



Experience of Bullying Behavior in Students as Witnesses (Bystander/Upstander) Students in South Jakarta City

Lely Wahyuniar ¹, Endahing Noor Iman Pustakasari ²

¹ Bakti Husada University, Cirebon, West Java, Indonesia. Email: lelywahyuniar@stikku.ac.id

² Indonesian Empowered Community Foundation, Jakarta, Indonesia. Email endah@berdayaindonesia.org

Correspondence Writer. Email: lelywahyuniar@stikku.ac.id

Abstract

Background. Often, the case of bullying incidents goes viral, thanks to children who witness bullying incidents acting as *bystanders/upstanders*. This role is dilemmatic; if you are passive, you feel psychologically distressed because you are faced with a situation and are at risk of becoming a victim. However, there are also those who dare to stop bullying incidents by defending the victim as a form of high empathy, *good social skills*, and a sense of moral responsibility. *Upstanders* face risks such as being targeted for revenge or social pressure from the perpetrator. Therefore, it is necessary to gain the attention of *stakeholders*.

Purpose. This study aims to investigate the behavior of students as witnesses, both as bystanders and upstanders, in bullying cases in the city of South Jakarta.

Method. This research method uses a quantitative approach, a type of descriptive research. The data analysis techniques employed include descriptive statistics, validity, and reliability. Data analysis is processed using IBM SPSS and Python.

Result. In terms of the bystander/upstander aspect, almost all respondents reported experiencing bullying incidents ($M = 0.99$; $SD = 0.07$), and most had an understanding of the appropriate course of action to take ($M = 0.88$; $SD = 0.33$). Respondents were also relatively familiar with the existence of *the upstander* ($M = 1.26$; $SD = 0.77$), albeit with considerable variation. Students' assessment of the school's success rate in handling *bullying* cases was relatively good ($M = 2.79$; $SD = 0.96$), while students' knowledge related to school anti-bullying policies was also relatively high ($M = 0.78$; $SD = 0.41$).

Conclusion. Although verbal bullying behavior is still quite prevalent, most students have the awareness to act as *bystanders* or *upstanders*. However, there are still respondents who are passive when they see bullying, but some others have also played a role as helpers. With the active involvement of students and all stakeholders, it is hoped that efforts to prevent and address bullying in schools, especially at the junior high school/high school levels, can be implemented more effectively, creating a safe and inclusive learning environment that supports the positive development of students' character.

Implementation. Teachers and school counselors are expected to provide regular education about the impact of bullying and foster a school culture that encourages students to take a stand against it.

Keywords: bullying, students, witnesses, bystanders, upstanders



© 2025 The Author(s). This article is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/), which permits use, sharing, adaptation, distribution, and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source.

INTRODUCTION

Bullying in urban schools tends to have a hidden pattern. Many students do not report cases of bullying because they are afraid of the perpetrator having a strong influence in their group (Salmivalli, 2010). In South Jakarta, teachers often experience obstacles in detecting bullying because students tend to move their actions to digital spaces, such as social media groups or private messages. (Putra, 2021). Additionally, urbanization impacts family parenting. Parents in urban areas generally have limited time to accompany their children due to work demands. This lack of supervision creates a loophole for bullying to occur undetected (Georgiou, 2008).

South Jakarta, as part of the administrative area of DKI Jakarta Province, has a diverse student population in terms of demographics and social status. Kusuma (2018) revealed that students in urban schools, especially South Jakarta, are more often involved in the form of verbal and cyber bullying than physical bullying. This is driven by the high rate of internet penetration and *gadget* ownership among students. In addition, the sharp difference in economic status in South Jakarta schools has the potential to cause discriminatory behavior that triggers relational bullying practices, such as social status-based exclusion or bullying (Fauziah & Widiastuti, 2020).

Bullying cases that occur in Jakarta are increasingly rampant, with an increasing trend in these cases. According to Wiyani (2012), the rampant brawls and violence (bullying) carried out by students in schools, which increasingly adorn the news rows in print and electronic media, is evidence that human values have been uprooted (in Suhendar, 2018).

