



Bullying Behavior of Junior and Senior High School Students in the City of South Jakarta

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Abstract

Background. Currently, the number of bullying cases in Indonesia is increasing, so it is a special concern among educators and the government to overcome and prevent bullying behavior in the school environment. Thus, the government issued the latest policy contained in Permendikbudristek 46/2023 concerning the Prevention and Handling of Violence in Education Units. And it is necessary to increase awareness for students to help prevent and handle bullying behavior in their environment.

Purpose. This study aims to describe the phenomenon of bullying behavior experiences among junior high and high school students/equivalent in the city of South Jakarta through behavioral analysis as perpetrators and victims.

Method. This study uses a descriptive quantitative approach with a Likert scale instrument and a closed questionnaire. The analysis techniques used were validity, reliability and descriptive tests.

Result. The most common bullying behavior is the act of teasing or pranking a friend ($M = 0.65$; $SD = 0.73$) and calling friends inappropriate names ($M=0.20$; $SD=0.50$). In contrast, forms of physical bullying such as injuring, threatening, or damaging goods were recorded with a very low average ($M = 0.01-0.06$). The bullying pattern is more dominant in the form of mild verbal or social.

Conclusion. The most dominant bullying behavior experienced by students is verbal and relational bullying. Average scores of physical bullying, such as bullying, were reported to be lower, suggesting that forms of physical violence are relatively rare compared to non-physical forms.

Implementation. This research can serve as a basis for schools, parents, and policymakers to design more comprehensive anti-bullying intervention and education programs.

Keywords: Experience, Bullying, Bullying, Teenagers, Students, South Jakarta



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INTRODUCTION

Adolescence is a bridge phase from childhood to adulthood. In this phase, adolescents will look for the identity of a figure or idol to imitate, need recognition of existence, feel needed and accepted in peer groups, behave in conformity with their peers. From this conformity behavior, it can be seen that the behavior of adolescents who trust or believe in their group by imitating and following good or bad behavior. Good conformity behavior can be in the form of visiting a sick friend or solidarity donation for the medical expenses of a sick friend, while one example of conformity behavior can be seen through *bullying behavior*, with the motive of solidarity or a condition to be accepted into the group. This is an emergency problem for teenagers today, teenagers are vulnerable to becoming victims and perpetrators, not dismissing the potential to become *bystanders*.

Regarding the increasing number of cases of bullying or violence in schools, the Federation of Indonesian Teachers Unions (FSGI) was also recorded from July to September 2024. Chairperson of the FSGI Expert Council, Retno Listyarti, said that in July 2024 her party recorded 15 cases of violence in schools. However, in September 2024, the number of violence in schools jumped by 21 cases to a total of 36 cases of violence. The majority of cases occurred at the junior high school/MTs education level at 36 percent, followed by high school at 28 percent, elementary school at 33.33 percent, high school at 22 percent and vocational school at 14 percent. Of these, 66.66 percent of cases occurred in schools under the authority of the Ministry of Education and Culture, Research and Technology and 33.33 percent occurred in schools under the authority of the Ministry of Religion. Meanwhile, the total number of perpetrators reached 48 people and the victim's children reached 144 students. (Kompas.com, accessed on 01/10/2024)

For the DKI Jakarta area, bullying cases are also rampant in Jakarta. Even until August 2023, the Indonesian Child Protection Commission (KPAI) recorded as many as 87 cases of children as victims. The total number of violations against child protection reached 2,355 cases. (DKI Jakarta DPRD, 2024)

The above is in line with the opinion of Nahar as the Deputy for Special Child Protection of the Ministry of PPPA (2024) reveals that the lack of instilling moral values in children and peer influence can result in violent treatment and bullying of other children who are considered weak by a group of children, as well as a vulnerable environment, where the school environment should be able to provide a sense of security and not support violence, without neglect, has a supervision and mentoring mechanism, and minimizes the risks of violence that can occur to students. (KPPPA, 2024)

Therefore, research on the experience of bullying behavior in urban areas needs to be conducted to provide a real picture as well as the right handling solution. This study was conducted to find out the experiences of *bullying* behavior experienced by junior high and high school/equivalent students in South Jakarta. Moreover, the trend of *bullying cases* in DKI Jakarta also requires special attention from stakeholders. This research is divided into three roles of subjects who experience *bullying behavior*, namely the experience of the subject becoming a victim, perpetrator and witness.

