

A Multiperspective Approach to Self-Injurious Behavior, Bullying, and Student Mental Health: A conceptual research

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Accepted: December 2023; Revision: December 2023; Published: December 2023

Abstract

Challenges in the education sector in Indonesia are not limited to numerical skills, literacy, and life skills alone but have expanded to encompass the low quality of students' attitudes and behaviors. These behaviors are reflected in self-harm actions, bullying, and can have negative impacts on students' mental health. The aim of the research is to provide a basis for the development of holistic intervention strategies based on a multiperspective approach to address self-harm behaviors, bullying, and mental health issues among students. A multiperspective approach allows for the integration of various perspectives in analyzing this complex phenomenon. This paper will delve deeply into these three issues. First, self-harm behaviors will be explained in various forms, including self-harm and addiction. Analysis is conducted involving psychological, social, and neurobiological perspectives to understand the causes and impacts of self-harm behaviors on students. Second, bullying as a social phenomenon is also analyzed in depth using a multiperspective approach. Individual, environmental, and cultural factors influencing bullying are explored through psychological, sociological, and educational perspectives. Finally, students' mental health becomes another focus of this paper. By utilizing a multiperspective approach, the author seeks to identify factors contributing to mental health issues among students. The analysis involves psychological dimensions, school environment, and social support. Overall, the study of a multiperspective approach is expected to provide deep insights into the complexity of the issues under examination. This holistic analysis is expected to serve as a solid basis for the development of policies, interventions, and better approaches in responding to and preventing self-harm behaviors, bullying, and mental health issues among students..

Keywords: Augmented Reality, Education, Meta-Analysis, Quasi Experimental

How to Cite: Zaenudin, Z., Sukiastini, I. G. A. N. K., & Faozan, A. (2023). A Multiperspective Approach to Self-Injurious Behavior, Bullying, and Student Mental Health: A conceptual research. *Reflection Journal*, 3(2), 96–111. <https://doi.org/10.36312/rj.v3i2.1853>



<https://doi.org/10.36312/rj.v3i2.1853>

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INTRODUCTION

The transformation of the education system in Indonesia is a critical shift, aimed at enhancing the quality of education to meet the challenges of globalization (Kasim et al., 2017). This aligns with the educational dynamics of the 21st century, aiming to nurture generations capable of thinking creatively, innovatively, and critically. The planned changes aim to diversify the provision of quality education and develop human resources. The human resources produced by the education system are expected to bring about changes in line with the goals of education.

Education itself holds meaning as a means to hone abilities, shape character, and instill dignified personalities in learners (Utari et al., 2014). In Indonesia, these principles are reflected in the Preamble of the 1945 Constitution, particularly in the fourth paragraph which states the aim to "intellectually educate the nation's life"

Intellectually educating the nation's life is one of the important goals of education in Indonesia. This goal includes efforts to enhance the knowledge, skills, and character of citizens so they can positively contribute to building a better society and nation (Maladerita et al., 2023; Pangalila et al., 2020). Education plays a central role in achieving this goal, as through education, individuals can acquire the knowledge, skills, and values needed to become intelligent, productive, and moral citizens.

Education plays a crucial role in advancing the social, economic, and cultural development of the country. By providing quality education, Indonesia can shape generations ready to face future challenges and contribute positively to the nation's progress. It is important to continue supporting and paying

attention to quality education in Indonesia so that the goal of intellectually educating the nation's life as stated in the 1945 Constitution can be achieved effectively.

The importance of education is clearly reflected in shaping the future of individuals and society, which can be attained through both formal and non-formal institutions. Schools, as one of the formal institutions, serve as places to acquire academic knowledge as well as environments where students undergo significant social and emotional development. However, there are issues in schools that can hinder efforts to shape students, such as self-harming behavior (Novasari, 2016), bullying (Handayani et al., 2020), and self-injurious behavior (Supentia & Saputra, 2021).

Self-harming behavior, such as suicide (Riziana et al., 2023) and the use of illegal drugs (Nurdiansyah et al., 2022; Purbanto & Hidayat, 2023), is increasingly becoming a serious concern among students. This is not only a physical health issue but also a deep-rooted mental health issue, harming students' quality of life and threatening their survival. On the other hand, bullying, aggressive actions towards fellow students, has serious impacts on the emotional and mental stability of the victims (Helmalia & Asyah, 2022).

The mental well-being of students becomes a primary focus in complex school environments. Faced with academic pressure, social issues, and rapid emotional changes, students can be vulnerable to mental health disorders such as depression, anxiety, and eating disorders. The impacts not only affect academic achievement but also influence social relationships and their overall quality of life.