Bullying has a negative impact on both the victim, the perpetrator, and the witness (*bystander/upstander*). In this study, the focus is on discussing the roles of passive/active witnesses (bystanders and upstanders). *Bystanders* (passive witnesses) who only witness bullying without intervening often experience moral *distress* due to an inner conflict between the urge to help the victim and the fear of social or physical consequences (Thornberg et al., 2012). Research shows that passive bystanders can experience feelings of guilt, shame, or regret for not intervening (Pozzoli & Gini, 2010). In contrast to passive bystanders, upstanders who actively defend victims usually have a better level of *psychological well-being* (Salmivalli, 2010).

This is both good news and bad news, the good news is that teenagers are starting to dare to *speak up* about the *bullying behavior* they experience, so that their problems can be immediately handled by *adult stakeholders*, while the bad news turns out that more and more

adolescents are vulnerable to being targeted by bullying, even becoming perpetrators, including passive witnesses who have the potential to join the party perp. One of the crucial roles in the *issue of bullying* that is still rarely paid attention to is the *bystander* (a witness to the incident who only sees the incident without doing anything to disperse or stop, or participates in the bullying) and *upstander* (the role of someone who is a witness to bullying and then involved in breaking up or stopping the *bullying* incident).

The occurrence of continuous bullying cases in Indonesia cannot be separated from several factors. According to Ariesto (2009), the cause is family factors where parental protection attitudes are excessive towards their children, making children vulnerable to bullying, and children who have parents who are too harsh are the most likely children to experience bullying treatment. The family lifestyle of the parents is messy, divorce, parents are unstable in their feelings and thoughts, often fights or Domestic Violence (KDRT) triggers the emergence of depression and stress for children, thus triggering depersonalization for children who end up being divided and behaving violently or becoming bullies. Then, mass media factors can form bullying behavior patterns from the display of viewing that have negative behavioral effects, such as antisocial, low sensitivity to violence, increased fear in bullying victims, and learning aggressive attitudes. Furthermore, the factor of peer association is that when in a school environment or peer friends, some children bully in an attempt to prove that they can fit into a particular group, even though they themselves feel uncomfortable with the behavior. The socio-cultural environment factors where there are many deviant behaviors in the local community, lead to anxiety, confusion, and pathological behavior, which encourages adolescents to become addicted to drugs, alcohol, and many become neurotic and psychotic, eventually they commit bullying. Poverty is also one of the socio-cultural factors that cause bullying. (in Novalia and Tri Dayakisni, 2013)

Therefore, this study was conducted to investigate the role of adolescents who are active students at the junior high/high school level in South Jakarta, specifically as passive witnesses (*bystanders*) and active witnesses (*upstanders*) in bullying behavior. Thus, it can serve as a reference in efforts to increase awareness of bullying issues, prevention, and the handling of bullying problems among *stakeholders*.

LITERATURE REVIEW

According to *the American Psychological Association*, aggressive behavior is an intentional and repeated behavior that causes pain or discomfort to others, either through more

subtle physical, verbal, or nonverbal actions. Bullying is aggressive behavior that is carried out deliberately and repeatedly by individuals or groups who have greater power over weaker victims (Olweus, 1993). Bullying can be in the form of physical, verbal, social, or cyberbullying (Smith et al., 2008). From the point of view of developmental psychology, bullying behavior is often associated with individual personal characteristics.

Family conditions play a significant role in the development of aggressive behavior. Espelage and Swearer (2003) suggest that authoritarian, excessively permissive, or conflict-colored family parenting often fosters aggressive behavior in children. Children who often witness violence at home are at risk of imitating this behavior in the school environment (Baldry, 2003). In addition, lack of emotional closeness with parents, weak supervision, and minimal communication are also triggering factors (Georgiou, 2008).

From a social psychology perspective, peer group norms greatly influence bullying behavior. According to Salmivalli (2010), bullying is often considered a 'normal' behavior in group dynamics, especially if the perpetrator has peer support or becomes popular. A school culture that is permissive towards violence, weak regulations, and a lack of teacher supervision also increases the risk of bullying (Craig & Pepler, 2007). The group conformity factor can lead some students to engage in bullying, even if they do not initially intend to do so (Gini, 2006).

Bullying is also influenced by certain situations, such as academic pressure, competing social status, or differences in physical, ethnic, and sexual orientation characteristics (Espelage, Bosworth, & Simon, 2000). Thornberg's research (2010) confirms that the existence of certain negative stereotypes or stigmas makes individuals vulnerable to being targets of bullying.