So, the results of this study can be one of the references for *stakeholders* in handling and preventing cases of violence in schools around South Jakarta. Including being one of the references for students to help prevent this problem, as well as to take part in overcoming this problem in their social environment both at school and elsewhere.

LITERATURE REVIEW

Definition of Bullying

Bullying is aggressive behavior that is carried out repeatedly by individuals or groups who are stronger against weaker victims with the aim of hurting physically and psychologically (Olweus, 1993). According to Smith et al. (2002), bullying is not only a physical act, but can also be in the form of psychological, verbal, social, and even digital violence. In line with according to Rigby (2002), bullying is not only limited to physical actions but also includes verbal harassment, social exclusion, and oppression through online media. In the context of schools, bullying often goes undetected because it is carried out in an area that is not supervised by teachers or parents. This phenomenon increasingly requires serious treatment given its far-reaching impact on the learning climate in schools.

According to *the American Psychiatric Association* (APA), the definition of *bullying* is aggressive behavior characterized by three conditions among negative behaviors that aim to harm or harm, behaviors that are repeated over a period of time, and the existence of an imbalance of power or power from the parties involved. (APA, 2000)

According to Coloroso (2007) there are three forms of *bullying behavior*, namely *verbal* bullying, *physical bullying* and *psychological or relational bullying*. Examples for verbal bullying by insulting, mocking, degrading dignity that are loaded with SARA or racist, then physically such as hitting, kicking, slapping, or damaging the victim's belongings that are considered weak. Then, psychologically or psychologically, such as gossiping, spreading hoaxes or rumors about the victim, isolating someone, rejecting someone, or deliberately damaging friendships. It can be done through aggressive attitudes, eye flicks, shortness of breath, sneer, mocking laughter, and rude body language.

Perpetrators of bullying generally experience dysfunctional beliefs and irrational thinking that they feel stronger and to show their strength, the perpetrator feels appropriate to oppress the lower victim. This belief is ultimately manifested in the form of actions, namely bullying the victim. On the other hand, in the victim of bullying, negative thoughts tend to appear after he or she receives bullying treatment from the perpetrator. The victim felt that he was weak, helpless so he deserved to be bullied. As a result, victims continue to receive *bullying* without any effort to resist and such conditions will further strengthen the intensity of bullying. (Irmayanti, Nur and Ardianti Agustin, 2023:6)

Factors Causing *Bullying*

The factors that cause bullying are complex and multidimensional. Espelage and Swearer (2003) explain that individual factors such as aggressive personality, low empathy, and emotional control problems can trigger *bullying behavior*. In addition, family parenting also has an effect. Thornberg (2010) suggests that children who grow up in authoritarian, permissive families without boundaries, or families with domestic violence tend to imitate aggressive behavior at school. School environments with lack of teacher supervision and weak discipline regulations also facilitate bullying behavior among students. *The Impact of Bullying on Victims, Perpetrators, and Witnesses*

The impact of bullying is very broad and affects psychological, academic, and social aspects. For victims, Craig (1998) revealed that *victims of bullying* have the potential to experience trauma, excessive fear, decreased learning achievement, and mental disorders such as depression and suicidal thoughts. Victims of bullying generally experience various negative consequences, both physically, emotionally, and socially. Craig (1998) shows that victims often experience chronic stress, anxiety, depression, and deep psychological trauma. Olweus (1993) emphasized that persistent bullying can lower the victim's self-esteem and self-confidence, affect academic achievement, and even increase the risk of suicide in some cases. Furthermore, research by Hinduja and Patchin (2010) in the context of cyberbullying also found that victims who are constantly targeted in cyberspace can experience social isolation, withdraw from society, and show repeated absenteeism behavior at school. This is reinforced by Ttofi and Farrington (2011) who through their meta-analytical study found that victims of bullying are at risk of having difficulty adjusting socially until adulthood.

Not only victims, but bullying perpetrators also face long-term impacts. Rigby (2002) explained that bullies often exhibit other antisocial behaviors, such as juvenile delinquency, criminal acts, and future alcohol or drug abuse. In addition, according to Ttofi and Farrington (2011), perpetrators of bullying in schools have a greater chance of being involved in minor or serious crimes as adults if there is no intervention. Espelage and Swearer (2003) added that bullying behavior that is allowed can develop into patterns of social domination and aggression that are increasingly difficult to change. Ttofi and Farrington (2011) also highlight that bullies are at high risk of engaging in antisocial behavior, juvenile delinquency, and even criminal acts in the future. This domino effect can cause an uncondusive school climate, reduce learning motivation, and increase student absenteeism at school.

