



## THE ROLE OF THE WALI NAGARI SUNGAI KAMUNYANG IN RESOLUTING BULLYING BY TEENAGERS

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### ABSTRACT

This study addresses the limited scholarly attention to community-based governance mechanisms in resolving adolescent bullying, particularly within rural Indonesian contexts, which requires a resolution through the village government, particularly the Village Head as the village leader. Bullying among teenagers not only impacts the victims but also affects social relationships within the community. Therefore, an active role from the Village Head is needed to resolve this problem to create order and harmony within the community. This study aims to critically examine how village leadership operates as an informal social control mechanism in addressing adolescent bullying and to extend the application of social control theory in local governance contexts. This study employs a qualitative case study design, using purposive sampling of eight key informants and thematic analysis to ensure analytical depth and rigor. Data collection techniques were conducted through interviews, observation, and documentation with eight informants: the Village Head, the Principal, the Chairperson of the National Child Protection Commission (KPAN), KPAN members, the perpetrator, the victim, the perpetrator's parents, and the victim's parents. The findings reveal that the village head institutionalizes informal dispute resolution through mediation, moral guidance, and multi-stakeholder collaboration, thereby reinforcing social cohesion and behavioral regulation. These resolutions are conducted amicably with the goal of improving the perpetrator's behavior without damaging social relationships within the community. From a social control theory perspective, the village heads' resolutions demonstrate the strengthening of social bonds through supervision, value instillation, and community involvement, thereby preventing deviant behavior in adolescents. The study underscores the importance of integrating informal leadership structures into social control frameworks and offers practical insights for community-based bullying prevention strategies in similar socio-cultural settings. Therefore, collaboration between the village government, schools, parents, and the community is necessary in supervising and guiding adolescents.

### INTRODUCTION

Adolescence represents a critical developmental stage characterized by increased vulnerability to risk behaviors, including bullying, which has become a significant social issue in both educational and community contexts. For teenagers, this period is often seen as a time to explore and enjoy freedom. However, this period often presents various problems, both for adolescents themselves and their social environment. During this period, adolescents are at a stage where they are physically able to function as adults, but mentally and socially they are not yet mature (Santrock, 2021).

Juvenile delinquency, including bullying, continues to require serious attention from parents, educators, and communities, as many cases remain unresolved through formal legal mechanisms.

To prevent future criminal activity, preventive approaches and educational guidance are crucial. It is hoped that moral guidance, character building, and a supportive environment can help adolescents understand the boundaries of social and legal norms so they can grow into responsible individuals with sound legal awareness (Santrock, 2021; García et al, 2020).

According to Kartono in (Zulherawan:2019), juvenile delinquency is a social pathological symptom in adolescents caused by a form of social neglect. As a result, they develop form of deviant behavior. According to established literature (Garaigordobil et al, 2018), M., & Martínez, bullying in children manifests in various forms, including verbal, physical, and social aggression, each with distinct psychological and social consequences:



1. Verbal , for example making fun of, cursing, taunting, and slandering;
2. Physical, such as kicking, slapping, pinching, pushing, and damaging things;
3. Social or indirect , for example, excluding friends, public humiliation, or threatening stares. If done continuously, these various forms of violence can damage the mental development of both the victim and the perpetrator (Sejiwa, 2008).

**Table 1.1 Collection of Bullying News**

No.	News	Year	Source
1.	Students in Pasuruan Experience Mental Disorders Due to <i>Bullying</i>	2024	Kompas.com
2.	Bullying in Kutai Kartanegara: Victim Experiences Hallucinations	2025	Kompas.com
3.	Depok Student Allegedly a Victim of Viral Social Media Bullying, School Closed	2023	Tempo.com
4.	The victim of bullying at Binus High School told Commission III that the perpetrator was the son of a political party leader.	2024	Reddit.com
5.	Viral Video of a Teenager in West Jakarta Beaten by a Friend, Allegedly Over a Fight Over a Boyfriend	2025	News.detik.com

**Source: Author's Modification, 2025**

This action is defined as aggressive behavior that can be physical, verbal, or social, carried out repeatedly by an individual or group against someone who is considered weaker or unable to defend themselves. *Bullying* not only creates an unsafe and uncomfortable environment for students, but also leaves a very detrimental impact, both physically and psychologically.