Empirical data reveals that recently, issues among school students have become increasingly serious. For example, in the news, 76 students from SMP Negeri 1 Ngariboyo, Magetan Regency, East Java, were identified as showing tendencies toward self-harm. These actions involve self-cutting using sharp objects such as razors, needles, shards of glass, and even rulers. This situation arises as a result of psychological pressure stemming from relationship problems and family conflicts (Adhitama, 2023). Other incidents related to violence were also reported at SMP Negeri 1 Kemlagi Mojokerto, where two students took extreme actions by killing a classmate due to outstanding monthly fee debts (detikJatim, 2023). Meanwhile, reported by (CNNIndonesia, 2023), two students from SMP Negeri 2 Cimanggu were involved in physical harassment against their friend. These incidents reflect an increasingly worrying education condition and pose a challenge for schools, communities, parents, or the government to find solutions to prevent similar incidents in the future.

The Indonesian Child Protection Commission (KPAI) reported that data on bullying incidents in 2023 recorded a total of 2,355 violations against child protection recorded until August 2023. These details include 87 cases where children became victims of bullying or harassment, 27 cases of non-fulfillment of educational facilities for children, 24 cases related to the impact of education policies on children, 236 cases of children experiencing physical and/or psychological violence, and 487 cases of children being victims of sexual violence. In addition, there are various other unreported cases to the KPAI (news.republika, 2023).

If the above situation is not handled properly, it may be the beginning of the decline of the education system in Indonesia. Lichona presents indicators of the destruction of a nation, such as an increase in the level of violence among adolescents, the use of coarse language, negative influences from peer groups related to violence, an increase in self-harming behaviors such as drug and alcohol use, blurred morality, a decline in work ethics, lack of respect for parents and teachers, lack of responsibility, the emergence of a culture of dishonesty, and feelings of hatred and suspicion among peers (Lickona, 1992).

In addressing these challenges, a multiperspective approach emerges as a relevant and important strategy. This approach allows for understanding issues from various perspectives, including psychological, sociological, educational, and cultural aspects. The integration of these perspectives helps schools and other stakeholders develop effective strategies in addressing self-harming behavior, bullying, and mental health issues among students. The multiperspective approach reflects the complexity of these issues that cannot be explained or addressed with a single approach. Additionally, this approach encourages collaboration among various stakeholders, including teachers, parents, students, counselors, psychologists, and medical personnel, to provide comprehensive support to students.

In order to investigate and analyze the role of the multiperspective approach, the aim of this research is to understand the various perspectives involved in addressing self-harming behavior, bullying, and mental health issues among students.

METHOD

The methodology employed in this study involves conducting a literature review, drawing on the guidance provided by (Arlene, 2024; Caulley, 2007). Through this approach, the study aims to identify relevant references pertaining to the research problem, field of study, theory, and subject matter under review. The literature review serves to provide a comprehensive overview of existing sources within the field, synthesizing and summarizing the body of knowledge already explored. By doing so, the study aims to demonstrate the suitability and relevance of the chosen topic within the broader context of the research area, thereby informing readers of its significance and potential contributions.

In addition, this review employed content analysis, a systematic approach for interpreting the meaning and communication of messages. The content analysis process adhered to an interactive model outlined by (Miles et al., 2014), comprising four interconnected stages: data collection, simplification or reduction of data, presentation of findings, and drawing and testing conclusions. Analytical constructs utilized in this process could be derived from existing theory or practice, expert knowledge or experience, and prior research, as proposed by (White & Marsh, 2006).

The critical thinking articulated in this article is conducted through the approach of literature review as the foundation of literature. This approach is used to investigate social issues, particularly self-harming behavior, bullying as a form of violence, and students' mental health. Literature analysis involves various relevant sources, utilizing diverse academic databases and reliable sources such as Google Scholar, ResearchGate, Springer, and Taylor & Francis. This approach strengthens critical understanding of the issues within school environments. The focus on these problems is deeply analyzed based on literature references, ultimately resulting in critical thinking aimed at enriching understanding of such violent actions.

RESULTS AND DISCUSSION

A. Rationale for adopting a multiperspective approach

Perspective is a view or way of looking at a situation or topic (Kapavik, 2006). Perspective can refer to a person's point of view or way of seeing or understanding something. It includes the way an individual or group views, understands, and interprets information or situations. Perspective is greatly influenced by a person's experiences, values, beliefs, and cultural background. Perspectives cover various dimensions, including social, economic, political, and cultural perspectives. People often see the world through the lens of their own perspective, and this can influence how they think, feel, and act toward various situations.

