offenders, while 480 cases involved children as victims (Syajuananda & Tirtayani, 2022).

Bullying can be defined as deliberate, repetitive negative behavior that demonstrates an imbalance of power (Jamaludin et al., 2023). The imbalance of power between individuals can lead to the abuse of power. Those who perceive themselves as more powerful, whether through physical strength, authority, or social power, can create an imbalance that triggers bullying actions towards individuals deemed weaker. An individual or group is considered a perpetrator of bullying when they express their power through intimidating actions that harm others or those weaker than themselves (Retnowuni & Yani, 2022). Meanwhile, the victim of bullying is someone or a group of people who experience intimidation through negative and repetitive physical or verbal actions by an individual or group (Amirullah et al., 2023).

There are four categories of bullying behavior: physical bullying (hitting, kicking, biting, slapping); verbal bullying (calling others by derogatory names or mocking them); relational bullying (excluding, avoiding, or gossiping); and cyberbullying through the internet (Aini & Rini, 2023). The factors underlying bullying can vary, such as physical differences, race, social class, differing opinions, or even mimicking conflicts observed in the surrounding environment. The impact of bullying affects not only the victim but also the perpetrator and witnesses. For victims, bullying can affect psychological, physical, and social health. Victims of bullying are vulnerable to experiencing symptoms of depression, characterized by increased sensitivity, moodiness, aggression, or withdrawal from social environments (Saleleubaja et al., 2024). For perpetrators, engaging in bullying can result in receiving negative labels from their environment. Continuous bullying behavior increases the potential for perpetrators to become involved in criminal activities later in life. Some perpetrators also eventually experience deep feelings of guilt, leading to discomfort and regret (Nurmayani, 2023). Witnesses of bullying in schools are also at risk of experiencing psychological pressure (Mulyana, 2023). Witnesses may become potential future victims, causing them to feel threatened and focus on avoiding becoming the next target.

Intimidation is not only carried out by secondary school students but also commonly occurs in Early Childhood Education or PAUD environments. In young children, bullying behaviors can be caused by several factors, including ignorance, intentionality, or boredom. Ignorance occurs because the child does not yet understand what is right or wrong according to social norms. The child may have received knowledge about appropriate behavior but may forget or not understand when and in what situations those rules apply. Intentionality, on the other hand, can occur when a child engages in bullying to seek attention, such as disturbing a friend because they want to play with that friend. Boredom can also be a factor; for example, a child may disrupt others if they have finished their tasks while their peers have not, simply because they are bored.

In Indonesia, young children are defined as those aged 0 to 6 years (Suhendro & Syaefudin, 2020). This age is considered the golden age, a crucial period for laying the foundation for optimal child development. Moral values and good habits fostered early on help shape positive behavior patterns. Moral values and good habits fostered early on help shape positive behavior patterns. Moral development in individuals begins in early childhood and progresses through several stages of moral reasoning (Arnianti, 2021). According to Lawrence Kohlberg's theory of moral development, young children are in the pre-conventional phase. At this stage, children start to understand the concepts of good and bad based on reward and punishment (Novayanty, 2021). For example, if they behave well, others will be pleased, and they will receive praise or rewards. Conversely, if their actions are wrong, they will receive reprimands. At this age, parents, teachers, and other adults around them play a crucial role in habituating children to positive behaviors. The cultivation of good habits from an early age, according to Rahmadhani & Budiraharjo (2024) will shape the structure of a child's personality. Human personality is the result of the interaction between factors such as thoughts, feelings, habits, and the environment.

A child's social skills develop over time as a response to the expectations and values present in their social environment. Erikson divides the phases of a child's social skills development into three stages, starting from infancy to age 6, which are: 1) learning trust vs. mistrust (infancy to 1 year); 2) learning autonomy vs. shame (1 to 3 years); 3) initiative vs. guilt (3 to 6 years) (Habsy et al., 2023b).

The first stage, learning trust vs. mistrust (infancy to 1 year), involves the child developing expectations from interactions with their immediate environment, particularly with family, especially parents and caregivers. For example, when an infant or toddler cries, they learn through the responses of those around them. If adults respond positively, such as by cuddling, the child learns about safety and trust. Conversely, if adults scold or ignore them, the child learns not to depend on and trust the adults in their life.