The role of witnesses in bullying incidents is divided into bystander (passive observer) and upstander (active observer who defends the victim). According to Salmivalli (2010), passive bystanders have the potential to experience moral conflicts, anxiety, and guilt for allowing bullying to occur without intervention. Thornberg's (2007) research revealed that witnesses who do not act often feel psychologically distressed because they are faced with the dilemma between loyalty to friends and the fear of being the next target of bullying. In contrast, upstanders—i.e. individuals who dare to defend the victim or report the perpetrator—tend to have a high sense of empathy,

good social skills, and a sense of moral responsibility (Pozzoli & Gini, 2010). However, upstanders also face certain risks, such as being subjected to revenge or social pressure from the perpetrator group (Saarento et al., 2013).

Bullying in the Context of Urban Schools

Schools in urban areas such as South Jakarta have their own challenges related to bullying practices. Astor, Meyer, & Behre (2001) explained that the urban school environment is characterized by the diversity of social, economic, and cultural backgrounds of students. This heterogeneity often gives rise to complex social interactions, which can trigger friction and conflict, including bullying behavior. The high use of technology among urban adolescents also opens up opportunities for *cyberbullying* (Kusuma, 2018). This phenomenon is a serious concern considering that exposure to digital information that is difficult to limit can prolong the impact of bullying outside school hours.

The widespread impact of bullying on all parties (victims, perpetrators, and witnesses) underscores the need for a comprehensive prevention approach. Interventions not only focus on the victim, but also involve perpetrators, witnesses, teachers, and the school environment as a whole to build a safe and supportive school culture (Olweus, 1993; Ttofi & Farrington, 2011)

METHOD

This research method uses a quantitative approach, a type of descriptive research, to find out the subjects' experiences of *bullying* behavior in schools, such as the role of subjects when experiencing or facing *bullying behavior*. The location of this survey was conducted in the city of South Jakarta, where the respondents were junior high school and high school and high school students. The determination of junior high school, high school/equivalent schools that are the location for the distribution of the questionnaire is determined in accordance with the work area of the South Jakarta Region I Education Office in collaboration with the Indonesian Empowered Community Foundation in conducting an *Anti-Bullying* campaign in the South Jakarta area.

The sample was determined using *the purposive sampling technique*, namely junior high school and high school/equivalent students in South Jakarta. The number of respondents involved was 824 respondents consisting of 349 men, 469 women, and 6 respondents whose gender was not

identified. The respondents with a variety of education levels were 191 students at the junior high school level, and 633 students at the high school/equivalent level. The number of respondents who are active in organizations in schools such as student council and extracurricular activities is 637 students, and 187 students are not actively organizing. The age range of respondents was divided into 102 respondents aged 12-14 years, 224 respondents aged 14-16 years, 486 respondents aged 16-18 years and 12 respondents aged over 18 years.

The data analysis techniques used are descriptive tests, validity, and reliability. Data analysis was processed using the help of IBM SPSS and Python to make the survey easier and more efficient to quickly know the results so that follow-up steps can be taken immediately from this study.

RESULTS AND DISCUSSION

The respondents involved were female as much as 56.9% with the status of high school / equivalent students at 76.8% with most classes X and XI as many as 49.6% and 24.9% respectively. However, the number of male respondents almost reached half with a percentage of 42.4% with the same school-level status as female respondents. Of the 824 respondents involved, they were divided into three groups that had experience of bullying behavior both as victims, perpetrators and witnesses.

As many as 86.3% or 711 respondents answered that they had never experienced bullying, but of this number, the respondents had the potential or had experienced being perpetrators or witnesses (*bystanders/upstanders*). Meanwhile, 13.7% or as many as 113 respondents answered that they had experienced bullying or were victims of bullying. The rest answered that they had played the role of *bystanders/upstanders* where the discussion was different.