Multiperspective refers to an approach or point of view that involves various different perspectives or points of view on a problem, situation, or topic. In the context of various scientific disciplines, this concept can be applied to understand a phenomenon from various different points of view.

In the context of decision making, management, or analysis of complex problems, the use of multiple perspectives can help to gain a more comprehensive and holistic understanding. By considering multiple perspectives, one can identify factors that might be overlooked if viewed from only one point of view. Multiperspectives can be found in various fields such as social sciences, arts, political science, organizational management, and others. In the context of anthropology, for example, to understand a culture, researchers can take a multiperspective approach by paying attention to the views of various groups in that society.

The importance of multiple perspectives is to avoid conclusions that are too narrow or limited, as well as to enrich understanding of the complexity of a phenomenon by considering various aspects and dimensions.

Adopting a multiperspective approach can be an effective strategy in understanding and addressing issues of self-harming behavior, bullying, and mental health problems. Here are some rationale or reasons why this approach can be considered a good alternative:

1. **Accuracy in Understanding Problem Complexity:** Issues of self-injurious behavior, bullying, and mental health problems are often complex and involve multiple factors. A multiperspective approach allows us to understand problems from multiple points of view, including social, psychological, and environmental factors. Thus, this approach can help in identifying various factors that contribute to the problem.
2. **Empowerment Through Collaboration:** A multiperspective approach encourages collaboration between the various parties involved, including families, schools, communities, and mental health agencies. By involving multiple perspectives, we can create solutions that are more holistic and can empower the individuals involved.
3. **Reduces Stigma:** Including multiple perspectives can help reduce the stigma associated with mental health problems. By deconstructing stereotypes and providing a greater understanding of the factors that contribute to the problem, we can create a more supportive and inclusive environment.
4. **Early Recognition and Prevention:** A multiperspective approach makes it possible to detect signs of problems early by paying attention to various indicators from various points of view. That way, prevention efforts can be started early before the problem becomes more serious.
5. **More Effective Interventions:** By understanding the problem from multiple perspectives, we can design more appropriate and effective interventions. This approach allows us to adapt strategies and support according to the needs of the individual concerned.
6. **Strengthening Support Systems:** A multiperspective approach makes it possible to identify and strengthen support systems around the individuals involved. This can include the role of family, friends, teachers and community in providing support and understanding.
7. **Emphasis on Education and Awareness:** By involving various parties, a multiperspective approach can support education efforts and increase awareness about self-harming behavior, bullying and mental health issues. Better understanding can lead to more effective prevention.

By combining these diverse perspectives, a multiperspective approach can create an environment that is more empowering, supportive, and responsive to the complexities of self-injurious behavior, bullying, and mental health issues.

B. Self-harm, bullying, and student mental health are reviewed from multiple perspectives

A multiperspective approach to self-injurious behavior, bullying, and student mental health involves applying multiple viewpoints to understand these phenomena holistically. Comprehensive analysis allows us to see more than one aspect and factors that may contribute to this behavior, and can be a good solution in resolving the problem. There is a multi-perspective review of the causes, impacts and alternative solutions to problems of self-harming behavior, bullying and mental health problems. In order to be able to determine holistic solutions and alternatives related to these problems, it is important to study each problem in depth from various perspectives.

Self-defeating behavior

Adolescence is a period full of conflict due to changes in physical, behavioral and social roles (Hurlock, 1980). This transition requires adaptation to changes that can increase stress (Klonsky et al., 2011). Some teens can handle problems well, but the inability to resolve them can lead to stress and negative emotions. Uncontrolled stress can encourage self-harming behavior such as drug or alcohol use, cause social problems, and other negative behavior (Notosoedirjo, 2001; Pavon, 2023). Therefore, difficulties in overcoming problems during adolescence can have an impact on negative emotions and behavior.

Self-harm behavior, known as self-harm, is the act of harming oneself to deal with emotional distress without suicidal intent (House, 2019; McDougall, 2010; Tarigan & Apsari, 2021). This practice is not a new phenomenon and has existed in ritual ceremonies such as those carried out by the Dani tribe in Papua. In this tradition, if someone in their family dies, they have to cut their fingers, called Iki Pelek, which is only done by women, even if their fingers run out (Rizal, 2016). Self-harm behavior has been carried out by ancestors in certain rituals as an expression of sadness. because of loss.

Studies in Malaysia show that around 68% of students aged 13-16 years have experienced self-harm. Data from the Global School-based Student Healthy Survey (GSHS) shows that suicidal behavior and self-harm problems are most common in adolescents aged 13-17 years. Mental health affects around 10-20% of children and adolescents worldwide, with around 6% of self-harm behaviors being the cause of death in the population aged 15-29 years (Guan & Mey, 2011).