The second stage, autonomy vs. shame (1 to 3 years), involves the child's observation and exploration helping them to satisfy their curiosity. If they receive responses such as being given the opportunity to correct mistakes, encouragement, and guidance on problem-solving, the child will develop a positive optimism in facing challenges. Conversely, if they are belittled or constantly threatened, the child will grow up with doubts and insecurity.

The third stage, initiative versus guilt (3 to 6 years), involves the child learning to manage their emotions when faced with acceptance or rejection (Habsy et al., 2023b). At this age, children have developed social interactions with peers. Instinctively, children have the initiative to engage in or refrain from certain actions. If their peers respond positively, they will feel accepted and more confident, even capable of leading their friends. Conversely, if they are ignored or scolded, feelings of self-doubt arise due to a fear of making mistakes.

According to Jean Piaget, an individual's morality is directly related to cognitive maturity and cannot be separated. Piaget divides moral development into two phases: the heteronomous phase and the autonomous phase. The heteronomous phase occurs between ages 4 and 10, while the autonomous phase begins after age 10 (Arnianti, 2021). Moral development in early childhood occurs during the heteronomous phase or "moral realism". At this age, children are presented with rules about what is allowed and what is not by the adults around them. Although they comply, children tend not to consistently adhere to the rules and view them as the domain of adults. Children recognize the consequences of good and bad behavior based on adults' reactions. An action that results in negative consequences is perceived as bad or evil, while an action that receives a positive reaction is seen as something appropriate to do or follow. From the perspective of Piaget's cognitive theory, the heteronomous phase occurs during the preoperational to concrete operational stages. In the preoperational cognitive stage (2-7 years), children learn morality through their sensory and motor experiences. During this phase, moral development is more focused on responses and interactions with the physical and social environment. In the concrete operational stage (7-11 years), children begin to understand personal experiences of positive and negative behaviors. These experiences help them relate morality to real-life situations. Instilling morality during these two phases is focused on enhancing their understanding of morality and the good and bad effects of behaviors, so they can be more cautious in their actions.

Methods for developing a child's morality can be implemented through assigning responsibilities, praising goodness, and warning against harmful actions (Safitri et al., 2021). Appropriate responses to a child's actions help them understand behavioral boundaries. Habituation, modeling, or role-playing can also be used to develop a child's morality. The moral competencies that need to be taught to young children involve three main aspects: moral knowledge, moral feelings, and moral attitudes (Arifin et al., 2023). Sit (2019) argues that the dimension of moral knowledge relates to moral awareness, knowledge of existing values, perspectives, reasoning, self-understanding, and decision-making. Moral feelings include conscience, self-esteem, empathy, love and kindness,

self-control, and humility. Moral actions involve behavior, will, and habits. Therefore, moral education methods should address these three aspects. Some methods that can enhance moral development according to these three moral competencies include:

### 1) Moral Knowledge

Methods that can be used by teachers and parents to stimulate moral knowledge include storytelling, singing, or verbal communication. Storytelling can introduce good and bad behaviors through story characters, helping to mature cognitive and imitation skills (Novayanty, 2021). Similarly, singing, in addition to fostering enjoyment, can also be a medium for instilling religious and moral values (Rukmana et al., 2022). Moral messages can be embedded in the lyrics of songs. For example, the song “Di sini teman di sana teman”, an adaptation of “Di sini senang di sana senang”, carries the moral message that we should care for and help one another. Verbal communication can be conducted through oral exchanges by the communicator, in this case, the teacher or parent (Munadi et al., 2023). Verbal communication involves the exchange of information, feelings, thoughts, emotions, and ideas. Adults can instill morals through verbal communication by talking, advising, and discussing moral values and the consequences of both good and bad behavior.

### 2) Moral Feelings

Moral feelings involve emotional responses to actions that are morally significant, such as feeling guilty after a negative action or feeling proud after a positive action. Methods to address this include: a) assigning responsibilities, such as parents and schools working together to encourage children to develop a sense of responsibility through activities like tidying up items they have used; b) providing praise and rewards, for example, when a child takes the initiative to tidy up their belongings, parents or teachers can validate that the action is good. This validation boosts confidence and encourages the child to repeat positive behavior (Habsy et al., 2023a); c) giving warnings, for instance, when a child performs a negative action towards a peer. Warnings can help the child recognize bad behavior. Warnings will evoke a sense of guilt in the conscience, which ultimately guides the child not to repeat negative behavior in the future (Safitri et al., 2021).