Table 1. Characteristics of Respondents Experience Bullying Behavior in Students in South Jakarta

<i>Respondent Identity</i>		
Variable	f	%
<i>Gender</i>		
Man	349	42,4
Woman	469	56,9
Other	6	0,7
<i>Age</i>		
12-14 years	102	12,4
14-16 years old	224	27,2
16-18 years old	486	59
> 18 years old	12	1,5
<i>Education Level</i>		
JUNIOR	191	23,2
High School/Equivalent	633	76,8
SLB B and C	0	0
<i>Class</i>		
VII Junior High School	85	10,3
VIII Junior High School	103	12,5
IX Junior High School	3	0,4
X SMA	409	49,6
XI High School	205	24,9
XII High School	19	2,3
<i>Active Organization/Extracurricular</i>		
Active	637	77,3
Inactive	187	22,7
<i>Students with Bullying Experiences</i>		
Have experienced bullying	113	13,7
Never experienced bullying	711	86,3
N	824	100

The results of the validity test on the respondents' experience as a victim of bullying variable showed that most items had a significance value (Sig.) of < 0.05, which means that they are statistically valid. Some items with significant validity values include the dissemination of the victim's secrets on social media (Sig. = 0.00002), the victim was deliberately physically injured (Sig. = 0.0255), was called with a bad call (Sig. = 0.0040), and the victim's belongings were damaged or stolen (Sig. = 0.0103). Nevertheless, some items have a Sig. value of > 0.05, such as

spreading rumors in the classroom (Sig. = 0.808) and making the victim feel scared (Sig. = 0.558), which means the item is less valid. Meanwhile, the results of the reliability test showed a Cronbach's Alpha value of 0.561, which is close to the minimum limit of 0.6. This shows that the instrument is quite reliable.

Then, the results of the validity test on the respondent's experience variable as a bully, showed that the majority of items had a significance value (Sig.) < 0.05, which means valid. The value of the validity coefficient (r Pearson) varies between -0.015 to 0.33. The item with the highest r was a friend's physical hurtful behavior (r = 0.331), while the lowest item was telling a friend's secret (r = -0.0146) with a Sig. = 0.698, which means it is less valid. The reliability of the bully variable showed that Cronbach's Alpha value of 0.42 was still < 0.6.

Table 2. Validity and Reliability Test Results

Research Variables	Research Items	Validity		Reliability
		r Pearson	Sig. (2-tailed)	Cronbach's Alpha
Experience as a Victim of Bullying	Flirted with friends in a mean way.	0.390	0.000	0.510
	The spread of rumors or secrets about the victim spread by friends aims to hurt.	-0.023	0.808	0.608
	The dissemination of secrets about the victim by friends is intentionally to hurt.	0.390	0.000	0.493
	Hurt by the perpetrator who tries to break the friendship.	0.097	0.304	0.603
	They are made to feel afraid of what the perpetrator says will be done to the victim.	-0.055	0.558	0.612
	The victim was deliberately physically injured by being ganged up by one and/or a group of perpetrators.	0.210	0.025	0.535
	Being called with a bad or inappropriate call by a friend or other person.	0.269	0.004	0.505
	Someone or a friend of the victim says that he or they will not like the victim unless the victim does something they tell or want from him.	0.167	0.075	0.430