More than a third of Indonesia's population, 36.9%, have injured themselves according to the YouGov Omnibus survey with the participation of 1,018 respondents. The majority of these actions were carried out by young people, according to information from RSUD dr. Soetomo stated that on average ten teenage patients come every week with scratches, scratches or bumps against walls (Tarigan & Apsari, 2021). In 2023, a report from SMP Negeri 1 Ngariboyo, Magetan Regency, East Java, revealed that 76 students were identified as committing acts of self-harm, including cutting their wrists with sharp objects such as razors, needles, broken glass and rulers (Adhitama, 2023).

Factors that influence self-harm behavior in adolescents are reviewed from multiple perspectives such as psychological, social, educational, environmental and technological.

Table 1. Factors that Influence Self-Harm Behavior

No	Source	Faktor	Statement	Perspective
1	(Mullis & Chapman, 2000)	<i>Emotion focus coping</i>	Teenagers often use an emotionally focused approach to dealing with problems, namely by reducing pressure to achieve comfort. One way is to injure yourself.	Perspective Psychological
2	(Polk & Liss, 2009)	Communication Patterns with Parents	Lack of communication and strictness in implementing rules by parents towards children can trigger children's behavior that is detrimental to themselves.	Surrounding environment
3	(Rönkä et al., 2013)	Lonely	Loneliness has been shown to be a factor associated with self-injurious behavior. However, no relationship was found between the number of close friends one has and this behavior.	Psychological Perspective
4	(Baetens et al., 2014)	High level of difficulty in responding to unpleasant experiences and low level of tolerance for difficult situations.	Youth who engage in self-harm have significant levels of difficulty in dealing with negative experiences and low tolerance, resulting in them adopting self-harm behavior as a form of emotional expression.	
5	(Burešová et al., 2015)	Internal	Internal factors that cause a person to behave detrimental to themselves involve internal needs or tendencies, such as neurotic needs such as affection, social acceptance, or social esteem.	Psychological Perspective

No	Source	Faktor	Statement	Perspective
		External	Parental education which tends to be authoritarian and the application of very strict rules to children can be a driving force for self-defeating behavior.	Environmental Perspective
6	(Nurendah et al., 2023)	External, Internal	Self-defeating behavior can arise from two aspects, namely internal and external. Internal factors include neurosis or psychotic characteristics, innate traits, and emotional intelligence which tends to be negative. Meanwhile, external factors are related to trauma which can arise due to the influence of the school environment and unsupportive parenting patterns in the family environment.	Educational & Social environmental perspective

According to Walsh, self-injury behavior has several characteristics which can be grouped as follows: (a) Based on the perpetrator's personality, including difficulty controlling impulses in various areas, manifested in eating disorders or addiction to addictive substances; low self-esteem and a strong urge to gain love and acceptance from others; rigid thought patterns, with an all-or-nothing way of thinking; (b) Based on the perpetrator's family environment, involving childhood trauma or an incomplete family, which results in difficulties in internalizing positive attention; inability or unwillingness to take good care of oneself; (c) Based on the perpetrator's social environment, including deficiencies in forming and maintaining stable relationships; fear of changes in daily activities or new experiences of any kind, changes in behavior, and the transformation required to recover (Walsh & Rosen, 1988).

Overcoming self-injury (self-harm) is a complex process and often requires a multiperspective approach that includes psychological, social and physical aspects. A general view of coping from several perspectives among others Psikologis,

- a. Cognitive-Behavioral Therapy (CBT): CBT can help a person identify and change negative thought patterns and behaviors that cause self-injury. (Maharani, 2022; Paramitayani, 2022) Cognitive-Behavioral (CBT) involving relaxation techniques, cognitive restructuring, and self-management has been proven to be effective when individuals experience emotional instability, such as sadness, anger, hopelessness, or face problems that are difficult to express publicly. others. This approach can provide satisfactory results in reducing uncontrolled emotions, as well as changing negative thoughts into positive ones, thereby reducing behavior that can harm oneself.
- b. Dialectical Behavior Therapy (DBT): DBT is a form of therapy specifically designed to treat self-injury and other emotional problems. It teaches emotional regulation and distress tolerance skills. (Nuryono & Syafitri, 2020) One method that can be used to help individuals experiencing post-traumatic stress disorder (PTSD) is Dialectical Behavior Therapy (DBT)
1. Social
 - a. Social Support: Building a positive social support network can help reduce isolation and provide emotional support.
 - b. Family Intervention: Involving the family in the healing process can help create a more supportive environment.