### 3) Moral Attitudes

Attitudes involve intentions and behaviors consistent with moral standards, such as positive daily habits. Consistent activities can become character traits (Kusumawardani et al., 2021). Through habituation, children are encouraged to engage in positive activities. For example, getting into the habit of praying before doing something, regularly saying sorry, please, and thank you, and participating in programs to help others to foster empathy. In addition to habituation, modeling by adults around them is also crucial. Young children learn morality through observing their teachers (Hanum, 2020). During observation, children receive influences and begin to develop moral reasoning.

In addition to methods, effective media are also needed to convey moral values to young children, one of which is through fable storybooks. An engaging storybook for children should include elements such as illustrations, a variety of colors, and minimal but communicative and clear text, appropriate to the child's developmental stage (Hasanah et al., 2023). Moral values can be conveyed through fables, which feature animals behaving like humans (Maolidah, 2022; Sulistyanto, 2021). Fables can include messages about conflict resolution, which is the process of resolving disputes peacefully (Fahri, 2021). Conflict resolution in fables may involve negotiation, which is resolution

through straightforward and clear communication (Fadillah & Putri, 2021). This way, children can learn how to handle conflicts with peers peacefully without harming anyone.

Based on the above description, this study aims to develop and analyze the feasibility of a fable storybook based on expert validation tests, material experts, and the results of participant responses. Previous research has shown that storytelling is effective for introducing good and bad behaviors, as well as cognitive development and imitation of behaviors (Novayanty, 2021). Storybook media is also effective in teaching moral values such as honesty and responsibility (Sephiana et al., 2023) and promoting anti-bullying campaigns (Maisaroh, 2023). The novelty of this research lies in the creation of a printed fable storybook developed directly by the researcher, unlike previous studies that used everyday stories or local wisdom. The developed fable book includes conflict resolution, specifically negotiation. Negotiation is chosen because it can help young children handle conflicts through effective communication with their peers or disputing parties.

## METHOD

The research method used was R&D with the 4D model consisting of Define, Design, Develop, and Disseminate. The product feasibility validation was conducted by media experts, material experts, and responses from Khoiru Banisaderi Kindergarten students. The Define stage included identifying and defining the needs and problems in the field. The Design stage involved creating a prototype of the fable book. The Develop stage included revising the prototype based on expert feedback and field testing. The Disseminate stage involved distributing and socializing the final product to the target users. Data in this study were collected through interviews, unstructured observations, documentation, and expert validation questionnaires. Interviews and observations were used to measure student responses because 5-6-year-old children were not yet capable of reading and understanding questions well. Documentation studies analyzed photos, written documents, and other related documents. Meanwhile, the response data from students obtained from interviews and expert validation results were processed using the following formula:

$$Percentase (\%) = \frac{\sum R}{N} \times 100\%$$

Explanation:

P = Percentage score (rounded result)

$\sum R$  = Total score count

N = Ideal score count

The product feasibility categories were as follows:

Table 1. Product Feasibility Categories

Interval	Category
81,25%-100%	Highly suitable
62,50%-81,25%	Suitable
43,75%-62,50%	Less suitable
25,00%-43,75%	Highly unsuitable

(Ekawati, 2023)

## FINDINGS AND DISCUSSION

### Findings

The fable book developed in this study contains anti-bullying themes and features bright images and colors, making it appealing to early childhood children. The following are the steps in the development of the fable book using the 4D model:

#### a. Define

The researcher conducted unstructured observations of the situation/problems occurring at TK Khoiru Banisaderi and how teachers addressed these issues. Over approximately 2 months of observation (November-December 2023), the researcher obtained information that bullying among students frequently occurred at TK Khoiru Banisaderi. Some of the methods used by teachers to address the issues included showing educational videos on anti-bullying, storytelling with finger puppets, and reprimanding and advising students with polite language. However, due to several factors, such as the lack of a screen for displaying animations more effectively, or the children being less attentive during storytelling, teachers needed to find newer and more engaging ways to stimulate the moral development of children.