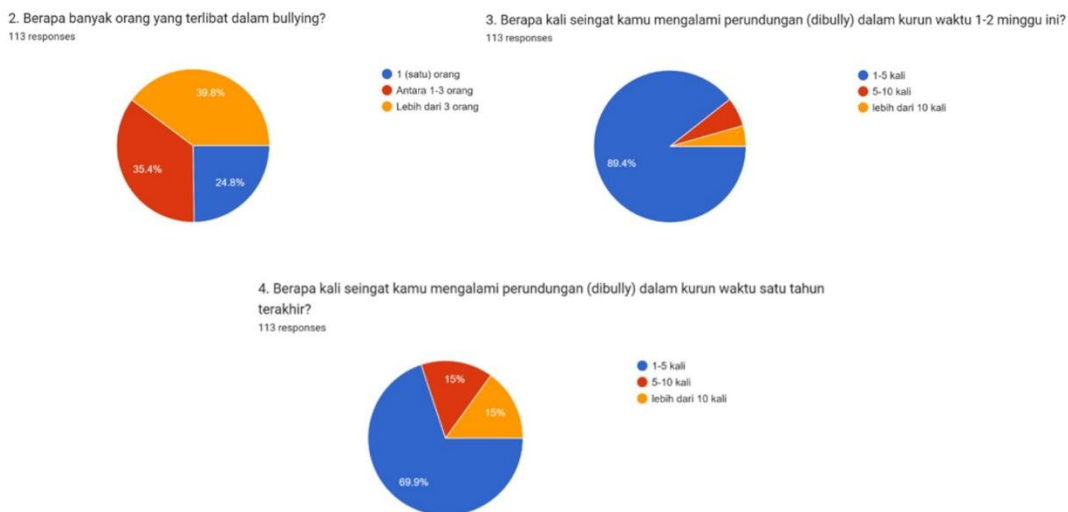
	The victim's belongings were deliberately damaged, stolen or destroyed by the perpetrator. Others try to hurt him by isolating him/ignoring/excluding the victim from the group or not talking to him.	0.240	0.010	0.487
	Intentionally spreading a lie, gossip or false rumor about the victim by the perpetrator, so that friends or others do not like the victim.	0.166	0.078	0.512
Experience as a Bullying Perpetrator	Flirting/flirting with friends	0.331	0.000	0.419
	Telling a friend or someone's secret to another person on purpose to hurt him.	0.155	0.000	0.426
	Intentionally hurting someone or friends by trying to break the friendship or relationship they have.	0.412	0.000	0.454
	intentionally intimidating or threatening someone or friends	0.142	0.000	0.411
	Intentionally hurting/physically injuring a friend or other person, even ganging him up with a group	0.127	0.001	0.444
	Calling a friend or other person by name with an inappropriate or bad call.	0.331	0.000	0.327
	Telling a friend or someone that the perpetrator won't like them until they're willing to do something they're told or ordered.	0.142	0.000	0.456
	Intentionally damage, steal or destroy the property of a friend or someone.	0.090	0.001	0.458
	Trying to hurt by isolating / ignoring/excluding a friend or someone from the group or not talking to him.	0.117	0.001	0.421

Students' Experience of Being a Victim of Bullying

For respondents who had been victims of bullying, they admitted that they were bullied by 1-3 perpetrators of 35.4%, while 39.8% were bullied by more than 3 (three) people, and the remaining 24.8% were perpetrators as many as 1 (one) person. This means that most of the perpetrators in committing bullying are in groups. It is likely that the existence of an element of

conformity factors affects the case of bullying carried out by a group of people. In fact, it rarely happens to be done individually.

Figure 1. Number and Frequency of Student Bullying Cases in South Jakarta



As many as 89.4% of respondents who had been victims of bullying experienced bullying 1-5 times for 1-2 weeks before they filled out this survey questionnaire. The remaining 6.2% of respondents experienced 5-10 times, and 4.4% of respondents experienced bullying more than 10 (ten) times in the last 1-2 weeks. This means that bullying incidents can be said to occur quite often with a lot of intensity in a fairly short period of time. Instead, the percentage produces different data that victims have experienced bullying 1-5 times in the past year, meaning that it is quite rare. However, it can be ascertained that within a year there was bullying experienced by the subjects who were victims. Meanwhile, for the location of the bullying incident referred to in the diagram above, it often occurs in the classroom, shown with a percentage of 77%, followed by the school yard, school corridor or hallway, toilets or student locker rooms and canteens. Meanwhile, the moment of bullying incidents occurred more when waiting for teachers to come with a percentage of 20.4%, trips to or from school and during sports activities were 11.5% each. In addition, other places where bullying occurs online/online, especially social media such as Instagram and Tiktok

or Facebook by 25.7%. However, a higher percentage indicates bullying occurs through phone calls such as *video calls*, text messages/ *chats*.

Then, students who were involved in being bullied mostly by classmates with the same batch were shown with percentages of 64.6% and 78.8%. Followed by the perpetrator of bullying by classmates but with different classes at 17.7% and friends outside the school at 11.5%, with an average force of 1-2 years above the victim or it can be said to be an upperclassman or upperclassman with a percentage of 15.9%.

There are various forms of bullying, namely physical, verbal, gesture, social, psychological, *Cyberbullying* and *Racist Bullying* (bullying smells of racism). Most of the respondents had experienced bullying in the form of *verbal bullying* 76.1% such as being reprimanded, threatened with insults, ridiculed, sworn with immoral words, then forms of social bullying such as being ostracized or gossiped about (43.4%), psychological bullying by 39.8% such as spreading rumors, lying or manipulating, being humiliated in public, or being teased. Then, forms of gesture bullying such as being threatened with body movements or threatening or threatening gazes were 28.3%, and physical bullying such as pushing, hitting, stepping on, kicking, and so on was 22.1%.