2. Physical

- a. Medical Treatment: For physical injuries caused by self-injury, medical treatment may be necessary. Caring for wounds properly can help prevent infection and speed healing.
- b. Comprehensive Mental and Physical Health Evaluation: A health professional can evaluate physical and mental factors that may contribute to self-injury.

1. Spiritual or Religious:

Exploring the Meaning of Life: For some people, searching for the meaning of life or undertaking spiritual or religious practices can be a source of support and meaning. (Sansone & Wiederman, 2015) Involvement in religious practices or spirituality can have a positive impact on a person's psychological health and mental health. Meanwhile (Moore & Bauer, 2022) states that self-harm by teenagers is caused by spiritual doubts. This indicates that spirituality plays an important role in protecting oneself from stress which leads to self-injury. Several studies present findings supporting that individuals who consider themselves to be religious or spiritual people tend to experience higher levels of well-being

2. Guidance Counseling with the REBT approach

Rational Emotive Behavior Therapy (REBT) is a form of cognitive therapy developed by Albert Ellis. The main goal of REBT is to help individuals identify, replace, and change their irrational or maladaptive thoughts into more rational and adaptive thoughts (Aji & Saputra, 2023; Bidayah et al., 2023). This therapy focuses on the connection between thoughts, feelings, and behavior, and helps individuals develop healthier thought patterns. Support from people around you, such as family or close friends, can increase the effectiveness of REBT interventions. Using REBT in counseling will be able to overcome self-injury that occurs in students.

3. Education and Awareness:

Understanding Self-Injury: Education about self-injury, both for the individual experiencing self-injury and those around them, can help reduce stigmatization and increase understanding.

4. 3. Medical Treatment:

Consult with a Mental Health Professional: It is important to consult with a mental health professional such as a psychologist or psychiatrist to get help appropriate to the individual's situation and needs.

It is important to note that each individual is unique, and effective approaches may vary. It is important to work with mental health professionals to design a treatment plan that fits a person's specific needs and condition.

Bullying

Bullying is disruptive and dangerous behavior, characterized by repeated aggressive actions, the use of derogatory words, or other forms of treatment directed at an individual or group. Often, there is an imbalance of power, where the perpetrator has control over the victim. Harassment can occur in various contexts, such as schools, workplaces, cyberspace, and society. (Tight, 2023) Bullying is an intentional and ongoing act of abuse of power in a relationship, involving the repeated use of words, physical actions, and/or social interactions with the aim of creating a negative physical, social, and/or psychological impact. These incidents may involve individuals or groups exploiting their power or perceived power over one or more individuals who are unable to stop the abuse. Bullying can occur in person or through online platforms, use various types of digital media, and may be carried out overtly or covertly.

Bullying is a serious behavior that negatively impacts the lives of tens of millions of teenagers around the world every year (Volk et al., 2022). There are various types of bullying or bullying;

1. *Physical Bullying*: Bullying (e.g., teasing, threatening, spreading rumors, pushing, or hurting someone repeatedly) and physical violence (e.g., child abuse, dating violence, intimate partner violence, hitting, punching, kicking, attacking someone with the intent to harm they are serious) often occur among adolescents and young adults and are detrimental to mental and physical health (Ellyson et al., 2023; Lebrun-Harris et al., 2020; Rivara et al., 2019). Physical Bullying is a form of aggressive behavior in which a person uses physical force to establish power and control over another person. This type of

bullying can occur in various places, such as school, work, or in society. Physical bullying involves actions that cause harm or discomfort to the victim and often involves direct physical contact. Physical bullying can have serious consequences for the victim, both physically and emotionally. This can lead to injury, low self-esteem, anxiety, depression, and other long-term effects. It is important to address and prevent physical bullying through education, awareness, and implementation of anti-bullying policies in schools and other institutions. Encouraging open communication, fostering a culture of mutual respect, and providing support to both victims and perpetrators are crucial steps in addressing and preventing physical bullying