#### b. Design

In this stage, the researcher gathered information and transformed it into a storyboard. After ensuring it was appropriate, the researcher designed the fable book using Canva Pro. The fable book includes two story titles. The first story, titled “Friendship in the Peaceful Forest,” tells of a skunk named Sigo who behaves negatively, often farting and mocking friends. All the animals in the forest feel disturbed. A wise owl named Buro, along with other animals, organizes a team game aimed at testing teamwork and teaching Sigo how to be a friend without hurting others. When all the animals formed groups, Sigo was confused because no one wanted to join him. Eventually, after negotiating (good communication), Kiki (the rabbit) and Tupi (the squirrel) graciously accepted Sigo into their team, on the condition that Sigo would not repeat his disruptive and mocking behavior. Sigo accepted and apologized. The second story features a rhino named Rhino who befriends a bull named Boni. When upset and angry, Boni would always take out his frustrations on Rhino by hitting, attacking, and kicking him. Rhino, uncomfortable with Boni’s treatment, mustered the courage to express his discomfort. They discussed how they could continue to be friends without hurting each other. Boni accepted and they apologized to each other.



Figure 1. The First Story “Persahabatan di Hutan Damai”



Figure 2. The Second Story “Keberanian Rhino si Badak”

### **c. Development**

In this stage, the product was validated by media and content experts. This validation stage provided feedback for improving the fable book. Each expert's validation was conducted only once, at the end after all suggested revisions were made. The summary of the validation results showed: 90% by the media expert and 92.5% by the content expert. Therefore, the book was deemed suitable to be used as a medium for stimulating the moral development of early childhood children. The following are the suggestions for improvements from each media and content expert.

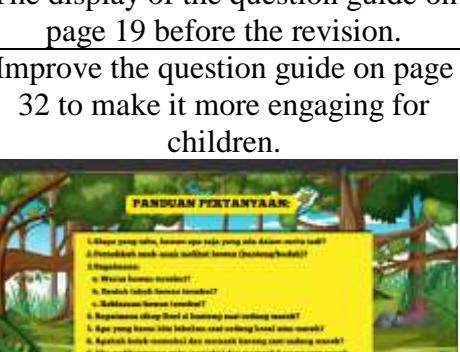
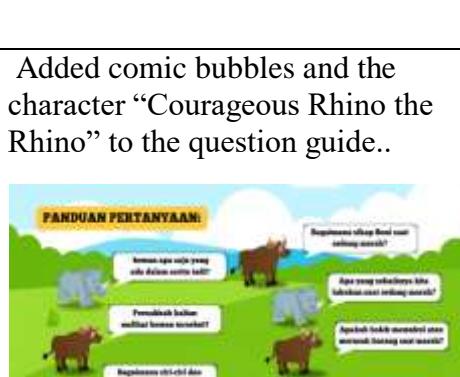
Table 2. Media Expert Revision  
(Source: author's product)

No.	Feedback	Improvement
1	<p>On the cover/title, add information about the age/class/semester of the targeted students and the name of the supervising lecturer.</p> <p>(Previously absent)</p>	<p>Added information about the age/class/semester of the targeted students and the name of the supervising lecturer.</p> 
2	<p>Provide character names and traits for story 1 “Persahabatan di Hutan Damai”.</p> <p>(Previously absent)</p>	<p>Added the names and characters of “Persahabatan di Hutan Damai”.</p> 

No.	Feedback	Improvement
3	Add bibliography. (Previously absent)	There is a bibliography. 
4	Add author's profile. (Previously absent)	Added author's profile. 
5	Add supervisor 1's profile. (Previously absent)	Added supervisor 1's profile. 
6	Add supervisor 2's profile. (Previously absent)	Terdapat profil pembimbing 2 

No.	Feedback	Improvement
7	Adjust the question instruction for number 3.	<p>Question guide number 3 is condensed into one sentence, becoming “What are the characteristics and habits of the animal?” (referring to the character in the story).</p> 

Table 3. Revision by Material Expert  
(Source: author's product)

No.	Feedback	Improvement
1	Improve the question guide on page 19 to make it more engaging for children.	Added comic bubbles and the character “Friendship in the Peaceful Forest” to the question guide.
		
	Figure 11. The display of the question guide on page 19 before the revision.	
2	Improve the question guide on page 32 to make it more engaging for children.	Added comic bubbles and the character “Courageous Rhino the Rhino” to the question guide..
		