Internal factors such as individual characteristics of adolescents influence the occurrence of *bullying* . Often, adolescents seek peer recognition based on their self-

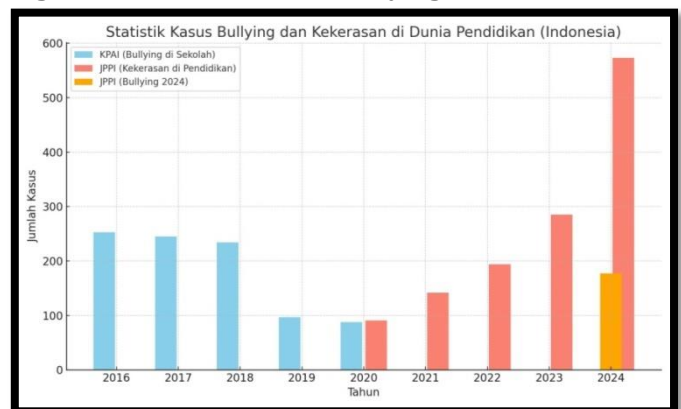
esteem, as self-esteem is crucial in shaping behavior. Self-esteem refers to how adolescents evaluate themselves and encompasses their overall assessment of themselves, both positive and negative.

Teenagers with low self-esteem tend to express anger openly, which often leads to unconstructive behavior such as *bullying* . Beane (2008) states that low self-esteem in adolescents can be a major trigger for bullying behavior.

aged children who engage in bullying often exhibit antisocial behavior later in life as teenagers or adults. Furthermore, they risk transmitting these *bullying habits* to their home environment, such as truancy, running away, and even depression. Not infrequently, they are also involved in criminal activities, as well as consuming alcohol and drugs.

Overall, if bullying is left untreated, it will hinder a child's social, mental, and physical development (Widaningtyas et al., 2022). Therefore, early intervention is crucial to prevent long-term impacts as they grow older (Hartati et al., 2020). Based on official data from the Indonesian Child Protection Commission (KPAI), the phenomenon of bullying was recorded at 253 cases in 2016, 245 cases in 2017, 234 cases in 2018, 97 cases in 2019, and 88 cases in 2020. Meanwhile, the Indonesian Education Monitoring Network (JPPI) recorded the phenomenon of violence including *bullying* at 91 cases in 2020, 142 cases in 2021, 194 cases in 2022, 285 cases in 2023, and 573 in 2024 in the educational environment as a whole. In 2024, 31% of the total cases of around 177 were said to be related to bullying in schools, madrasas, and Islamic boarding schools .

**Figure 1 Statistical Data on Bullying Cases in Indonesia**



**Source: 1KPAI and JPPI**

*Bullying* victims often experience negative psychological effects such as shame, trauma, and decreased self-confidence, even developing a phobia of school. They feel isolated, do not believe anyone can help, and are at risk of depression (Khasanah, 2013). In addition, victims may experience excessive anxiety, sleep disturbances leading to poor sleep quality, prolonged sadness, and in extreme cases, suicidal thoughts or actions (Sucipto, 2012).



Therefore, it is important for all elements of education, teachers, parents, and school institutions to actively play a role in preventing and handling *bullying* in order to create a safe, inclusive learning environment that supports optimal student growth and development. This is especially important for the National Commission on Human Rights, the Indonesian Child Protection Commission (KPAI), and related institutions (Bullying, Environment, and Review 2024).

**Table 1.2 2of Juvenile Delinquency in Jorong Batang Tabik Sungai Kamunyang in 2024**

No	Delinquency Case	J lh	Settlement
1.	Having sex outside of marriage	1	Married
2.	Fight	16	Collaborate with the school
3.	LGBT	3	Assistance to a Psychologist
4.	<i>Bullying</i>	23	Parenting Socialization

*Source: Village Head Office Notes, 2026*

Based on Table 1.2, the Village Head's Office reported that several cases of juvenile delinquency have been effectively handled at the village level. Among these, one case of extramarital sex ended in marriage between the perpetrators, 16 cases of fights between students were handled through school collaboration, 3 cases of LGBT behavior received psychological counseling, and 23 cases of harassment were responded to through parenting outreach. These responses demonstrate that the Village Heads actively participate in resolving youth issues in their areas through collaboration and using an educational approach.

The role of the Village Head in dealing with juvenile delinquency, especially those involved in bullying, aims not only to address the delinquent acts, but also to guide the children involved to return to a positive path. This In this context, the role of the Village Head (Wali Nagari) can be understood through the lens of social control theory, which emphasizes the importance of social bonds and community regulation in preventing deviant behavior as a local leader who understands the social, cultural, and character of the village community. The Wali Nagari can provide guidance and a more preventative, persuasive approach, working with various community elements, such as parents, teachers, and traditional leaders, to guide children and adolescents who are vulnerable to negative influences.