Respondents who are still in the status of school students certainly have *Circle Friendship*. Although not all victims are brave *Speak Up* For bullying incidents that occurred by choosing not to tell anyone about the bullying incident they experienced to anyone, it was shown with a percentage of 35.4%, at least there must be a student who was a victim of bullying who told the incident with the most trusted person.

The average respondent who had been a victim of bullying told their friends or schoolmates that the incident they experienced was shown by a percentage of 41.6%. This means that peers have an important role to play in becoming the victim's support system, and become the most influential party for the interpersonal relationships of respondents or adolescents in general. The other parties who were notified were orangutans or guardians of students at 33.6% and homeroom teachers at 23%. At least, respondents are fully aware that they are still willing to be open to adults regarding the problems they face.

In fact, the percentage of respondents told their problems to teachers or counseling counselors. This means that a way or solution is needed for BK teachers to instill students' trust so that they are open to them as well, because it is related to their work duties.

According to respondents, the various responses they received from parties who had told or told them when they were experiencing bullying, only 99 respondents answered that as many as 44.4% of homeroom teachers helped or helped and 16.2% were not sure they were helped. As many as 35.4% of respondents assessed that the subject teacher helped or helped them, and 20.2% were not sure that they would be helped. Meanwhile, for teachers or guidance and counseling counselors or school psychologists, respondents were considered very helpful by 22.4%, helpful or helpful by 32.7%, and 15.3% not sure they were helped.

Then, for the response of the principal or head of the foundation, respondents were considered to be helping or helping and not sure that they were helped with a percentage of 27.3% each. The response of extracurricular supervisors or coaches was considered helpful or helpful by 30.9% and not sure if it was helped by 27.8%. In addition, family responses were considered very helpful at 36.4%, helpful or helpful at 29.3% and only 14.1% were considered unsure. Meanwhile, the response of friends or spouses/peers was considered helpful or helpful by 34.3% and 12.1% were unsure.

Of the 113 respondents who answered that they had been victims of bullying, only 99 respondents answered the question of the form of response to adult or peer assistance in helping victims face or overcome their bullying problems. Most 61.6% of respondents answered that they were helped by finding self-strength or motivation, 46.5% of them told victims to ignore or forget about the bullying incident. As many as 30.3% of respondents answered that they were helped by establishing good friendships, while 20.2% answered those who helped arrange counseling sessions with BK teachers or school counselors and were supervised in the school environment or other places where bullying usually occurs. The remaining 10.1% were invited to meet the parents of the perpetrators. Here the percentage of rescuers or victim rescuers is so high by asking them to ignore or forget the bullying case. This has a negative impact on the victim due to the risk of trauma and a decrease in the quality of the victim's mental health. In fact, this solution will cause recurring problems in the future and the problem of bullying that must be solved immediately seems to be delayed.

Of the 113 respondents who were victims of bullying, 78.8% said that bullying stopped after they received help from adults, with a percentage of 78.8%, and 21.2% said bullying did not stop. The time the bullying stopped occurred more than three months ago at 46%, 33% less than a month, and 21% between 1-3 months ago.

There were several attitudes taken by respondents as victims of bullying when experiencing the incident as 35.7% answered that they remained silent, 21.4% they chose to fight, 16.1% chose to argue or fight with the perpetrator who harassed them, and 13.4% chose to tell an adult, and 4.5% they cried.

From the experience of bullying that respondents have experienced or are experiencing, it certainly affects their sense of security while at school. As many as 62.8% of respondents said that sometimes they feel safe at school, 25.7% answered that they feel safe, and 11.5% answered that they feel unsafe at school. Of course, the school needs to pay attention to the condition of the school environment so that it is stable and safe for students.