	Figure 13. The display of the question guide on page 32 before revision.	

#### d. Disseminate

The dissemination of this study was carried out on a small scale with 8 students aged 5-6 years at TK Khoiru Banisaderi. Before assessing the students' responses, the stories were read during morning literacy and departure literacy sessions. At each of these times, a question-and-answer session was conducted according to the response instruments that had been prepared beforehand. The instruments used to measure the students' responses included unstructured observation and interviews. Each child was asked the following questions:

1. Visual and Illustration Aspects:
  - a. What do you think about this storybook?
  - b. Are the colors and pictures attractive?
2. Content and Message Aspects:
  - a. Who are the characters in the story?
  - b. What are the character traits in the story?
  - c. What conflicts occur among the characters in the story?
3. Engagement Aspects:
  - a. The fable story can inspire students to resolve conflicts (negotiation) when facing disputes.
  - b. The story plot is easy for students to understand, as evidenced by their ability to express opinions about the conflicts in the story.

Based on the analysis of the students' responses, the fable book received an average rating per aspect of 95%, 90%, and 91%, respectively. Below are the responses of each student for each item of the instrument.

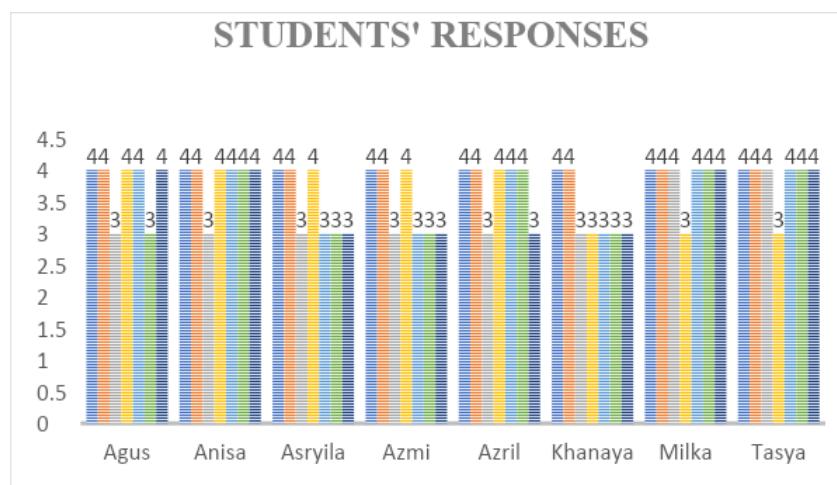


Chart 1.  
Rating Scale Students' Responses to the Fable Book

Explanation:

- 1 = Underdeveloped (BB)
- 2 = Beginning to develop (MB)
- 3 = Developing as expected (BSH)
- 4 = Developing very well (BSB)

#### Discussion

The fable book developed in this study aims to stimulate the moral development of children aged 5-6 years. This fable book focuses on conflict resolution, specifically on

negotiation or communication strategies that children can use when facing bullying. In addition to covering conflict resolution, the book is complemented by engaging illustrations and colorful designs for children. This aligns with the view of Sephiana et al. (2023), who state that children's storybooks are more appealing when they contain moral messages, especially when presented with colorful images and designs. According to the validation results from media experts, the fable book received a score of 90%, while material experts gave it a score of 92.5%. The analysis of student responses, based on average scores for aspects (visual and illustration; content and message; and engagement), shows average ratings of 95%, 90%, and 91%, respectively, all within the excellent category. This is consistent with Maisaroh's research (2023), which indicates that, in practice, storybooks can effectively campaign for and enhance anti-bullying behaviors among students.

## CONCLUSION

Based on the feasibility tests conducted by media experts, content experts, and student responses, the fable book developed in this study is highly suitable as a medium to stimulate the moral development of children aged 5-6 years. This book is effective in teaching conflict resolution through negotiation and good communication. The study has some limitations, such as the limited number of respondents and the use of application elements in the book design. Future researchers could expand the respondent pool beyond the number in this study. Additionally, if future researchers have skills in designing their own illustrations, it would be advantageous. Alternatively, researchers might consider involving professional illustrators to create a more optimal work. Furthermore, future researchers could develop fable books with more diverse stories and characters to cover various aspects of children's moral development.

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