In Zulherawan (2025) it is explained that the Village Head is the customary leader and head of the village government or nagari in the Minangkabau social structure. It has authority not only in administrative aspects, but also

in maintaining and upholding values customs that have been passed down from generation to generation .

Based on the background above, the researcher is interested in analyzing juvenile delinquency in Jorong Batang Tabik, with the title " The Role of the Sungai Kamunyang Village Head in Resolving Bullying Acts Committed by Teenagers ".

**METHOD**

This study adopts a qualitative case study design to explore the role of village leadership in resolving bullying within a specific socio-cultural context. This study focuses specifically on bullying as a form of juvenile delinquency, ensuring conceptual clarity and alignment throughout the research. By focusing on the process and discovering the meaning behind the phenomena that emerge in the study, this study aims to make the information reviewed more accurate.

According to Sugiyono (Zulherawan, 2020) , qualitative methods are used in natural settings, with the researcher as the key instrument. This approach is used to deeply understand social phenomena, as is also applied in Zulherawan's research on adolescent deviant behavior.

This study uses descriptive research due to the specific issues raised in the study. This type of research examines societal issues such as societal values and norms , situations, relationships, attitudes, perspectives, processes, and the impacts of phenomena.

The purpose of this research is to provide an overview of the facts, characteristics, and relationships between the phenomena studied in a systematic, accurate, and precise manner. Researchers can also compare certain phenomena, so that this research can be considered a comparative study and can investigate normative issues together with status issues and at the same time, which includes comparisons between phenomena. It is hoped that this descriptive research will help researchers in describing and comparing events and facts about the subject to be studied "Efforts of the Mayor of Jorong Batang Tabik Village in Resolving Juvenile Delinquency (Case Study X)" .

**RESULTS AND DISCUSSION**

**Results**

The findings should be restructured to emphasize analytical insights by synthesizing interview data into thematic categories, highlighting patterns, causal relationships, and theoretical implications rather than merely presenting descriptive accounts, there are several things that the author obtained regarding the Role of the Wali Nagari Sungai Kamunyang in resolving bullying acts carried out by teenagers, which were strengthen theoretical integration by explicitly linking each finding to components of social control theory (attachment, commitment, involvement, belief) and discussing how the results confirm, extend, or challenge existing theoretical



assumptions which views that deviant behavior can be prevented through the existence of social ties in society. This theory explains that there are four social aspects that influence a person not to commit deviance, namely attachment, commitment, involvement, and belief. These four aspects can be used to see how the Wali Nagari's role in controlling the behavior of teenagers who commit bullying in the Nagari Sungai Kamunyang environment.

### 1. Attachment (Bond)

Attachment is an emotional connection between an individual and others, such as family, school, and community. In social control theory, strong bonds with parents, teachers, and the social environment will make a person more cautious in their actions because they do not want to disappoint those they respect. Conversely, if these bonds are weak, adolescents are more likely to engage in deviant behavior, including bullying. Based on the results of interviews conducted with eight informants, it appears that the bullying cases that occurred in Nagari Sungai Kamunyang are related to weak relationships between adolescents with their families, schools, and the community.

Interviews with the village head of Sungai Kamunyang revealed that bullying often occurs due to a lack of parental attention and supervision of children's social interactions. The village head stated:

Head of Sungai Kamunyang Village (December 15, 2025)

*"If children don't get enough attention at home, they often seek it outside, sometimes in inappropriate ways like teasing or hitting their friends. That's why we always call parents to help them get closer to their children."*

This statement shows that a weak relationship between children and their families can cause children to seek recognition outside the home, making it easier for them to commit acts that violate norms. The principal of the school victim of bullying also expressed the same sentiment, explaining that bullying often occurs due to a lack of communication between students, parents, and teachers. The principal stated that:

Principal Victim of Bullying (January 20, 2026)

*"Children who have problems are usually less open with parents and teachers. If the relationship at home is good, things are usually more controlled at school too."*

This statement shows that the emotional bond between students and their families and schools has a great influence on children's behavior in the social environment. Furthermore, based on interviews with the Chairperson of the National Commission for Child Protection (KPAN), it was discovered that the lack of closeness between children and their families makes them susceptible to the influence

of their social environment. The Chairperson of KPAN stated that:

Chairman of the National Mandate Commission for Sungai Kamunyang Village (January 22, 2026)

*"Many children bully because they follow their friends. At home, there is less supervision, so they are closer to their friends than to their parents."*

This shows that when ties with family are weak, the influence of peers becomes stronger, making it easier for children to commit deviant acts. A member of the National Child Protection Commission (KPAN) echoed this sentiment, explaining that the family plays a crucial role in preventing bullying. He said:

Member of the National Mandate Commission for Sungai Kamunyang Village (January 22, 2026)

*"If parents often control and are close to their children, usually the children don't dare to do anything wrong. But if left alone, children are easily influenced."*

This statement shows that supervision and closeness in the family are part of attachment which functions as social control. From the perspective of the perpetrator, interviews with the perpetrator of bullying indicated that the actions were due to peer influence and a lack of consideration for the consequences. The perpetrator stated:

Perpetrator (January 23, 2026)

*"At first, I just followed my friends, I didn't think it was wrong. I didn't tell anyone at home either, so my parents didn't know."*

This answer shows that the perpetrator does not have openness with his parents, so that the bonds within the family do not run well. Meanwhile, interviews with bullying victims revealed that they felt afraid and didn't dare tell anyone until the problem was resolved. The victims stated:

Victim (January 24, 2026)

*"At first, I kept quiet, not daring to tell anyone. Only after my parents found out did we discuss the matter at the village head's office."*

This shows that when relationships with family are strengthened, problems can be resolved better because of the support from parents and the community. Interviews with the perpetrator's parents revealed that after the bullying incident, the parents attempted to repair their relationship with their child by providing more attention and supervision. The perpetrator's parents stated that:



### Parents of the Perpetrator (January 23, 2026)

*"After that incident, we advised the child more often and supervised his interactions, so that it doesn't happen again."*

This statement shows that after a deviation occurs, the family tries to strengthen attachment as a form of social control. The same thing was also evident in interviews with the victim's parents, who stated that they tried to get closer to their child after experiencing bullying. The victim's parents said:

### Parents of the Perpetrator (January 23, 2026)

*"We ask our children more often now, so that they are not afraid to tell us if there is a problem."*

This statement shows that emotional relationships in the family become stronger after a conflict occurs, so that children feel safer. Based on all the interview results, it can be concluded that the attachment element in social control theory can be seen from the relationship between adolescents and their families, schools, and communities. Bullying cases in Nagari Sungai Kamunyang occur due to weak social ties, such as lack of parental attention, lack of communication with teachers, and strong peer influence. After bullying occurs, these bonds are strengthened again through the role of parents, schools, and the village government, so that social control over teenagers becomes stronger and is expected to prevent deviant behavior in the future.

## 2. Commitment

Commitment, in social control theory, refers to an individual's attachment to the goals, rules, and expectations prevailing in society (Thornberg & Delby, 2019). A person who is committed to their future, family, school, and social environment will tend to avoid deviant behavior for fear of damaging their own or their family's reputation. Conversely, if this commitment is weak, individuals are more likely to engage in acts that violate norms, including bullying. Interviews with eight informants revealed that the resolution of bullying cases in Sungai Kamunyang Village involved strengthening the commitment of the perpetrators, victims, families, and the community to prevent similar incidents from recurring.

Interviews with the Sungai Kamunyang Village Head revealed that every bullying case resolved by mutual agreement to prevent the perpetrator from repeating their actions. The Village Head stated:

Head of Sungai Kamunyang Village (December 15, 2025)

*"Whenever there's a problem, we resolve it through discussion, and then ask the perpetrator to promise in front*

*of their parents and the community not to repeat the offense. This is important so the child can learn responsibility."*

This statement shows that the deliberation process is not only to resolve conflicts, but also to instill a commitment in the perpetrators to obey the rules that apply in society. The principal of the school where the bullying occurred also expressed a similar sentiment, explaining that the school consistently emphasizes student responsibility for their behavior. The principal stated:

### Principal Victim of Bullying (January 20, 2026)

*"We don't just give warnings, but also make agreements with students and parents so that the child doesn't repeat the offense. Children must be aware that their actions can ruin their future."*

This statement shows that the school is trying to instill a commitment in students to maintain good behavior for their future. Based on an interview with the Chairperson of the National Commission for the Prevention of Bullying (KPAN), it was discovered that coaching bullies aims to foster a sense of change in children. The Chairperson stated that:

