

© 2017 The Author(s)

This is an Open Access article distributed under the terms of the [Creative Commons Attribution 4.0 International License](#) which permits unrestricted non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

ORIGINAL RESEARCH

ISSN: 2477-4073

## ASSOCIATION BETWEEN EMOTIONAL DEVELOPMENT AND BULLYING BEHAVIOR IN CHILDREN AT THE ELEMENTARY SCHOOL NO 7, BANYUASIN, PRAJIN, PALEMBANG

Sri Tirtayanti<sup>1</sup>, Intansari Nurjannah<sup>2\*</sup>, Lely Lusmilasari<sup>3</sup>

<sup>1</sup>Student of Master Program in Nursing, Faculty of Medicine, Universitas Gadjah Mada, Indonesia

<sup>2</sup>Department of Psychiatric and Community Nursing, Faculty of Medicine, Universitas Gadjah Mada, Indonesia

<sup>3</sup>Department of Child and Maternity, Faculty of Medicine, Universitas Gadjah Mada, Indonesia

**\*Corresponding author:**

**Intansari Nurjannah, S.Kp., MN.Sc., Ph.D**

Psychiatric and Community Nursing Department, Faculty of Medicine, Universitas Gadjah Mada,  
Jl. Farmako, Senolowo, Sekip Utara, Kec. Depok, Kabupaten Sleman, Daerah Istimewa Yogyakarta 55281,  
Indonesia. E-mail: [intansarin@ugm.ac.id](mailto:intansarin@ugm.ac.id)

### ABSTRACT

**Background:** Bullying is a form of repetitive persecution both on physical and emotional aggressions and potentially causing mental and physical disorders on perpetrators and victims. There are various factors that may affect a child to behave as bullies. These are important factors to be identified as one of prevention effort to stop bullying behavior on children.

**Objective:** This research aims to identify the association between emotional development and bullying behavior in children at the Elementary School No 7, Banyuasin Prajin, Palembang, Indonesia.

**Methods:** This was a correlation descriptive using a cross sectional design. This research has been conducted on November 21, until December 1, 2016 involving 85 children as respondents. The instruments used for this research were Bar-On Emotional Quotient Inventory: Youth Version, school-bullying questionnaire, parenting style questionnaire and peer influence questionnaire. Chi-square test was used for bivariate data analysis and logistic regression test for multivariate analysis.

**Results:** Results from chi-square test showed a significant association between emotional developments and parenting with bullying behavior ( $p < 0.05$ ), but no significant correlation between peer influence and bullying behavior ( $p > 0.05$ ). Logistic regression test showed a significant relationship between parenting and bullying behavior (OR) 4.655 (95% CI: 1.292-16.774), which indicated that the uninvolved parenting potentially makes bullying behavior have a chance to increase 4.655 times higher.

**Conclusion:** There is a significant association between emotional development and parenting with children bullying behavior.

**Keywords:** emotional development, bullying behavior, elementary school children

## INTRODUCTION

Bullying is a form of aggression behavior causing a mental and physical disorder to other person and the behavior also caused residual symptoms such as significant psychological disorder or stress, physical and emotional disorders on perpetrator and victims.<sup>1</sup>

Result of survey conducted by C.S Mott Children's Hospital National showed that bullying were included the top ten health problems on children because the high numbers of bullying occurrence.<sup>2</sup> It showed from the research about bullying on children as conducted in elementary schools (the 1st to 5th grade) in 14 countries, showed the children prevalence of bullying victims was about 11,3% until 49,8%, while prevalence of bullying perpetrator was about 4,1% until 49,7%.<sup>3</sup> Bullying prevalence rate on elementary school children in Indonesia is imprecise.

Data from Commission of Indonesian Child Protection (Komisi Perlindungan Anak; KPAI) during 2011 until August 2014, showed that reporting related to the bullying cases to Commission of Indonesian Child Protection were amounting to 369 reports. Numbers founded that bullying cases in the education field were about 25% of total reports equivalent to 1.480 cases. Commission of Indonesian Child Protection assumed bullying as one of persecution occurred in school such as student brawls, discrimination, education, or forced to give money.<sup>4</sup> While, data from Commission of Indonesian Child Protection in Palembang in 2012 showed that 330 cases violence against children, most of violence cases in the forms of physical, psychological, sexual abuses and neglected children.<sup>5</sup>