Types of Bullying

1. **Physical Bullying.** Physical bullying is the most easily recognized form of bullying because it involves direct acts of aggression. The form includes hitting, kicking, pushing, pinching, or damaging the victim's belongings (Olweus, 1993). It usually occurs in school areas with minimal supervision, such as fields, hallways, or toilets (Rigby, 2002).
2. **Verbal bullying.** Verbal bullying involves words that are intended to hurt the victim's feelings and emotions. Examples are ridicule, insults, negative nicknames, threats, and insults related to physical condition, race, religion, or social status (Smith et al., 2002). Verbal bullying is often considered 'mild' by some, but the impact can be just as serious as physical bullying.

3. **Relational/Social Bullying.** Relational bullying, also known as social bullying, includes actions aimed at damaging the victim's social relationships. Examples of this behavior are exclusion from the group, spreading gossip, slander, or influencing other friends to stay away from the victim (Salmivalli, 2010). This shape is often difficult to detect because it is not directly visible.
4. **Cyberbullying.** Cyberbullying is a form of modern bullying that has developed in tandem with the advancement of information technology. This form of bullying is conducted through digital media, including short messages, social media, email, or chat applications (Kowalski & Limber, 2013). Hinduja and Patchin (2008) emphasized that cyberbullying can occur at any time, even outside school hours, making it challenging for parents and teachers to control.

Recent research shows that one individual can experience more than one form of bullying at the same time. Kowalski et al. (2014) emphasized the importance of schools to understand this dynamic in order to develop comprehensive prevention strategies, especially in the digital era.

In the context of bullying in schools, a bystander refers to individuals who witness or observe bullying behavior, whereas an upstander refers to bystanders who actively intervene against bullying (Polanin et al., 2012). Bystanders play a crucial role in either reinforcing or stopping bullying. According to Salmivalli et al. (1996), the role of *bystanders* can be categorized into several types, such as:

1. *Assistants*, namely, observers who help the perpetrators of bullying.
2. *Reinforcers*, namely, observers who support the perpetrator by cheering or laughing at the victim.
3. *Outsiders*, namely passive observers, choose not to get involved.
4. *Defenders*, namely observers who defend the victim, are then called *upstanders*.

Factors Affecting the Role of Bystander/Upstander

A person's decision to become *an upstander* is influenced by various factors, such as empathy, moral norms, school climate, and risk perception (Pozzoli & Gini, 2010; Thornberg & Jungert, 2013). Research indicates that the higher a student's level of empathy, the more likely they are to act in defense of a bullying victim (Nickerson et al., 2008). In addition, the support of teachers and peers also encourages upstander behavior (Rigby & Johnson, 2006).

The Psychological Impact of *the Role of the Bystander/Upstander*

Bystander *behavior* can reinforce the dominance of bullies by providing indirect social validation (Salmivalli, 2010). On the other hand, *upstander actions* have been shown to be effective in reducing bullying incidents because the perpetrator loses social support (Hawkins et al., 2001). Therefore, bullying intervention programs often emphasize the importance of empowering students to become upstanders (Polanin et al., 2012).

For bystanders (passive witnesses), witnessing repeated violence in schools can cause anxiety, fear, and insecurity in the school environment (Rivers & Noret, 2010). Bystanders can also experience a decrease in empathy if they are constantly exposed to bullying without being given the support to act (Hymel et al., 2015). In contrast to *bystanders*, *upstanders* who actively defend victims usually have a better level of *psychological well-being* (Salmivalli, 2010). They tend to have higher self-esteem because they feel capable of prosocial actions (Pozzoli & Gini, 2013).

However, being *an upstander* is also not free from risks. Some studies have found that upstanders can experience threats of retaliation or ostracization from peers, especially if group norms support the bully (Espelage et al., 2012). This can trigger social anxiety and stress if the upstander is not supported by the school environment.

Implications of *the Anti-Bullying Program on Witnesses in Schools*

This study shows that anti-bullying interventions should focus not only on victims and perpetrators, but also on the emotional well-being of bystanders. Creating a safe school climate that supports prosocial behavior will minimize the negative impact of bullying on witnesses and maximize their potential as *agents of change*.