### Chairman of the National Mandate Commission for Sungai Kamunyang Village (January 22, 2026)

*"We give advice to children who have problems, we remind them so that they have responsibility towards themselves and their families. If he is not coached, he could repeat the offense again."*

This statement shows that commitment is formed through guidance so that teenagers understand the consequences of their actions. A member of the National Child Protection Commission (KPAN) echoed this sentiment, stating that parental involvement in discussions represents a shared responsibility for monitoring children's behavior. He said:

### Member of the National Mandate Commission for Sungai Kamunyang Village (January 22, 2026)

*"Parents must be present so they know about their child's problems, and so that they both promise to supervise their child after that."*

This shows that commitment is not only held by children, but also by parents as part of social control. From the perpetrator's perspective, interviews with the bully revealed that after deliberation, he expressed remorse and promised not to repeat his actions. The perpetrator stated:

### Perpetrator (January 23, 2026)

*"After being summoned to the village head's office, I was told to apologize and promise not to do it again. I was afraid it would happen again."*



This statement shows that the existence of an agreement and advice from parents and the village government made the perpetrator have a commitment to improve his behavior. Meanwhile, interviews with bullying victims indicate that resolving the issue through negotiation makes them feel more at ease because they agree that the perpetrator will not repeat the behavior. The victim stated:

Victim (January 24, 2026)

*"After mediation, the perpetrator apologized and promised not to repeat the act. So I feel safer."*

This shows that the commitments made in the deliberation can improve social relations between the perpetrator and the victim. Interviews with the perpetrator's parents revealed that they felt responsible for guiding their child to prevent further misconduct. The perpetrator's parents stated that:

Parents of the Perpetrator (January 23, 2026)

*"We are ashamed of what happened, so we promise to keep a closer eye on our children so it doesn't happen again."*

This statement shows that the family has a commitment to protecting the good name and future of the child. The victim's parents echoed this sentiment, hoping that everyone would work together to monitor the behavior of children in the village. The victim's parents said:

Parents of the Perpetrator (January 23, 2026)

*"We hope that after this, children will be more closely supervised, so that incidents like yesterday don't happen again."*

This statement demonstrates a commitment from families and communities to create a safer environment. Based on all the interview results, it can be concluded that the element of commitment in social control theory is evident in the agreement, advice, and responsibility given to the perpetrator, victim, and parents in the bullying resolution process. The deliberations held by the Village Head, school, and community not only aim to resolve the conflict but also to instill a commitment so that adolescents comply with applicable norms. With a strong commitment from the family, school, and community, it is hoped that bullying behavior will not recur and adolescents can develop in accordance with the values prevailing in Sungai Kamunyang Village.

### 3. Involvement

Involvement in social control theory refers to an individual's involvement in positive social activities, thus reducing the time and opportunity for deviant behavior

(Kelly et al, 2021; Ybarra et al, 2019). The greater a person's involvement in the family, school, and community, the stronger the social control over them. In the context of this research, the involvement of various parties, such as the village head, school, family, and community, in resolving bullying cases demonstrates the existence of social control efforts to prevent adolescents from repeating deviant behavior. Based on interviews with eight informants, it appears that bullying resolution in Sungai Kamunyang Village is carried out through deliberation and guidance involving many parties, thus strengthening social control over adolescents.

Interviews with the village head of Sungai Kamunyang revealed that every bullying case is resolved through the involvement of parents, the school, and community leaders to prevent the problem from escalating into a larger conflict. The village head stated:

Head of Sungai Kamunyang Village (December 15, 2025)

*"If there are problems with children, we don't leave them alone. We call parents, school officials and community leaders to resolve this together. That way the child feels supervised."*

This statement demonstrates that the involvement of multiple parties in the resolution process is a form of social control aimed at maintaining order in society (O'Higgins, 2022; Zych et al, 2021). The principal of the school victim of the bullying echoed this sentiment, explaining that the school consistently collaborates with the village government in handling bullying cases. The principal stated:

Principal Victim of Bullying (January 20, 2026)

*"If the problem is serious, we coordinate with the village head and parents. So the solution is not only at school, but together."*

This statement demonstrates that the involvement of schools and village governments is a form of collaboration in monitoring student behavior. An interview with the Head of the National Commission for the Prevention of Bullying (KPAN) revealed that village institutions are also involved in providing guidance to adolescents involved in bullying. The Head of the KPAN stated that:

Chairman of the National Mandate Commission for Sungai Kamunyang Village (January 22, 2026)