Table 3. Descriptive Test Results of Students' Experience as Victims of Bullying

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Flirted with friends in a mean way	113	0	4	.75	.978
The spread of rumors or secrets about the victim spread by friends aims to hurt.	113	0	4	.90	1.077
Dissemination of secrets about victims by friends with intent to hurt	113	0	4	.78	.933
Hurt by the perpetrator who tries to break the friendship	113	0	4	.76	.966
Made to feel afraid of what the perpetrator said would be done to the victim	113	0	4	.73	1.096
The victim was deliberately physically injured by being ganged up by one and/or a group of perpetrators	113	0	4	.22	.530
Being called with a bad or inappropriate call by a friend or other person.	113	0	4	1.18	1.290

Someone or a friend of the victim says that he or they will not like the victim unless the victim does something they tell or want from him.	113	0	4	.58	1.108
The victim's belongings were deliberately damaged, stolen or destroyed by the perpetrator. Others try to hurt him by isolating him/ignoring/excluding the victim from the group or not talking to him.	113	0	4	.59	1.049
Intentionally spreading a lie, gossip or false rumor about the victim by the perpetrator, so that friends or others do not like the victim.	113	0	4	.97	1.168
Valid N (listwise)	113				

The above results are strengthened by the results of the descriptive test listed in table 3 above, it is possible to get an idea that the highest average score is found in the item "Called with a bad or inappropriate call" with a mean value of 1.18 and a standard deviation of 1.29. This indicates that the form of verbal bullying in the form of ridicule or insult is the most common bullying behavior experienced by respondents. The high standard deviation of this item also indicates a variation in the intensity of the experience between students, from never to very frequent.

The item with the second highest mean is "Spreading rumors or secrets to hurt" with a mean of 0.90. This confirms that relational bullying through the spread of gossip or secrets is a form of social violence that is quite often experienced by students. Meanwhile, "Flirted with a friend in a malicious way" and "Secret spread by a friend" also showed relatively high averages above 0.70.

In contrast, forms of physical *bullying* such as "Physically harmed by being ganged" had the lowest mean of 0.22 with a standard deviation of 0.53, indicating that this type of physical *bullying* was rarely reported among respondents. However, forms of non-physical violence such as threats, intimidation, and destruction of goods still appear with a mean ranging from 0.58–0.73, which means that some students still experience indirect forms of violence.

With a minimum score of all items being 0 and a maximum of 4, it can be concluded that the variety of bullying experiences is very diverse, ranging from respondents who have never experienced it to those who have experienced it quite often on some types of bullying behaviors.

In general, descriptive results show that verbal and relational bullying dominate the forms of bullying behavior experienced by students in the city of South Jakarta. This is the basis for focusing preventive interventions on ridiculous behavior, gossip, and social pressure in the school environment. While the physical form is relatively lower, it still requires supervision and handling so that it does not develop more seriously.

Experience of Bullying Behavior in Students as Perpetrators

Individuals who deliberately hurt others such as their friends can be said to be bullies, where the bully will never feel guilty and even proud after bullying the victim. Instead, the perpetrator felt stronger when he succeeded in hurting the victim. Moreover, one of the characteristics of teenagers, they need validation that they are capable of anything. From this confession, if misdirected, it will lead to acts of bullying.

According to Kelleher, Harley, et al. (2008), the perpetrators *Bullying* will experience symptoms of psychosis greater than the victim *Bullying* with a ratio of 10 : 1, it should be noted that the perpetrator *Bullying* is also a victim *Bullying*. This is in line with the expression of Bowen, et al (1994) that adolescent perpetrators *Bullying* who are also victims of bullying have more severe symptoms of psychosis than teenagers who are only victims *Bullying*. *This is related to the family of the perpetrator of the bullying* who tend to have parents who are less involved or hostile and reject each other. (in Abdillah, Anang Arief & Ambarini, Tri Kurniati, 2018)

Based on the results of the questionnaire, it was found that respondents who responded to the question about the form of bullying experience they had experienced with details as much as 94.6% actually had witnessed an incident of bullying to friends or other people. This means that most of the respondents have been witnesses or *bystander*, but not necessarily included as a *Upstander* (witnesses who participated in defending or stopping the bullying incident).

In addition, as many as 2.2% of respondents had bullied their friends, and 3.2% had participated in bullying their friends. Although the percentage is relatively small, the negative impact of their actions cannot be ignored. Therefore, special attention is needed to nurture children who have been *bullies*, or participated in bullying.