Emotional development is children ability to understand, control their-own feelings and behavior, began from birth until late adolescence. Emotional development on children of school age, especially in the upper grade (the 4th, 5th, 6th grade), usually children have started to learn the way to manage and control their expression of emotions. Ability to controlled emotions on children gained from exercises (habituation) and impersonation.<sup>6</sup>

Parents have an important role in forming the emotions of school age children, besides the school environment and peers also have great influences to the emotional development of children.<sup>7</sup> Optimal emotional development will bring about high emotional intelligence for children. High emotional intelligence will play a role in children's ability to identify, manage, and control their emotions so that they can respond positively.<sup>8</sup>

## METHODS

### *Design*

The research type is used quantitative with Cross Sectional design.

### *Setting*

Research had been conducted on November 21, 2016 until December 1, 2016 at the Elementary School No 7, Banyuasin, Prajin Palembang, Indonesia.

### *Population and sample*

Population of this study consisted of students aged between 9-11 years old at the Elementary School 7 Banyasin Prajin Palembang. This research used the non-probability sampling technique with method of purposive sampling and total of

samples were 85 children as respondents. Respondent criteria were the fourth-grades and fifth grades, age between 9-11 years old, could read and writing, and had no physical disabilities.

#### *Instruments*

The instrument for this research used a modification of the Bar-On Emotional Quotient Inventory: Youth Version. Assessment for emotional development is divided into less emotional ability if score ( $<90$ ), emotional ability is effective score (90-110), and high emotional ability has scores ( $> 110$ ) (Bar-On, 2006), with validity value  $r = 0.330-0.663$  and reliability value 0.882. The bullying questionnaire adopted from the research that conducted by Latifah, 2012, which was modified from school bullying questionnaire. Assessment of the cutoff point value of the research data, with validity value  $r = 0.35-0.559$  and reliability value 0.810. The parenting style questionnaire used reference from Baumrind's "parenting style" aspect of demandingness and responsiveness (Papalia, 2014). Cut off point assessment of the research data, with validity value  $r = 0.343-0.671$  and reliability value on 0.754. While the peer influence questionnaires adopted aspects of peer interaction from research conducted Ammar (2014). Cut off point assessment of the research data, with validity value  $r = 0.92-0.712$  and reliability value 0.868.

#### *Data analysis*

Bivariate data analysis used Chi Square test ( $X^2$ ) with significance level  $p < 0.05$  and statistic test of logistic regression with significance level  $p < 0.05$  and confidence interval (CI) 95% for multivariate analysis.

#### *Ethical consideration*

This study was conducted after obtaining the approval or feasibility of ethical research from the Ethics Commission of the

Faculty of Medicine, Gadjah Mada University. The research instrument was tested on 40 grade 5 students at SD Negeri 8 Banyuasin Prajin Palembang, which had the same characteristics as the research sample. In the data retrieval phase, the researcher was assisted by the research assistant as many as 3 peers who were from the background of nursing and mental nursing master who understand the course of research, and willing to be research assistant and willing to participate in research as research member and give input in this research. Data collection was done in the classroom, after that, students were given an explanation of the intent and purpose of the study. Researchers requested students' willingness to be respondents in the study by filling out the approval sheet into respondents and obtained permission from their parents to be involved in the study. The students who wanted to be a respondent for this research were given a further explanation on how to fill out the questionnaire. The questionnaires were filled in by respondents and collected back to the researcher and research assistant. Students were given 60 minutes to fill in the identity data and questionnaire. The researcher rechecked the number and completeness of the questionnaire. If there was any incomplete questionnaire, the respondent asked to complete again. At the end of the activity, the researchers provided health education on bullying behavior to increase students' knowledge of bullying, the consequences, and how to overcome them.

## **RESULTS**

Based on table 1, it shows that children in 4<sup>th</sup> grade amounted to 43 children (50.6) and 5th grade amounted to 42 children (49.4), 9 years old children as were 45 children (52.9%), 10 years old children were 30 children (35.3%), and 11 years old

were 10 children (11.8%), males were 47 children (55.3%) and females were 38 children (44.7%), education level of parents with low category were 56 people (65.9%),

parents as farmers / laborers were 78 people (91.8%), while for socio-economic status of parents with low category were 77 people (90.6%).