Instilling the values of empathy, moral courage, and fostering a school climate that supports positive interventions is essential to increasing the number of *upstanders*. (Salmivalli et al., 2011).

Therefore, research on the experience of bullying behavior in urban areas is necessary to provide a comprehensive picture and an effective solution. This study was conducted to investigate the experiences of bullying behavior among 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 focuses on the experiences of perpetrators and witnesses.

Therefore, the results of this study can serve as a reference for stakeholders in addressing 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 participate in overcoming it in their social environment, both at school and elsewhere.

METHOD

This research method employs a quantitative approach, a type of descriptive research, to investigate the subjects' experiences of bullying behavior in schools, including the role of the subjects when experiencing or facing *bullying behavior*. The survey was conducted in the city of South Jakarta, where the respondents were junior high school and high school students. The determination of junior high schools and high schools/equivalent schools as the locations for distributing the questionnaire was made in accordance with the work area of the South Jakarta Region I Education Office, in collaboration with the Indonesian Empowered Community Foundation, to conduct an Anti-Bullying campaign in the South Jakarta area.

The research was conducted among respondents divided into three groups based on their roles: victims, perpetrators, and *bystanders/upstanders*. Thus, the number of respondents who responded according to their roles and experience differed. The data analysis techniques employed include descriptive statistics, validity, and reliability. Data analysis was processed using IBM SPSS and Python to facilitate the survey, making it easier and more efficient. This allowed for quick identification of results, enabling immediate follow-up steps to be taken from this study.

DISCUSSION

Population and Sample

The population of this study is adolescents with active student status at the junior high school and high school levels in the South Jakarta area. The sample of this study consisted of 824 respondents spread across the South Jakarta Region I Education Office (Sudin Pendidikan Jakarta). Meanwhile, 472 respondents reported having played the role of *bystander/upstander*.

In terms of the bystander/upstander aspect, almost all respondents reported experiencing bullying incidents ($M = 0.99$; $SD = 0.07$), and most had an understanding of the appropriate course of action to take ($M = 0.88$; $SD = 0.33$). Respondents were also relatively familiar with the existence of the upstander ($M = 1.26$; $SD = 0.77$), albeit with considerable variation. Students' assessment of the school's success rate in handling bullying cases was in

the category of relatively good ($M = 2.79$, $SD = 0.96$). At the same time, students' knowledge related to school anti-bullying policies was also relatively high ($M = 0.78$, $SD = 0.41$).

The results of the validity test on the respondent's experience variable as a witness (*bystander/upstander*) showed that only one item was valid regarding understanding better behavior and bullying prevention ($r = 0.231$; $p = 0.000$). Other items had a significance value of $p > 0.05$, such as the experience of witnessing bullying incidents ($p = 0.713$) and the school's success rate ($p = 0.826$). The results of the reliability test showed that *Cronbach's Alpha* values only ranged from $0.35 < 0.6$. Therefore, it is necessary to add new items that are more relevant.

Although verbal bullying behavior is still quite prevalent, most students have the awareness to act as *bystanders* or *upstanders*. However, there are still respondents who are passive when they see bullying, but some others have also played a role as helpers.

The results of this research are expected to serve as the basis for strategic policy-making in schools, particularly in strengthening anti-bullying literacy, fostering a culture of mutual respect, and encouraging active student involvement in bullying prevention and intervention. A bullying prevention strategy is needed in schools that not only emphasizes the supervision of physical behavior but also prevents and handles verbal behavior. It strengthens the role of bystanders to encourage them to be upstanders.

Table 1. Results of the Validity and Reliability Test of the Respondent's Experience as a Bystander/Upstander

Research Variables	Research Items	Validity		Reliability
		r Pearson	Sig. (2-tailed)	Cronbach's Alpha
Experience as a Bystander/Upstander	Experience witnessing an incident of bullying	-0.02	0.710	0,347
	An understanding of better behaviors and what can be done to help prevent or overcome bullying.	0.231	0.000	0,259
	Get to know the figure of an Upstander (a person who has empathy to help bullying victims)	0.231	0.000	0,321
	The level of success of the school in dealing with or overcoming bullying behavior according to the student's view	0.356	0.000	0,253
	Students' knowledge of school policies in preventing and dealing with bullying behavior at school	0.210	0.000	0,176

Students' Bullying Behavior Experience as a *Bystander* or *Upstander*

One of the roles often overlooked in bullying behavior is that of witnesses. Witnesses are individuals who are present at the scene of the incident or bullying. The role of witnesses is still divided through their attitudes, namely witnesses who are silent or tend to avoid or pretend not to know (*bystander*), witnesses who participated in the bullying so that they made him the perpetrator as well, and finally the witness (*Upstander*) who also defended the victim by dissolving the incident of bullying or reporting it to the nearest adult who has higher authority than them.

