



OVERVIEW OF BULLYING BEHAVIOR AMONG HIGH SCHOOL STUDENTS IN BANDUNG

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ABSTRACT

Background: Bullying in the school environment is a significant problem that has a negative impact on students' psychological and academic well-being. This study aims to describe the prevalence of bullying behavior among students at a high school in Bandung and its impact on student welfare. **Objective:** to describe bullying behavior among high school students in Bandung. **Method:** This research uses a descriptive research design with a sample of 100 students from one of the high schools in Bandung. Purposive sampling technique was used for sample selection. Data was collected through an online questionnaire using the Olweus Bully/Victim Questionnaire (OBVQ) and analyzed using descriptive statistics. **Results:** The results showed that 42% of students experienced bullying behavior at a high level, 28% at a medium level, and 30% at a low level. Factors such as social dynamics in schools and the lack of effective prevention programs contribute to the high prevalence of bullying. The phenomenon of bullying is a problem that requires further attention. Effective interventions, consistent anti-bullying policies, and psychosocial support for students are important factors in addressing this problem. **Conclusion:** This research confirms the need for more effective implementation of anti-bullying policies and greater support for victims of bullying. **Nursing implications** include the role of school nurses in supporting students and the development of bullying prevention programs.

Keywords: adolescents, bullying, schools, students

Introduction

Bullying is an aggressive act that is intentionally and repeatedly carried out by an individual or group against another individual who is considered weaker or less powerful (Malecki et al., 2020). This act of bullying can be physical, such as hitting or kicking; verbal, such as mocking or insulting; social, such as isolating or spreading rumors; and cyberbullying, which involves the use of digital technology to harass or intimidate (Hsieh et al., 2021). The impact of bullying is extensive and serious, affecting victims, perpetrators, and the school environment as a whole. For victims, bullying can cause emotional trauma, low self-esteem, depression and ongoing anxiety (Evangeliio et al., 2022). Perpetrators of bullying are also at risk of behavioral and academic problems in the future, as well as difficulty in building healthy relationships (Chagas Brandão et al., 2022). In the school environment, bullying creates an atmosphere that is unsafe and does not support the teaching and learning process, reducing students' overall sense of security and well-being (Le et al., 2020). This phenomenon emphasizes the importance of efforts to prevent and handle bullying in the educational environment.

Bullying is an important issue that needs to be addressed in the school environment because of its

detrimental impact on students' psychological and academic well-being. Bullying can cause deep emotional trauma, resulting in low self-esteem, depression, anxiety, and post-traumatic stress disorder

in victims (Hikmat, Yosep, et al., 2024). In addition, students who are victims of bullying often experience decreased academic performance due to difficulty concentrating, increased absenteeism, and lack of motivation to study (Hikmat, Suryani, et al., 2024). Perpetrators of bullying are also at risk of serious behavioral problems and difficulties in establishing healthy social relationships in the future. A school environment filled with bullying behavior becomes unsafe and not conducive to the teaching and learning process, hindering the academic and social development of all students (Dwiyanti et al., 2022).

Previous study found that around 30% of students reported having experienced bullying, whether physical, verbal, social or cyberbullying (Flowers et al., 2021). This data can be compared with the global prevalence of bullying based on the WHO report, which states that around 32% of students worldwide have been victims of bullying (Lindstrom Johnson et al., 2020). In the United States, this figure is slightly higher, with about 37% of students reporting similar experiences (Aboagye et al., 2021). At the national level, a survey from the Indonesian Ministry of Education and Culture shows that around 35% of students have experienced bullying (Chatziioannidis et al., 2018).

Previous study used a quantitative survey to measure bullying incidents in several schools in Bandung, finding that around 30% of students had experienced bullying, with verbal and social forms being the most dominant (Yasmini, 2020). Other methods, such as in-depth interviews reveal contextual factors such as social and economic dynamics that influence bullying behavior (Rizqi, 2019). However, there is a research gap in terms of a deeper understanding of the causes and long-term impacts of bullying in Bandung. This research is important at this time because of the increasing awareness of student mental health and the urgent need to create safe and supportive learning environments. Based on the background above, the author is interested in describing bullying behavior among high school students in Bandung.