*"We accompany the discussion, giving advice to the child, so that he is aware and does not repeat it again."*



This statement demonstrates that the involvement of community institutions is part of social control over adolescent behavior. A member of the National Commission for the Elimination of Bullying (KPAN) echoed this sentiment, stating that parental involvement is crucial in addressing bullying. He stated:

Member of the National Mandate Commission for Sungai Kamunyang Village (January 22, 2026)

*"If parents are not involved, children usually don't learn their lesson. Because of that, we try to have parents present for every problem."*

This demonstrates that family involvement in the resolution process is a form of social supervision for children. From the perspective of the perpetrator, interviews with the bully revealed that after being summoned to the village head's office and meeting with various parties, the perpetrator felt afraid and realized his mistake. The perpetrator stated:

Perpetrator (January 23, 2026)

*"When I was summoned to the village head's office, there were parents, village headmen, and teachers present. So I felt embarrassed and didn't want to repeat it."*

This statement demonstrates that multi-stakeholder involvement can have a deterrent effect and strengthen social control over perpetrators. Meanwhile, interviews with bullying victims indicate that they felt calmer after the problem was resolved through a group meeting. The victims stated:

Victim (January 24, 2026)

*"After meeting at the village head's office, the problem was resolved. I was no longer afraid because my parents and the village head were present."*

This demonstrates that community involvement can provide a sense of security for victims. Interviews with the perpetrator's parents revealed that after the discussion, the parents felt more responsible for supervising their children. The perpetrator's parents stated that:

Parents of the Perpetrator (January 23, 2026)

*"After being summoned to the village head's office, we paid more attention to our child, because we had both agreed to look after him."*

This statement demonstrates that family involvement in conflict resolution strengthens child supervision. The victim's parents echoed this sentiment, stating that collaborative resolution fosters positive community relations. The victim's parents stated:

Parents of the Perpetrator (January 23, 2026)

*"With the deliberation in the village, the problem did not drag on. Everyone helps so that the children don't become enemies anymore."*

This statement shows that community involvement in conflict resolution is a form of social control that maintains environmental harmony. Based on all the interview results, it can be concluded that the involvement element in social control theory is evident in the active involvement of the village government, schools, families, and the community in resolving bullying cases. Consultation, coaching, and collaboration between various parties make adolescents feel supervised and guided, thus reducing the opportunity for deviant behavior. With strong social involvement, bullying behavior can be controlled and social relations in Sungai Kamunyang Village are maintained.

#### 4. Belief (Belief in Norms)

Belief in social control theory is an individual's belief in the values, rules, and norms that apply in society (Reisen et al, 2019; Ntawiha, 2022). Someone who has a strong belief in social norms will tend to obey the rules and avoid deviant behavior, because they believe that these rules must be obeyed. Conversely, if belief in norms is weak, individuals are more likely to commit violations, including acts of bullying (Stacey et al, 2022; Fung, 2019). Based on the results of interviews with eight informants, it is clear that the resolution of bullying cases in Nagari Sungai Kamunyang was carried out by re-instilling belief in traditional values, school rules, and prevailing norms in society, so that adolescents understand that bullying behavior is unacceptable.

Interviews with the village head of Sungai Kamunyang revealed that each problem was resolved by reminding the perpetrator and their family of the importance of adhering to the rules and upholding the village's good name. The village head stated:

Head of Sungai Kamunyang Village (December 15, 2025)

*"We always advise children that in the village there are rules, there are customs, so they are not allowed to do as they please. If you violate it, you will not only harm yourself but also your family."*

This statement shows that instilling values and norms is an important part of social control so that teenagers have the awareness to behave according to the rules. The principal of the school victim of bullying echoed this sentiment, explaining that the school consistently



instills discipline and rules in students so they understand the boundaries of social interaction. The principal stated:

Principal Victim of Bullying (January 20, 2026)

*"At school we always remind each other that mutual respect is important. If someone violates it, we provide guidance so that the child knows what is permissible and what is not."*

This statement demonstrates that trust in school rules plays a significant role in shaping student behavior. An interview with the Head of the National Commission for National Development Planning (KPAN) revealed that in every bullying case, advice is provided to help adolescents regain their understanding of societal values. The Head of KPAN stated:

Chairman of the National Mandate Commission for Sungai Kamunyang Village (January 22, 2026)

*"We always remind children that actions like teasing or hitting are not in accordance with local customs and norms, so they must be stopped."*