36. Apakah kamu pernah melihat seorang teman atau seseorang yang sedang di-bully?
803 responses

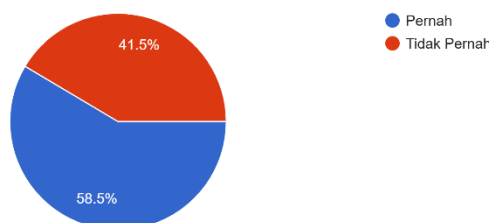


Figure 1. Frequency of Students Witnessing Bullying Cases

From the diagram above, it appears that as many as 58.5% of respondents have witnessed bullying behavior occurring in front of them. Meanwhile, 41.5% never witnessed it. This means that the majority of respondents have seen incidents of bullying firsthand.

Table 2. Experience of Bullying Behavior in Students as *Bystander/Upstander* Witnesses)

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Experience witnessing incidents of <i>bullying</i> .	472	0	1	1.00	.065
An understanding of better behaviors and what can be done to help, prevent, or overcome <i>bullying</i> in school.	472	0	1	.88	.329
Get to know the figure of an Upstander (a person who has empathy to help victims of <i>bullying</i>).	472	0	2	1.26	.765
The level of success of the school in dealing with or overcoming <i>bullying behavior</i> according to the student's view.	472	0	4	2.79	.963

Students' knowledge of school policies in preventing and handling <i>bullying</i> behavior at school.	472	0	1	.78	.414
Valid N (listwise)	472				

From the table above, the results of the descriptive test analysis of 472 respondents provide a comprehensive picture of students' behavior, knowledge, and experiences as bystanders and upstanders in the context of bullying incidents at school.

First, in the indicator of experience of witnessing bullying incidents, an average value (M) of 0.99 with a standard deviation (SD) of 0.07, and a minimum-maximum range between 0 and 1. The average score close to this maximum number indicates that almost all respondents have firsthand experience of seeing or witnessing bullying actions in the school environment. This confirms that bullying practices are still relatively often found, so that they become a real problem in the educational environment.

Second, in terms of understanding appropriate behavior, the average is 0.88 (SD = 0.33) when witnessing bullying. This score indicates that most students already possess basic knowledge of what action to take when they encounter bullying behavior, although the standard deviation remains considerable, indicating a variation in the level of understanding among respondents. Some students may have a strong understanding, but others still need more in-depth education on how the role of a bystander can help stop bullying.

Third, regarding the indicator of recognition of the upstander, an average of 1.26 (SD = 0.77) was obtained, with a maximum value of 2. This indicates that a significant number of respondents are aware of or know individuals who play the role of upstanders, namely people who are willing to actively help victims of bullying, reprimand the perpetrator, or report incidents to the school. However, the considerable standard deviation indicates that there are respondents who lack experience with the upstander, suggesting that this role has not been fully internalized throughout the student environment.

Fourth, the descriptive results regarding the school's success rate in handling bullying cases have an average of 2.79 (SD = 0.96) on a scale of 0–4. This average score suggests that students consider the school to have made a relatively reasonable effort in addressing bullying incidents. However, the sizable standard deviation indicates differences in perceptions among students. Some students may feel that the school is responsive, but others may believe that the effort is still suboptimal.

Finally, the indicator of student knowledge about school policies in preventing bullying showed an average of 0.78 (SD = 0.41) with a maximum score of 1. This value indicates that most respondents are aware of school policies, rules, or programs that support bullying prevention efforts. However, the relatively large standard deviation shows that not all students have the same understanding or access to information related to the policy.