Method

This research uses a descriptive research design to describe bullying behavior among students at a high school in Bandung. This descriptive approach aims to provide a clear picture of the prevalence, forms and factors that influence bullying behavior in the school.

Sample selection was carried out using strict inclusion and exclusion criteria. Inclusion criteria include students who are registered at one of the high schools in Bandung, willing to participate and provide written consent, and aged between 15-18 years. Meanwhile, exclusion criteria included students who were unwilling to participate and students who were on leave or not actively attending school during the research period. This research was conducted at a high school in Bandung with a population of 300 students. Purposive sampling technique was used to select a sample of 100 students who met the inclusion criteria. Purposive sampling was chosen to ensure that the sample taken truly represents the characteristics desired in this research.

Data collection was carried out by distributing questionnaires online using the Olweus Bully/Victim Questionnaire (OBVQ). This questionnaire is designed to measure the frequency and type of bullying experienced or perpetrated by students, as well as its impact on their well-being. Data is collected through online platforms to facilitate student access and participation.

Ethical considerations in this research include several important aspects. Autonomy is guaranteed by ensuring students' freedom to participate voluntarily and provide written consent before data collection. Justice is realized by ensuring fair distribution in sample selection and equal treatment for all participants. Beneficence and maleficence are taken into account by ensuring that the research aims to provide maximum benefits with minimal risks for participants. Confidentiality is

maintained by ensuring that personal information and data collected remain confidential, and research results are presented without identifying individual participants.

The data collected was analyzed using descriptive statistics with univariate analysis. This analysis will describe the frequency and percentage distribution of various forms of bullying experienced or carried out by students, as well as the factors that influence it. The results of this analysis will provide a comprehensive picture of bullying behavior among high school students in Bandung.

Results

Table 1 shows demographic data from the research sample consisting of 100 students from one of the high schools in Bandung. Demographic characteristics recorded included students' gender, age, and grade. Based on gender, the majority of respondents were male, namely 62 students or 62%, while female students were 38 students or 38%. This shows a higher distribution of male students than female students in this research sample. For the age category, the majority of respondents were 16 years old, namely 51 students or 51%. 17 year olds were represented by 26 students or 26%, and 15 year olds by 23 students or 23%. In terms of class, grade 11 students dominate the sample with 50 students or 50%. Class 12 students are 30 students or 30%, and class 10 students are 20 students or 20%. This distribution shows that half of the sample came from grade 11, with the remainder spread across grades 10 and 12 (Table 1).

Table 1.
Demographic Data

Characteristics		Frequency	Percentage
Gender	Male	62	62%
	Female	38	38%
	Total	100	100%
Age	15 years	23	23%
	16 years	51	51%
	17 years	26	26%
	Total	100	100%
Class	10	20	20%
	11	50	50%
	12	30	30%
	Total	100	100%

Table 2 shows the results of the distribution of bullying behavior among students who were respondents in this study. The variable measured is bullying behavior, with the average value (mean), standard deviation (SD), frequency (f), and percentage distribution of bullying behavior categorized as high, medium, and low. The average score for bullying behavior is 51.2 with a standard deviation of 7.56. Based on the table, 42 students or 42% are in the high category, which indicates that they are often involved in or experience bullying. A total of 28 students or 28% were in the medium category, indicating involvement or experience of bullying at a moderate level. Meanwhile, 30 students or 30% were in the low category, which means they were rarely involved in or experienced bullying (Table 2).