2. *Verbal Bullying*: Involves using words to hurt or demean, such as teasing, ridiculing, or spreading gossip. (Barus et al., 2023) stated that verbal bullying continuously occurs among students and tends to cause serious problems. The expressions used in verbal bullying are various words or expressions that are often used by children of their age which are considered normal, because they view these expressions as highly violating cultural ethics in that area. Meanwhile, the factors that cause verbal bullying are grouped into five factors, namely economic ability, seniority traditions, seniority, disharmony or school situation, and individual or group characteristics. This shows that the factors that cause verbal bullying in state schools also occur in these Islamic boarding schools, and the noble goals that these institutions want to achieve have not been achieved properly. (Mutunga, 2023) found that verbal expressions of bullying had a major impact on the target. Some victims feel isolated from their affiliated groups, feeling sad, unappreciated and humiliated.
3. *Social Bullying*: Also known as relational or covert harassment, this type involves the manipulation of relationships, social exclusion, or the spread of false information to harm a person's social position. Social Bullying, also known as relational aggression or social aggression, refers to a type of bullying that primarily involves the manipulation, destruction, or sabotage of a person's relationships or social standing. In contrast to physical bullying, which involves direct aggression, social bullying is more covert and often occurs through social interactions. This form of bullying can occur in a variety of settings, including schools, workplaces, and online platforms. Social bullying can have serious emotional and psychological impacts on its victims, leading to feelings of isolation, anxiety, depression and low self-esteem. It is important to urgently address social oppression and create an environment that encourages empathy, inclusivity and respect. Educating individuals about the impact of their actions and fostering a culture of kindness and understanding can contribute to preventing social bullying. Schools, workplaces, and online communities can implement anti-bullying programs and policies to create safer and more supportive environments for everyone.
4. *Cyberbullying*: Occurs via digital devices, such as smartphones and computers, and involves online harassment, spreading gossip via social media, or sending threatening messages. Cyberbullying is a form of online harassment that primarily occurs on the internet and social media. This includes destructive activities that are continuously directed towards other individuals by individuals or groups (Hidajat et al., 2015)). Examples of cyberbullying include text messages, emails, in-person bullying, online games, websites, chat rooms, or social media platforms (Kowalski & Limber, 2013). The main goal of cyberbullying is to scare the victim. This bullying has serious consequences, both online and offline, and can have a significant impact on a person's mental health. Every individual who uses social media has the potential to experience the negative impact of cyberbullying..

Harassment can have serious consequences for both the victim and the perpetrator. Victims may experience emotional distress, anxiety, depression, and even physical health problems. In some extreme cases, abuse has led to self-harm or suicide. On the other hand, perpetrators can face disciplinary action, social isolation, and long-term behavioral problems.

Efforts to address and prevent harassment involve raising awareness, creating anti-harassment policies, establishing a positive and inclusive environment, and educating individuals about the impact of their words and actions. It is important for schools, workplaces and communities to take proactive action to prevent and address harassment, and for individuals to speak out and support those who are targets.

If you or someone you know is experiencing abuse, it is important to seek help from a trusted adult, teacher, or authority figure

1. Bullying from Multiperspective Sociology

In explaining the reality of bullying in the school environment, there are various options for explaining it theoretically in the social sciences, especially sociology. These various approaches relate to different paradigms. References to sociology according to Ritzer (2012) group paradigms into social facts, social definitions and social behavior paradigms. Ritzer (Alimandan, 1993) interprets a paradigm as a point of view on something or a theoretical basis that has an impact on methods of explaining social reality, and is the main basis for attention in a science.

Further explanation of each paradigm was presented by Ritzer as follows: a) The social facts paradigm focuses on social facts or structures in large-scale social institutions (macro structures) and their influence on individual and collective actions. Some of the theories included in this paradigm involve structural functional theory, conflict theory, and systems theory. b) The social definition paradigm directs attention to the way social actors define the social situations they experience and their impact on actions in interactions. Some theories belonging to this paradigm include symbolic interactionism, phenomenology, and ethnomethodology. c) The social behavior paradigm focuses attention on the individual's position as a passive subject who is controlled and subject to a social structure that contains values and a system of rules

However, in different groupings, multiperspective sociology can also be described as follows: the approach of structural determinism (macro objective), agent determinism (micro subjective), and continuity of structural agency (integration of the two). The structural determinism approach highlights that social problems are caused by social structural factors, while the agent determinism approach focuses on the role of action actors in determining social problems. Meanwhile, the structure-agency continuity approach observes that social problems involve complex relationships between structures and agents. These three perspectives can be applied to analyze the phenomenon of bullying.