Overall, these descriptive results show that the majority of students have a good level of awareness regarding the phenomenon of bullying and their role as bystanders. They generally understand the right steps to take when they witness bullying and recognize the presence of *an upstander* in the school environment. However, the variation in understanding and perception between respondents shows the need to strengthen anti-bullying literacy programs, instill the value of courage to defend victims, and socialize school policies that are more equitable and sustainable.

39. Apa yang pernah kamu lakukan saat melihat teman atau seseorang yang sedang dibully?
464 responses

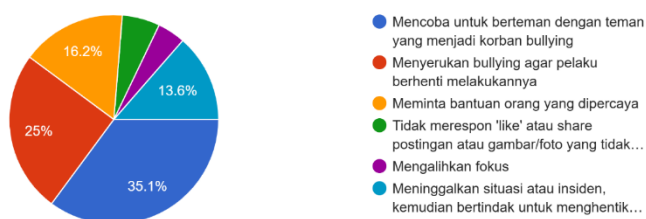
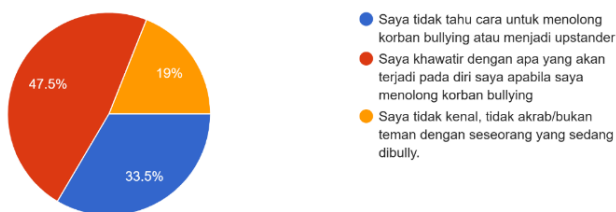


Figure 2. Students' Attitudes When Witnessing Bullying Cases

When respondents witnessed bullying incidents, they exhibited a range of attitudes. This can be seen from the diagram above that 35.1% of respondents reported trying to make friends with friends who were victims of bullying when they witnessed the bullying incident. Furthermore, respondents did so by calling for an end to bullying, aiming to reduce the perpetrator's behavior by 25%. Respondents sought the help of trusted individuals to stop bullying incidents, with a percentage of 16.2%. Additionally, 13.6% of respondents left the situation or incident and then acted to stop bullying in other indirect ways.

Figure 3. Passive Attitude of Students Witnessing Bullying Cases

40. Jika kamu melihat seorang teman atau seseorang yang sedang ditindas/dibully, tapi kamu tidak bisa menjadi upstander (berempati untuk menolong korban), alasannya kenapa?
448 responses



It turns out that there are still many respondents who tend to play the role of *Bystander* as evidenced by the percentage of items about the reason why respondents cannot help when they see people they know or other people who are being bullied at 47.5% because they are worried about what will happen to the respondents if they help bullying victims. Then, 33.5% of respondents answered that they did not know how to help victims of bullying or be upstanders, and 19% of respondents said that they did not know the victim, or were not familiar or friends with someone who was being bullied.

38. Pernahkah kamu atau seseorang yang kamu kenal menjadi seorang upstander (orang yang memiliki empati untuk membantu korban bullying) akhir-akhir ini?
468 responses

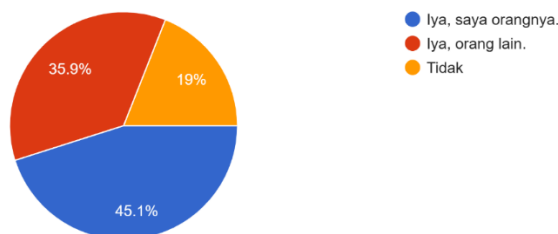


Figure 4. Students' Empathetic Attitude Witnessing Bullying Cases

In addition, respondents knew an *upstander* (a person who has empathy to help victims of bullying, especially at school), resulting in 45.1% of them being themselves and 35.9% being someone else. In fact, 19% significantly answered that they did not know the *upstander* around them, which is a special concern that it is necessary to improve the ability to empathize, sensitivity to the environment around the respondent, and their social responsibility, so that more *upstanders* emerge.

Furthermore, for the level of success of the school in dealing with or overcoming bullying behavior, According to the students' view, it produced a Mean score of 2.76 and a

standard deviation of 0.963, which means that the values in the item are more diverse because the Mean is not accurate; therefore, it is not possible to conclude whether the respondent truly understands it or not. Meanwhile, students' knowledge of school policies for preventing and dealing with bullying in school was as high as 78.3% of respondents, with a mean score of 0.78.