**Table 1** Characteristics of respondents at State Elementary School 7 Banyuasin Prajin Palembang (n= 85)

Variable	Frequency	Total	Percentage (%)	Total
<b>Grade</b>				
4	43	85	50.6	100
5	42		49.4	
<b>Age</b>				
9	45	85	52.9	100
10	30		35.3	
11	10		11.8	
<b>Gender</b>				
Male	47	85	55.3	100
Female	38		44.7	
<b>Parents' education</b>				
Low	56	85	65.9	100
Medium	28		32.9	
High	1		1.2	
<b>Parents' job</b>				
Employee	5	85	5.9	100
Entrepreneur	2		2.4	
Farmers / laborers	78		91.8	
<b>Socioeconomic</b>				
High	8	85	9.4	100
Low	77		90.6	

**Table 2** Distribution of the emotional development, behavior, parenting, and influence of peers at State Elementary School 7 Banyuasin Prajin Palembang (n = 85)

Variable	Frequency	Total	Percentage (%)	Total
<b>Emotional development</b>				
Less	66	85	77.6	100
Effective	19		22.4	
<b>Behaviors</b>				
Not bullying	43	85	50.6	100
Bullying	42		49.4	
<b>Parenting</b>				
Authoritative	24	85	28.2	100
Permissive	17		20.0	
Authoritarian	18		21.2	
Uninvolved	26		30.6	
<b>Influence of peers</b>				
Take effect	48	85	56.5	100
No effect	37		43.5	

As shown in the Table 2, the results show that the respondents have less emotional development category, the behavior in children include non-bullying category while the category of bullying behavior is

almost balanced, parenting pattern mostly uses the form of uninvolved parenting, and peer influence has an influence on friendship.

**Table 3** Analysis of the relationship between emotional development, parenting of parents, and influence of peers with bullying behavior at State Elementary School 7 Banyuasin Prajin Palembang (N = 85)

Variable	Behavior				Total		ρ Value
	Not bullying		Bullying				
	N	%	N	%	N	%	
<b>Emotional development</b>							
Less	29	34.1	37	43.5	66	77.6	0.022
Effective	14	16.5	5	5.9	19	22.4	
<b>Parents parenting</b>							
Authoritative	15	17.6	9	10.6	24	28.2	0.007
Permissive	13	15.3	4	4.7	17	20.0	
Authoritarian	8	9.4	10	11.8	18	21.2	
Uninvolved	7	8.2	19	22.4	26	30.6	
<b>Influence of peers</b>							
Take effect	28	32.9	20	23.6	48	56.5	0.151
No effect	15	17.6	22	25.9	37	43.5	

The results of statistical analysis as shown in the Table 3 obtained  $p = 0.022$  for emotional development, which indicated that there was a relationship between emotional development of a child and bullying behavior. Parents parenting also obtained  $p = 0.007$ , which indicated that

there was a relationship between parenting with bullying behavior of a child. However, there was no relationship between the influence of peers with bullying behavior of a child with  $p = 0.151$  at State Elementary School 7 Banyuasin Prajin Palembang.

**Table 4** Results of analysis of the most dominant factor related to children bullying behavior at State Elementary School 7 Banyuasin Prajin Palembang

Variable	$\rho$	OR (CI 95%)
Emotional development	0.015	0.188 (0.49-0.721)
Parenting	0.019	4.655 (1.292-16.774)
Influence of peers	0.056	0.358 (0.125-1.024)
R Square = 0.304		

Based on Table 4, the results of the analysis show that the most dominant variable related to bullying behavior was parenting pattern with the value of Odds Ratio (OR) was 4.655 (95% CI: 1.292-16,774), which indicated that the uninvolved parenting pattern has 4.655 chance of having bullying behavior. While the results of R-square analysis obtain value of 0.304 or 30%. It shows that parenting has an effect of 30% on bullying behavior while the rest of 70% was influenced by variables or factors other than the variables in this research.