This indicates that traditional values and social norms are still used as guidelines for controlling adolescent behavior. A member of the National Commission for the Elimination of Violence (KPAN) echoed this sentiment, explaining that society still believes that problems should be resolved amicably and according to established customs. He stated:

Member of the National Mandate Commission for Sungai Kamunyang Village (January 22, 2026)

*"If there is a problem, we resolve it through deliberation, because that has become a custom in the village. Children should also be taught to respect those rules."*

This statement demonstrates that belief in the norm of deliberation is part of social control in society. From the perspective of the perpetrator, interviews with the perpetrator of bullying revealed that after receiving advice from the village head and parents, the perpetrator realized that his actions were against the rules. The perpetrator stated:

Perpetrator (January 23, 2026)

*"After being advised, I came to know that this action was wrong and not good for society."*

This statement indicates that after being given an understanding, the perpetrator began to believe that norms must be followed. Meanwhile, interviews with bullying victims indicated that they felt calmer after the problem

was resolved amicably and in accordance with applicable regulations. The victim stated:

Victim (January 24, 2026)

*"After it was resolved at the village head's office, I felt relieved, because the problem didn't get bigger and was resolved well."*

This indicates that the victim also trusted the village government's rules and role in maintaining order. Interviews with the perpetrator's parents revealed that the family felt ashamed because their child's behavior did not align with the values they had been taught. The perpetrator's parents stated that:

Parents of the Perpetrator (January 23, 2026)

*"We feel bad for society, because our child did something bad. We reminded him to follow the existing rules."*

This statement indicates that the family still believes in prevailing social norms. The victim's parents echoed this sentiment, stating that resolving the matter amicably through the village head is a good approach because it aligns with community customs. The victim's parents stated:

Parents of the Victim (January 24, 2026)

*"We agree to resolve the matter in the village, because that's the way it is done here, through deliberation so that it doesn't escalate into hostility."*

This statement indicates that the community still believes that deliberation and customary norms are the correct way to resolve conflicts. Based on all the interview results, it can be concluded that the belief element in the theory of social control is evident in the Nagari Sungai Kamunyang community's belief in customary values, school rules, and social norms as guidelines for behavior. Bullying resolution is carried out by re-instilling the belief that every individual must respect the rules and maintain social harmony. With a strong belief in norms, social control can function well, so that bullying behavior can be prevented and social relations within the community are maintained.

## DISCUSSION

Bullying is a form of deviant behavior that often occurs among adolescents, both at school and in the community (Gabielli et al, 2021; Feijóo et al, 2021). Bullying can include acts of teasing, insulting, threatening, hitting, or other actions carried out intentionally to harm others, either physically or psychologically. Bullying behavior not only impacts the victim but can also damage social relationships in the community if not handled properly. In social life, bullying is a violation of applicable norms because it goes against the values of mutual respect, maintaining order, and maintaining harmony among members of society.



Based on the results of research conducted in Nagari Sungai Kamunyang, bullying that occurs among teenagers is caused by several factors. The first factor is the lack of attention and supervision from parents, so that children spend more time outside the home without sufficient control. The second factor is peer influence, where teenagers often engage in bullying because they follow suit or want to be seen as brave by their peers. The third factor is a lack of understanding of applicable norms and rules, both within the family, school, and community. Another contributing factor is adolescents' lack of involvement in positive activities, resulting in a lot of undirected free time. These factors indicate that bullying behavior does not occur suddenly, but is influenced by the social conditions surrounding adolescents (Wang et al, 2019).

Bullying acts that occur also have various impacts, both for the victim, the perpetrator, and society (Hasbullah, 2022). Bullying victims can experience fear, shame, lack of self-confidence, and even be reluctant to socialize with their surroundings. These psychological impacts can affect adolescent development if not handled immediately (Shu et al, 2019). For perpetrators, bullying can cause them to habitually engage in deviant behavior if they are not given guidance. Furthermore, bullying can also lead to conflict in the community, especially when it involves the families of the perpetrator and victim. Therefore, bullying must be addressed in a manner that maintains harmonious social relationships.

Based on interviews with eight informants, it was discovered that bullying in Sungai Kamunyang Village was resolved through social, family, and deliberation approaches involving various parties. All informants stated that the resolution was not directly through punishment, but through coaching and mutual agreement to prevent the perpetrators from repeating their actions.