Table 4. Experience of *Bullying* Behavior of Students as Perpetrators

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Flirting/flirting with friends	706	0	4	0,65	0,733
Telling a friend or someone's secret to another person on purpose to hurt him.	706	0	3	0,06	0,260
Intentionally hurting someone or friends by trying to break the friendship or relationship they have.	706	0	4	0,02	0,187
intentionally intimidating or threatening someone or friends	706	0	4	0,06	0,297
Intentionally hurting/physically injuring a friend or other person, even ganging him up with a group	706	0	2	0,01	0,124
Calling a friend or other person by name with an inappropriate or bad call.	706	0	4	0,20	0,500
Telling a friend or someone that the perpetrator won't like them until they're willing to do something they're told or ordered.	706	0	1	0,01	0,099
Intentionally damage, steal or destroy the property of a friend or someone.	706	0	1	0,01	0,112
Trying to hurt by isolating / ignoring/excluding a friend or someone from the group or not talking to him.	706	0	3	0,03	0,200
Valid N (listwise)	706				

Based on the table above, the results of a descriptive analysis of 706 respondents who responded, an idea was obtained that bullying behavior carried out by students as perpetrators varied in form and intensity. The most common action was flirting, pranking, or pranking a friend, with $M = 0.65$ and $SD = 0.73$. This relatively high mean value indicates that this behavior is relatively frequent in the respondent environment, although the variation is quite large as seen in the standard values of deviation that are close to the mean value.

In addition to flirting behavior, the act of calling friends names with inappropriate or bad names is also quite common, with $M=0.20$ and $SD=0.50$. This indicates that forms of verbal bullying through labeling or ridicule are still a practice found among students.

Meanwhile, other forms of bullying behavior show very low average numbers. For example, the behavior of telling a friend's secrets intentionally to hurt him only had a mean of 0.06 ($SD = 0.26$). Likewise, the behavior of deliberately scaring or threatening friends had a mean of 0.06 ($SD = 0.30$). In fact, physical acts of bullying such as intentionally hurting, injuring, or ganging up on friends with the group only had a mean of 0.01 ($SD = 0.12$). This low score indicates that forms of physical violence are rarely committed by respondents.

Another action that is also rarely done is the behavior of forcing a friend to do something with the threat of not being liked ($M = 0.01$; $SD = 0.10$), as well as behaviors of damage, stealing, or destroying friends' belongings, which were recorded with $M = 0.01-0.03$ and a relatively small standard deviation. The low average scores on these indicators indicate that bullying actions that are coercive in nature, threats, damage, or exclusion are not too dominant in student behavior.

In general, these results show that bullying behavior in the respondents' environment appears more often in the form of verbal bullying or actions that are considered light, such as teasing or mocking. Meanwhile, bullying behavior that is physical or has a more serious intensity of loss is relatively rare. These findings are an important indication for schools, educators, and parents to focus more on bullying prevention efforts through strengthening communication, learning language ethics, and instilling the value of mutual respect in the school environment.

CONCLUSION

In general, the results of the study confirm that bullying behavior in junior and upper secondary education institutions in the South Jakarta area is still a real problem, with the dominant pattern in the form of non-physical violence that has an impact on the psychological condition of

students. Cases of bullying that occurred in several schools in South Jakarta based on the experiences experienced by respondents both as victims and perpetrators, it can be concluded that the most dominant form of bullying behavior experienced by students is verbal and relational bullying, such as ridicule, insults, and the spread of rumors, while physical bullying is reported to be rare. The findings also showed that some respondents had been involved as bullies with varying intensity.

From the results of this study, it can be suggested that first, as a party that also plays an important role in the prevention of bullying in schools, students are expected to have the courage to speak up and seek help if they experience or witness acts of bullying, both to teachers, counselors, and parents; respect differences and build empathy towards peers to prevent the emergence of ridiculous behavior, gossip, or demeaning actions; build positive friendship groups, support each other, and distance themselves from negative behaviors that trigger conflict or oppression between friends; actively participate in anti-bullying programs held in schools to create a culture of mutual care and respect. Second, for schools, it is necessary to develop a bullying prevention program that not only emphasizes supervision of physical behavior but also pays serious attention to verbal and relational bullying. Second, teachers and school counselors are expected to provide regular education about the impact of bullying and build a school culture that supports students' courage to help prevent and handle bullying behavior at school. Third, parents are advised to build open communication with children so that victims of bullying can feel safe to tell stories and receive support.

With the implementation of these suggestions, it is hoped that bullying incidents in schools in the South Jakarta area, especially in the sample area of this study, can be prevented and handled comprehensively, so as to create a safe, comfortable, and supportive learning environment for students' psychosocial development.

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