Bullying can be viewed from various perspectives in the field of sociology. The following are several sociological perspectives that can be applied to understand the phenomenon of bullying:

- a. Functionalist Perspective.
 - 1) Emphasize the social role or function of each part of society.
 - 2) Bullying can be seen as a form of social control that appears to maintain societal norms and values.
 - 3) Society needs mechanisms to curb behavior deemed inappropriate, and bullying can be one way to achieve this goal.
- b. Conflict Perspective:
 - 1) Focus on conflict and inequality in society.
 - 2) Bullying can arise as a result of inequality of power and status between individuals or groups.
 - 3) Individuals or groups who feel stronger or higher in status can use bullying as a way to maintain or improve their position.
- c. Symbolic Perspective:
 - 1) Viewing social action as a process of interpreting meaning.
 - 2) Bullying can be seen as a form of symbolic communication, where actions and words are used to convey messages of power, status, or rejection.
 - 3) The meaning of bullying can vary depending on the context and interpretation of participants in social interactions.
- d. Structural Perspective:
 - 1) Highlights the social structures that shape and influence individual behavior.

- 2) Bullying can be investigated through an understanding of how social structures, such as schools or workplaces, influence relationships and interactions between individuals.
- e. Feminist Perspective:
 - a. Relating to gender analysis and gender inequality.
 - b. Bullying can be seen as an expression of gender domination or as a response to violations of traditional gender norms

It is important to remember that these perspectives are not separate and can complement each other. The use of various sociological perspectives can provide a more comprehensive understanding of the complexity of the bullying phenomenon in society.

1. Factors that cause bullying

Bullying can be caused by various complex and varied factors. (Hoover & Milner, 1998) said that the causes of bullying involve external and internal factors. Internal factors include personality characteristics, past experiences of violence, and parental behavior that spoils children, so that they do not form a mature personality. On the other hand, external factors involve influences from the social and cultural environment. In more detail, the following describes several factors that can cause bullying, including:

- a. Lack of Supervision and Attention. When children or teenagers do not receive adequate supervision from parents or caregivers, they may be more susceptible to bullying behavior. The initial environment must be given maximum attention to create optimal conditions for positive personality development. The family has a major influence on the early stages of a child's development, playing a key role in shaping their traits and attitudes. Parents have a significant role in children's growth, development and social interactions (Syofiyanti, 2016). Adolescence is an important phase in individual development, involving a variety of developmental tasks with varying levels of difficulty. Understanding adolescent developmental tasks can prevent conflicts that may arise, and the surrounding environment, especially the family, plays a vital role in shaping a teenager's personality. Teenagers' uncontrolled emotions can cause problems, including bullying behavior, which is now increasingly prominent in society and the media. The existence of bullying is often ignored, even though it can have serious consequences, even loss of life. The importance of awareness from various parties to overcome the problem of bullying is very urgent. Ketidaksetaraan dan Diskriminasi, Perbedaan dalam hal ras, agama, orientasi seksual, atau kecacatan dapat menjadi pemicu bullying. Orang yang dianggap berbeda seringkali menjadi sasaran untuk diintimidasi.
- b. Lack of Education About Caring and Empathy, Lack of understanding about the importance of empathy and caring for differences can create an environment where bullying can thrive.
- c. School Environmental Factors, school culture that supports or ignores bullying behavior can contribute to bullying incidents. When there are no clear consequences or no social norms against bullying, such behavior can escalate. Mental and Emotional Disorders. Individuals who experience mental disorders or emotional problems may be more vulnerable to becoming victims or perpetrators of bullying. Factors such as low self-esteem, anxiety, or depression can play an important role
- d. Influence of Media and Technology. Exposure of children and adolescents to media or online content that supports or promotes aggressive behavior can contribute to bullying.
- e. Learned Aggressive Behavior. Children can learn aggressive behavior from their environment, including models of aggressive behavior they see in their families or in the media
- f. Lack of Parental Involvement. Lack of parental involvement in their children's lives can increase the risk of bullying. Parents who are not active in teaching moral and social values to their children may not help prevent bullying behavior. Ariesto in Fransisca (2011) states that bullying behavior can be caused by family factors. Perpetrators of bullying tend to come from families experiencing problems, such as parents who often give excessive punishment to children, home conditions that are full of stress, aggression and conflict. According to the analysis conducted by Lestari (2016), factors within the family have a big role in triggering bullying behavior. Families that are not harmonious and have house rules that are too strict are identified as the main causes. Tumon (2014) also highlighted that

authoritarian parenting styles (10.6%) and conflict between parents (4.8%) can encourage children to vent their emotions outside the home. Zakiyah (2017) notes that excessive use of punishment by parents and arguments between them can influence children to imitate such behavior from their peers. This research is in line with other findings which show that the main factor that causes bullying is that children often witness commotion at home (82.3%). This may happen because the family is less able to resolve conflicts through deliberation.