Although local governments and schools have implemented anti-bullying programs, their effectiveness is often not optimal. Pramudya's research (2022) indicates that some teachers still view bullying as an ordinary mischief rather than a serious problem that requires professional intervention. Therefore, preventive approaches, such as strengthening character education, promoting open communication between teachers, students, and parents, and enhancing digital literacy, need to be strengthened.

These findings can serve as an important foothold for schools, teachers, and policymakers to design bullying prevention interventions and strategies more effectively, not only by emphasizing case handling but also by building a culture of care, solidarity, and encouraging students to take an active role as *upstanders*. However, it is also necessary to train students who have been or have the potential to be bystanders in empathy and care.

CONCLUSION

Students play an important role in preventing bullying at school, 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 degrading actions, become upstanders, that is, dare to reprimand bullying perpetrators, provide support to victims, and report bullying acts that occur in the school environment, build positive friendship groups, support each other, and distance themselves from negative behaviors that trigger conflict or bullying between friends, actively participate in anti-bullying programs organized at school to create a culture of mutual care and respect.

With the active involvement of students and all stakeholders, it is hoped that efforts to prevent and address bullying in schools, especially junior high schools/high schools, can run more effectively, thereby creating a safe and inclusive learning environment that supports the positive development of students' character.

IMPLEMENTATION

The subsequent research is expected to explore the factors that cause bullying behavior in more depth, using a qualitative approach, as well as considering other variables such as family conditions, social environment, and digital media. 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 effectively addressed, thereby creating a safe, comfortable, and supportive learning environment that fosters students' psychosocial development.

For schools, it is essential to develop a bullying prevention program that not only emphasizes the supervision of physical behavior but also pays close attention to verbal and relational bullying. Teachers and school counselors are expected to provide regular education about the impact of bullying and foster a school culture that encourages students to take a stand against it. Parents are advised to build open communication with their children so that victims of bullying can feel safe to tell stories and receive support.

BIBLIOGRAPHY

- American Psychological Association. (n.d.). *Bullying*. In *APA Dictionary of Psychology*. Retrieved July 14, 2025, from <https://dictionary.apa.org/bullying>
- Baldry, A. C. (2003). Bullying in schools and exposure to domestic violence. *Child Abuse & Neglect*, 27(7), 713–732.
- Craig, W. M., & Pepler, D. J. (2007). Understanding bullying: From research to practice. *Canadian Psychology*, 48(2), 86–93.
- Espelage, D. L., & Swearer, S. M. (2003). Research on school bullying and victimization: What have we learned and where do we go from here? *School Psychology Review*, 32(3), 365–383.
- Espelage, D. L., Bosworth, K., & Simon, T. R. (2000). Examining the social context of bullying behaviors in early adolescence. *Journal of Counseling & Development*, 78(3), 326–333.
- Espelage, D. L., Green, H. D., & Polanin, J. R. (2012). Willingness to intervene in bullying episodes among middle school students: Individual and peer-group influences. *The Journal of Early Adolescence*, 32(6), 776–801.
- Fauziah, L., & Widiastuti, I. (2020). Bullying in urban schools: A phenomenological review. *Journal of Educational Psychology*, 9(1), 55–63.
- Georgiou, S. N. (2008). Bullying and victimization at school: The role of mothers. *British Journal of Educational Psychology*, 78(1), 109–125.
- Gini, G. (2006). Social cognition and moral cognition in bullying: What's wrong? *Aggressive Behavior*, 32(6), 528–539.
- Hawkins, D. L., Pepler, D. J., & Craig, W. M. (2001). Naturalistic observations of peer interventions in bullying. *Social Development*, 10(4), 512–527.
- Hinduja, S., & Patchin, J. W. (2008). Cyberbullying: An exploratory analysis of factors related to offending and victimization. *Deviant Behavior*, 29(2), 129–156.
- Hymel, S., Rocke Henderson, N., & Bonanno, R. A. (2015). Moral disengagement as a framework for understanding bullying. *Journal of Social Sciences*, 11(1), 1–7.