In the resolution process, the Village Head of Sungai Kamunyang plays a crucial role as a village-level leader responsible for maintaining order and harmony in the community. Interviews revealed that the village head's role in resolving bullying includes acting as a mediator, bringing the perpetrator and victim together, as a leader who manages the deliberation process, and as a mentor who advises adolescents to prevent repeat offenses.

In addition, village heads also involve parents, schools, and community institutions such as the National Child Protection Commission (KPAN) in the resolution process so that problems can be resolved fairly and do not give rise to new conflicts. The role of the village head is not only to resolve problems that have already occurred, but also to supervise and provide guidance so that teenagers do not commit deviations in the future.

When analyzed using Travis Hirschi's theory of social control, the bullying that occurred in Sungai Kamunyang Village can be explained through four elements of social control: attachment, commitment, involvement, and belief. Attachment is evident in the lack of closeness

between children and their parents and teachers, making adolescents more easily influenced by their social environment. The element of commitment is seen from the lack of awareness among teenagers regarding responsibility and rules, so that they do not think about the consequences of their actions. The element of involvement is seen in adolescents' lack of involvement in positive activities, which gives them the opportunity to engage in deviant behavior. Meanwhile, the element of belief is seen in their lack of understanding and trust in prevailing societal norms.

The role of village heads in addressing bullying is a form of strengthening social control within the community. Through deliberation, advice, and guidance, village heads strive to strengthen bonds between children and their families, increase adolescent responsibility, involve the community in supervision, and re-instill trust in norms and rules. Through collaboration between village governments, schools, families, and the community, social control over adolescents is strengthened, thereby preventing bullying (Andrade et al, 2019; Menesini, 2019).

Then in this research, the author has several advantages, namely the researcher obtained data directly from various parties involved in the bullying case, so that the information obtained is more complete and in accordance with the actual conditions. In addition, this research involved sources from the village government, schools, community institutions, perpetrators, victims, and parents, so that the research results can provide a more comprehensive picture of the causes and solutions to bullying in Sungai Kamunyang Village.

However, this study also has shortcomings, namely that not all sources can provide open answers because they relate to personal and family problems. In addition, the number of cases studied was limited so that the research results cannot necessarily describe all bullying incidents that occur in society. The limited time of the research also meant that researchers were unable to conduct observations over a longer period of time.

During the research, the researchers also encountered several obstacles, including difficulty in scheduling interviews with informants due to their busy schedules, particularly the village head and school officials. Furthermore, both perpetrators and victims of bullying were initially afraid and embarrassed to provide information, requiring the researchers to first approach them to secure their consent. Other obstacles included time constraints and the field situation, which necessitated a phased data collection process.

Based on all of the above discussion, it can be seen that the bullying that occurs in Sungai Kamunyang Village is related to weak social control within the family, school, and community. The role of the Village Head in resolving bullying through deliberation, guidance, and collaboration with various parties is a form of social control aimed at maintaining order and harmony in the community. With



strong social control, it is hoped that bullying behavior among adolescents can be reduced and prevented from recurring.

## CONCLUSION

Based on the results of this study, it can be concluded that the Village Head plays a significant role in maintaining social order and resolving conflicts within the community, particularly those involving adolescents. The resolution of bullying cases in Sungai Kamunyang Village was not solely carried out by the Village Head, but also involved various parties, including schools, village institutions, the National Child Protection Commission (KPAN), parents, and community leaders.

Based on interviews with eight informants, including the village head, school principal, head of the National Child Protection Commission (KPAN), members of the KPAN, perpetrators, victims, parents of perpetrators, and parents of victims, it was found that resolving bullying prioritizes deliberation, family, and coaching approaches rather than harsh punishments. The village head acts as a mediator, bringing together the parties involved to find a fair solution that does not lead to prolonged conflict.

Furthermore, the Village Head's role is evident in coordinating with schools and community organizations to provide guidance to adolescents to prevent repeat bullying. Parents are also involved in the resolution process to supervise and guide their children within the family environment. Collaboration between the village government, schools, and families can improve the conflict resolution process.

From the perspective of social control theory, the resolution of bullying in Sungai Kamunyang Village demonstrates efforts to strengthen social control through the bond between adolescents and their families, schools, and communities. Deliberation, guidance, and the involvement of various parties are forms of social control aimed at preventing deviant behavior among adolescents. Therefore, while the findings suggest that village-level interventions are contextually effective, their applicability may be limited by socio-cultural and institutional variations across regions because it is carried out through a social, family-oriented approach, as well as joint guidance, thus maintaining order and harmony in the Sungai Kamunyang Village community.

## CONFESSION

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