1. Handling bullying is viewed from a multi-perspective perspective

Handling bullying can be understood and faced from various perspectives, including individual, school, community and government perspectives. Understanding this problem from various perspectives can help create a holistic and effective approach to preventing and dealing with bullying. The following is the handling of bullying from several perspectives:

Tabel 2. Penanganan Bullying Dari Beberapa Multiperspektif

No	Approach	Victim	Perpetrator
1	Individual Approach	<ul style="list-style-type: none"> Develop social and emotional skills to deal with bullying. Report bullying incidents to the appropriate authorities. Seek support from friends, family, or a counselor. Learn stress management techniques and increase self-confidence. 	<ul style="list-style-type: none"> Raise awareness about the negative impacts of bullying behavior. Attend training programs to develop empathy and social skills. Get guidance or counseling to overcome behavior problems. Take responsibility and apologize to the victim Strengthening Social Skills: Developing social skills such as empathy, effective communication, and conflict resolution can help individuals interact positively with others
2	Family Approach	Open Communication	Positive Behavior Model
		Encouraging open communication among family members can help create an environment where children feel comfortable talking about their experiences and seeking support	Parents and family members can serve as models of positive behavior, demonstrating how to interact with others with respect and tolerance.
3	School	Prevention	Intervention
		<ul style="list-style-type: none"> Implement anti-bullying education programs. Create clear school policies and enforce consequences for bullies. 	<ul style="list-style-type: none"> Provide support and protection to victims. Involve parents and families in problem solving. Provide strict sanctions to perpetrators to prevent repetition.

		<ul style="list-style-type: none"> • Hold outreach and training activities to increase awareness. • Promote an inclusive and welcoming school climate 	<ul style="list-style-type: none"> • Providing counseling or rehabilitation to perpetrators
4	Public	Community Education	Parental Participation
		<ul style="list-style-type: none"> • Increase public awareness about the impacts and forms of bullying. • Hold seminars and workshops in the community to discuss the issue of bullying. • Encourage active participation of parents in prevention 	<ul style="list-style-type: none"> • Involve parents in supporting their children in dealing with bullying. • Encourage parents to communicate with the school regarding bullying issues. • Building social networks in the community to support preventive measures.
5	Technological Approach	Digital Education bullying	Access Restrictions
		Providing individuals, especially children and teenagers, with an understanding of digital etiquette and the consequences of cyberbullying can help prevent online bullying. Supervision	Proper supervision and limiting access to technology can help prevent the use of digital platforms to cause bullying
4	Government	Anti-Bullying Policy	Research and Evaluation
		<ul style="list-style-type: none"> • Develop and enforce anti-bullying policies at national and local levels. • Provide resources and support to schools in implementing this policy. • Establish legal consequences for perpetrators of bullying 	<ul style="list-style-type: none"> • Support research on the factors that cause bullying and the effectiveness of prevention strategies. • Evaluate existing prevention programs

The multiperspective approach can help create safer and more supportive environments for individuals, especially in educational settings. Additionally, collaboration among individuals, schools, communities, and governments is crucial to achieving significant changes in addressing bullying issues. Involving various stakeholders and approaches can shape more effective strategies in bullying prevention. It is important to remember that holistic and sustainable approaches are needed to create positive cultural changes and reduce bullying incidents.

CONCLUSION

A comprehensive analysis of the multiperspective approach to self-harm behaviors, bullying, and student mental health underscores the importance of understanding these phenomena through diverse lenses. The multiperspective approach provides richer and more holistic insights into the contributing

factors to these issues among students. In the context of self-harm behavior, the multiperspective approach takes into account personal, social, and environmental factors that may influence students' tendencies to engage in self-harm behaviors. These include academic pressure, family issues, and psychological issues that may play key roles. By understanding the complexity of these relationships, more effective and in-depth intervention strategies can be developed. The multiperspective approach also opens space for understanding bullying from various perspectives. This includes the roles of victims, perpetrators, and bystanders, as well as factors influencing the dynamics of violence in schools. Involving all parties involved in bullying situations can help create a safer and more supportive environment for students. Regarding student mental health, the multiperspective approach encompasses biological, psychological, and social factors that can affect their mental well-being. This allows for a more holistic approach to prevention and intervention, including psychological support, cognitive approaches, and attention to social aspects of students' lives. Overall, the multiperspective approach to these issues strengthens our understanding of the complexity of interactions among various factors influencing self-harm behaviors, bullying, and student mental health. By combining personal, social, and environmental perspectives, more targeted and comprehensive intervention strategies can be developed to enhance the overall well-being of students.

ACKNOWLEDGMENT

This research was completed due to support from the Education Science Study Program. Postgraduate Program, Universitas Pendidikan Ganesha

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