<https://dprd-dkijakartaprov.go.id/74647-2/>

<https://www.kemenpppa.go.id/page/view/NTQwMA==>

<https://www.kompas.com/edu/read/2024/09/30/153306771/fsgi-kasus-kekerasan-di-sekolah-meningkat-selama-juli-september-2024> accessed on 01 October 2024

- Kowalski, R. M., & Limber, S. P. (2013). Psychological, physical, and academic correlates of cyberbullying and traditional bullying. *Journal of Adolescent Health, 53*(1 Suppl), S13–S20.
- Kowalski, R. M., Giumetti, G. W., Schroeder, A. N., & Lattanner, M. R. (2014). Bullying in the digital age: A critical review and meta-analysis of cyberbullying research among youth. *Psychological Bulletin, 140*(4), 1073–1137.
- Kusuma, A. (2018). The phenomenon of bullying among high school students in Jakarta. *Indonesian Journal of Psychology, 7*(2), 101–112.
- Novalia & Tri Dayakisni. (2013). Assertive Behavior and the Tendency to Become a Victim of Bullying, *Scientific Journal of Applied Psychology*. Vol. 01, No. 01, January 2013.
- Olweus, D. (1993). *Bullying at school: What we know and what we can do*. Blackwell Publishing.
- Polanin, J. R., Espelage, D. L., & Pigott, T. D. (2012). A meta-analysis of school-based bullying prevention programs' effects on bystander intervention behavior. *School Psychology Review, 41*(1), 47–65.
- Pozzoli, T., & Gini, G. (2010). Active defending and passive bystanding behavior in bullying: The role of personal characteristics and perceived peer pressure. *Journal of Abnormal Child Psychology, 38*(6), 815–827.
- Pozzoli, T., & Gini, G. (2013). Why do bystanders of bullying help or not? A multidimensional model. *The Journal of Early Adolescence, 33*(3), 315–340.
- Pramudya, R. (2022). The effectiveness of anti-bullying programs in South Jakarta secondary schools. *Journal of Educational Management, 10*(1), 15–24.
- Putra, M. R. (2021). Cyberbullying among urban adolescents: A case study of schools in South Jakarta. *Scientific Journal of Psychology, 11*(2), 201–213.
- Rigby, K. (2002). *New perspectives on bullying*. Jessica Kingsley Publishers.
- Rigby, K., & Johnson, B. (2006). Expressed readiness of Australian schoolchildren to act as bystanders in support of children who are being bullied. *Educational Psychology, 26*(3), 425–440.
- Rivers, I., & Noret, N. (2010). 'I h8 u': Findings from a five-year study of text and email bullying. *British Educational Research Journal, 36*(4), 643–671.
- Salmivalli, C. (2010). Bullying and the peer group: A review. *Aggression and Violent Behavior, 15*(2), 112–120.
- Salmivalli, C., Kärnä, A., & Poskiparta, E. (2011). Counteracting bullying in Finland: The KiVa program and its effects on different forms of being bullied. *International Journal of Behavioral Development, 35*(5), 405–411.
- Salmivalli, C., Lagerspetz, K., Björkqvist, K., Österman, K., & Kaukiainen, A. (1996). Bullying as a group process: Participant roles and their relations to social status within the group. *Aggressive Behavior, 22*(1), 1–15.
- Smith, P. K., Cowie, H., Olafsson, R. F., & Liefoghe, A. P. D. (2002). Definitions of bullying: A comparison of terms used, and age and gender differences, in a fourteen-country international comparison. *Child Development, 73*(4), 1119–1133.
- Smith, P. K., Mahdavi, J., Carvalho, M., Fisher, S., Russell, S., & Tippett, N. (2008). Cyberbullying: Its nature and impact in secondary school pupils. *Journal of Child Psychology and Psychiatry, 49*(4), 376–385.

- Thornberg, R. (2010). Schoolchildren's social representations on bullying causes. *Psychology in the Schools*, 47(4), 311–327.
- Thornberg, R., Tenenbaum, L., Varjas, K., Meyers, J., & Jungert, T. (2012). Bystander motivation in bullying incidents: To intervene or not to intervene? *Western Journal of Emergency Medicine*, 13(3), 247–252.
- Thornberg, R., & Jungert, T. (2013). Bystander behavior in bullying situations: Basic moral sensitivity, moral disengagement and defender self-efficacy. *Journal of Adolescence*, 36(3), 475–483.
- Wiyani, N. A. (2012). Character education management in schools. Pustaka Insan Madani.
-