Table 2.
Results of distribution of bullying behavior

Variables	Mean	Standard deviation	Frequency (f)			Percentage (%)		
			High	Medium	Low	High	Medium	Low
Bullying behavior	51.2	7.56	42	28	30	42	28	30

Discussion

The results of this study show that bullying behavior among students at one high school in Bandung is quite significant, with 42% of students reporting high levels of bullying behavior. This figure is higher compared to several previous studies which showed the prevalence of bullying in Indonesia, which is generally in the range of 30-35%. These results may be caused by factors such as social dynamics in schools, power imbalances between students, as well as the lack of effective bullying prevention programs in the school environment. Comparison with previous study who reported the prevalence of bullying in Bandung at a similar level, shows that the bullying phenomenon is still an important problem that needs attention (Nasaescu et al., 2023). Although previous research has identified the prevalence of bullying, this study highlights higher levels of involvement and underscores the need for a more comprehensive approach to its treatment (Bahtiar & Farid, 2014; Gülbetekin & Gül Can, 2023).

Several factors that influence the results of this research include individual student characteristics, such as age and grade, as well as contextual factors such as the social environment at school. For example, students in higher grades may experience more academic and social pressure, which can influence their behavior (Yosep et al., 2023). Additionally, differences in the enforcement of anti-bullying rules and emotional support in schools may contribute to the variations in bullying prevalence found (Strohmeier et al., 2023). This research emphasizes the need to develop and implement more effective intervention strategies to reduce bullying behavior and create safer and more supportive learning environments (Martín-Pérez & Gascón-Cánovas, 2023).

Victims of bullying often experience significant psychological impacts, including low self-esteem, anxiety, and depression. Previous research shows that students who experience bullying tend to show higher symptoms of depression and anxiety disorders compared to students who do not experience bullying (Donat et al., 2023; Jenkins & Tennant, 2023). In addition, previous study revealed that the psychological impact of bullying can last a long time, affecting students' emotional well-being and academic achievement (Williams et al., 2023). Victims often feel isolated and lack social support, which worsens their mental health problems and reduces motivation to study (Aizenkot & Kashy-Rosenbaum, 2020). These findings emphasize the importance of effective interventions and adequate support to mitigate the negative impact of bullying on students.

Interventions for victims of bullying must include a holistic and integrated approach to overcome the psychological and social impacts they experience. One effective intervention is counseling and psychological support, which has been shown to help victims overcome trauma and rebuild their self-esteem (Capper et al., 2020). Previous study shows that a structured counseling program can significantly reduce symptoms of anxiety and depression in victims of bullying. Additionally, creating a supportive and safe school environment, through training for school staff and implementing strict anti-bullying policies, is also important (Aizenkot & Kashy-Rosenbaum, 2020). Previous research emphasizes that parental involvement in supporting their children, as well as educational programs for students about empathy and positive behavior, can reduce bullying incidents and support victims' recovery (Trigueros et al., 2020).

Policies to address bullying must include comprehensive and coordinated strategies to create safe and inclusive school environments. Previous research suggests that effective anti-bullying policies must include training for school staff, implementation of clear reporting procedures, and educational programs for students regarding acceptable behavior (Andreou et al., 2021). Other study revealed that schools that implement anti-bullying policies consistently and involve the entire school community in bullying prevention can significantly reduce bullying incidents (Bjärehed et al., 2021). In addition, research by Qiu et al., (2021) highlights the importance of parents' active participation in supporting anti-bullying policies and providing additional support for their children.

Conclusions

This research shows that the prevalence of bullying among students at one high school in Bandung is quite high, with 42% of students reporting high levels of bullying behavior. These results reflect that bullying remains a significant problem in school settings, with far-reaching psychological impacts on victims, such as low self-esteem, anxiety, and depression. Discussion of research results shows that factors such as social dynamics in schools and the lack of effective bullying prevention programs can influence bullying levels. Comparison with previous research confirms that this phenomenon is not only a local problem but also a global one, emphasizing the need for better interventions.

The nursing implications of this research include the important role of school nurses in providing psychosocial support for students who are victims of bullying and in socializing effective coping strategies. Nurses can also play a role in training school staff on how to detect and handle bullying cases as well as in developing bullying prevention policies in schools. For further research, it is recommended that a more in-depth study be conducted regarding the effectiveness of various anti-bullying interventions and the role of the social environment in reducing bullying behavior.

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