## DISCUSSION

### Emotional Development

Analysis result showed that children in State Elementary School 7 Banyuasin Prajin Palembang tend to have poor emotional development. Based on respondent characteristics data, ages of children ranged from 9 to 11 years old. Emotional development in children aged 9-11 years old in which children begin to learn to adapt how to control his emotions and began to understand the judgments about either bad or good values or the applicable rules.<sup>9,10</sup> This research is in line with research conducted by Bohnert,

Crnic, and Lim concerning emotional ability and aggressive behavior in school children aged 7-10 years old, which were obtained that aggressive behavior in children occurred because they were not able to manage the emotions to be expressed in the form of anger, disappointment, and were not being able to control their emotions.<sup>11</sup> This research has similarities characteristics of participants with elementary school children. These results were also supported by a statement stated that emotional development in children can be influenced by age factor but it is not a determining factor in the child's emotional maturity.<sup>12</sup>

### **Bullying Behavior**

Finding of this study showed that children at State Elementary School 7 Banyuasin Prajin Palembang tend to have bullying behavior, with almost half of children had done bullying behavior. Based on obtained data, socioeconomic status and education level of families were in the low category, thus it made the great possibility for the occurrence of bullying behavior. This research was supported by Dake *et al* research that parenting style has been associated with bullying behavior of elementary school children aged 9-12 years old.<sup>3</sup> Parents who applied a hard and too disciplined parenting style to their children can lead to bullying behaviors.

Other factors that influence-bullying behaviors was the socioeconomic and parental education. The results of the research of Due et al indicated that low level socio-economic and family educational has great influences in bullying behaviors.<sup>13</sup> Parents with low socioeconomic tend to be inconsistent and violence against children. In this research, there were differences of the children

characteristics, namely those aged 11-15 years old and the research site. The educational background of parents also can affect the mindset of parents in educating their children.

### **Parenting**

Analysis result showed the most parenting applied by parents to their children was uninvolved parenting. Children who were nurtured in manner of uninvolved will have lower social skills, lack self-reliance, and not motivated to have achievement.<sup>14</sup>

The educational background of the parents can affect parenting in families, parents who have high educational background will have a better knowledge concerning parenting than parents who have low education levels.<sup>15</sup> Educational background of respondents' parents in this research was categorized as the low level of educational background, which is one of factors that can lead to bullying behaviors. The results of this research is supported by the research conducted by Lereya et al which showed that the pattern of parenting with uninvolved had a great influence in children to engage into bullies, parents are more likely to resist violence, did not care to their children and overprotected.<sup>16</sup> Each type of parenting adopted by parents has an influence in every stage of development and behavior of children.<sup>14</sup>

### **Peer Influence**

This research showed that peers have influenced on children's friendships. Santrock<sup>17</sup> explained that the peers are children with the same age or maturity level.<sup>17</sup> Similar age of children will lead to similarities in interests, topics of conversation, and activities that also will lead to a strong relationship.<sup>18</sup> Respondent's characteristics in this



research were children aged range from 9-11 years old with most aged 9 years old and mostly were males. The results were in line with research as conducted by Wallien et al indicated that the average age of respondents aged 10-11 years old and male respondents more likely to have an influence on the peer group than females.<sup>19</sup> This research has the same characteristics, namely age and gender. This matter showed that the age and gender in children have an influence on peers at school.

### **Relationship of Emotional Development and Bullying Behavior on Children**

Statistical result showed significant relationship of emotional development and bullying behavior on children. The ability to control emotions in children gained from exercises (habituation) and impersonation adopted by children from their child's environment and the influence of mass media.<sup>6</sup> The mass media are also bring influence because at this stage the children have big curiosity and will try to satisfy their curiosity, which will lead to bullying behaviors in children.

Obtained data showed that the parents tend to have a lack of paying attention and did not care about the spectacles and the activities performed by their children. The research result as conducted by Sigelman & Shaffer Cit. Yusuf, said that the mass media have positive and negative effects.<sup>6</sup> The negative effects will lead children who watch violence on television are likely to have aggressive behavior. Rech *et al* stated that children can easily copying the behavior that they enjoy doing it both from television and games.<sup>20</sup> These results are also supported by a research as conducted by Latip which stated that the mass media have an influence on bullying behaviors towards

children because children often watch television.<sup>21</sup> Attention and guidance from parents are strictly necessary to prevent their child acts in the negative direction.

Data from the research results also showed about the socioeconomic condition of the family in the low category. According to Santrock, the low socioeconomic circumstances makes children behave more aggressively because parents are busy earning a living for fulfilling their daily needs, having no time to provide guidance and supervision to their children.<sup>22</sup> Research as conducted by Jansen et al stated that children from family with low socioeconomic status, have a higher risk for engaging in bullying behaviors than children from family with high socioeconomic status.<sup>23</sup>

### **Relationship between Parenting and Bullying Behavior on Children**

Statistical test showed a significant relationship between parenting and bullying behavior on children at State Elementary School 7 Banyuasin Prajin Palembang. Hurlock said that parents with a good level of education will have the preparation in parenting their children than parents with low education levels.<sup>9</sup> Respondents' parents in this research have a low educational background and parenting pattern as applied was uninvolved.

The results were in line research as conducted by Atik & Guneri, the majority of respondents who involved in bullying behaviors were nurtured with uninvolved parenting pattern where the parents have lack of love, do not care and do not pay attention to their children.<sup>24</sup> In this research, there are differences in the characteristics of the school children of aged ranging from 11-15 years old. The

research proved that children with uninvolved parenting pattern have a tendency to engage naughtiness and anti-social behaviors.<sup>25</sup> Parenting has an important influence in a children development. Each type of parenting adopted by parents has an influence in every stage of development and behavior of children.<sup>14</sup>

### **Relationship between Peer Influenced and Bullying Behavior on Children**

Findings of this study showed that there was no significant relationship between peer and bullying behavior on children at State Elementary School 7 Banyuasin Prajin Palembang. Elementary school children's social development characterized by the expansion of relations other than with family, the children begun to form a new bond with peer group or classmates, so they started to learn to adjust to the peer group as well as with the environment.<sup>12</sup> At this stage, children learn to interact and connect with their peers.<sup>17</sup>

According to Hurlock the effect of peer group on children will maximally reach the maximum age at the time the children entering the early of adolescence age namely 12-13 years old.<sup>9</sup> The absence of significant association in this research might be due to the respondents mostly aged 9-11 years old. This research is in line with research as conducted by Merina concerning various factors causing bullying at elementary school children showed that there was no relationship between the influence of peers with bullying because most respondents, aged 10-11 years old, so there were similar characteristics of age in this research.<sup>26</sup> The results also supported by research as conducted by Budiarto & Ervina which stated that there was no correlation

between peer conformity with bullying behaviors due to many factors that could arise as a tradition, sense of revenge, feelings of anger, jealousy toward potential victims. In this research, there were differences in the characteristics age of the respondents that were carried out at high school teenagers.<sup>27</sup> According to Shetgiri et al, the environmental and peer group influences at school could be as one of factors of bullying on children, but it would appear that many factors can lead to bullying on children.<sup>28</sup>

## **CONCLUSION**

Based on the results of this study, it can be concluded that poor emotional development on children tends to encourage children to do the bullying, most of applied parenting model mostly was uninvolved parenting and peer potentially had influence in bullying behaviors at State Elementary School 7 Banyuasin Prajin Palembang. There was a significant relationship between emotional development and bullying behavior on children. Also, there was a significant relationship between parenting and bullying behavior on children and no significant relationship between peer influences with bullying behavior on children. Parenting is the most influential factor to bullying behavior on children.

### **Declaration of Conflicting Interest**

None declared.

### **Funding**

This study was supported by Master Program in Nursing, Faculty of Medicine, Universitas Gadjah Mada, Indonesia.

### **Authorship Contribution**

All authors have equal contribution in this study.



## References

1. Liu J, Graves N. Childhood bullying: A review of constructs, concepts, and nursing implications. *Journal Public Health Nursing*. 2011;28(6):556-568.
2. Davis M. *Top 10 Health concerns for kids*. 2009. <http://www.crchealth.com/troubled-teenagers/top-10-health-concerns-children-treat/>
3. Dake J, Price J, Telljohann S. The nature and extent of bullying at school. *Journal of School Health*. 2003;73(5):173-180.
4. Indonesian Child Protection Commission. *Kasus bullying dan pendidikan karakter [Case of bullying and character education]*. 2014. <http://www.kpai.go.id/berita/kpai-kasus-bullying-dan-pendidikan-karakter/>
5. Indonesian Child Protection Commission. *KPAI Palembang terima 330 kasus kekerasan terhadap anak [Indonesian Child Protection Commission of Palembang received 330 bullying cases in children]*. 2013. <http://sumsel.antaranews.com/berita/270475/kpai-palembang-terima-330-kasus-kekerasan-terhadap-anak>. Accessed 10 November 2015.
6. Yusuf S, Sugandhi M. *Perkembangan peserta didik [Students' development]*. Jakarta: Raja Grafindo Persada; 2014.
7. O'Hagan K. *Identifying Emotional and psychological abuse: A Guide For Childcare Professionals* UK: McGraw-Hill Education; 2006.
8. Goleman D. *Emotional Intelligence: Why it can matter more than IQ*. T. Hermaya T, translator. New York: Bantam; 2000.
9. Hurlock B. *Child development*. Jakarta: Erlangga; 2013.
10. Surna N, Pandeiro D. *Psikologi pendidikan [Educational psychology]*. Jakarta: Erlangga; 2014.
11. Bohnert M, Crnic A, Lim G. Emotional competence and aggressive behavior in school age children. *Journal of Abnormal Child Psychology*. 2003;31(1):79-91.
12. Dahlan D. *Psikologi perkembangan anak dan remaja [Child and adolescent development psychology]*. Bandung: Rosdakarya; 2014.
13. Due P, Merlo J, Harel-Fisch Y, et al. Socioeconomic inequality in exposure to bullying during adolescence: A comparative, cross-sectional, multilevel study in 35 countries. *American Journal of Public Health*. 2009;99(5):907-914.
14. Papalia E, Feldman D. *Experience human development*. Jakarta: Salemba Humanika; 2014.
15. Brooks J. *The process of parenting*. 7<sup>th</sup> ed. New York: Pearson; 2008.
16. Lereya S, Samara M, Wolke D. Parenting behavior and the risk of becoming a victim and a bully/victim: A meta-analysis study. *Child Abuse & Neglect*. 2013;37(12):1091-1108.
17. Santrock J. *Life-span development* 13 ed. Jakarta: Erlangga; 2012.
18. Semiawan C. *Perkembangan dan belajar peserta didik [Students learning and development]*. Jakarta: Depdikbud; 1999.
19. Wallien M, Veenstra R, Kreukels B, Cohen K. Peer group status of gender dysphoric children: A sociometric study. *Archives of Sexual Behavior*. 2010;39(2):553-560.
20. Rech R, Halpern R, Tedesco A, Santos D. Prevalence and characteristics of victims and perpetrators of bullying. *Jornal de Pediatria (Versão em Português)*. 2013;89(2):164-170.
21. Latip E. *Analisis faktor-faktor yang mempengaruhi perilaku bullying pada peserta didik anak usia MI/SD [Analysis of factors influencing bullying behavior in elementary students]*. Jakarta, UIN Syarif Hidayatullah; 2013.
22. Santrock J. *Child development*. 11 ed. Jakarta: Penerbit Erlangga; 2008.
23. Jansen P, Verlinden M, Dommisse-van Berkel A, et al. Prevalence of bullying and victimization among children in early elementary school: Do family and school neighbourhood socioeconomic status matter? *BMC Public Health*. 2012;12(1):494.
24. Atik G, Güneri O. Bullying and victimization: Predictive role of individual, parental, and academic factors. *School Psychology International*. 2013;34(6):658-673.

25. Rahmadara B. *Hubungan antara pola asuh orangtua dan peran-peran dalam perilaku bullying pada siswa sekolah dasar [Relationship of parenting style and bullying behavior in elementary school students]*. Jakarta: Psikologi, Universitas Indonesia; 2012.
26. Merina D. *Faktor-faktor penyebab perilaku bullying pada anak usia sekolah dasar di wilayah Kota Yogyakarta [Factors causing bullying behavior in elementary school children in the area of Yogyakarta City]*. Yogyakarta: Nursing Department, Universitas Gadjah Mada; 2016.
27. Budiarto H, Ervina I. *Hubungan antara konformitas teman sebaya dengan perilaku bullying pada remaja [The relationship between peer conformity with bullying behavior in adolescents]*. Jember: Psikologi, Universitas Muhammadiyah Jember; 2011.
28. Shetgiri R, Lin H, Flores G. Trends in risk and protective factors for child bullying perpetration in the United States. *Child Psychiatry & Human Development*. 2013;44(1):89-104.

**Cite this article as:** Tirtayanti S, Nurjannah I, Lusmilasari L. Association between emotional development and bullying behavior in children at the Elementary School No 7, Banyuasin, Prajin, Palembang. *Belitung Nursing Journal*. 2017;3(5): 585-594. <https://doi.org/10.33546/bnj.115>