

**PREVENTION OF BULLYING BEHAVIOR TENDENCIES AMONG ADOLESCENTS IN SURAKARTA CITY**

*PENCEGAHAN KECENDERUNGAN PERILAKU BULLYING PADA REMAJA DI KOTA SURAKARTA*

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**Abstract:** The purpose of this study is to analyze the forms of bullying, influencing factors, and efforts to address bullying among students. This study used a mixed methods approach, combining qualitative and quantitative approaches. The results indicate that the most common forms of bullying among students are verbal bullying, cyberbullying, and physical bullying. Verbal bullying has a relatively high prevalence rate of 22.1 percent to 59.4 percent, cyberbullying has a moderate prevalence rate of 23.2 percent to 37.4 percent, and physical bullying has a low prevalence rate of 10 percent to 16.1 percent. Bullying among students is influenced by two factors: psychosocial factors, including emotional regulation and empathy, and social environmental factors, including peer pressure, interaction culture, and digital ethics. Prevention and handling of bullying at the school level can be achieved through several strategies: internalizing anti-bullying attitudes through character education, strengthening reporting and monitoring systems, and cross-sector collaboration to address bullying.

**Abstrak:** Tujuan kajian ini yaitu untuk menganalisis bentuk perundungan, faktor yang mempengaruhi, serta upaya untuk mengatasi perundungan di kalangan siswa. Kajian ini menggunakan metode campuran dengan mengombinasikan pendekatan kualitatif dengan pendekatan kuantitatif. Hasil kajian menunjukkan bahwa bentuk perundungan yang cenderung terjadi di kalangan siswa yaitu perundungan verbal, perundungan siber, serta perundungan fisik. Perundungan verbal menunjukkan tingkat prevalensi yang cukup tinggi sebesar 22,1 persen hingga 59,4 persen, perundungan siber dengan tingkat prevalensi sedang sebesar 23,2 persen hingga 37,4 persen, serta perundungan fisik dengan tingkat prevalensi rendah sebesar 10 persen hingga 16,1 persen. Perundungan di kalangan siswa dipengaruhi oleh dua faktor yaitu faktor psikososial yang meliputi pengaturan emosi dan empati serta faktor lingkungan sosial yang meliputi tekanan dari teman sebaya, budaya interaksi, dan etika digital. Pencegahan dan penanganan perundungan di tingkat sekolah dapat dilakukan dengan beberapa strategi yaitu internalisasi sikap anti perundungan melalui pendidikan karakter, penguatan sistem pelaporan dan pemantauan, serta kolaborasi lintas sektor untuk mengatasi tindak perundungan.

## INTRODUCTION

Bullying among junior high school students in Indonesia, especially in Surakarta City, constitutes a significant issue that undermines the educational environment and adversely affects students' emotional well-being. Data from the Ministry of Women's Empowerment and Child Protection in 2021 showed that 41% of school-age children experienced violence, including bullying, while 45.35% of junior high and high school students were victims of cyberbullying. A pilot survey conducted in Surakarta in May 2024 showed that 47% of 100 junior high school students experienced bullying, although only 18% reported the incidents due to a lack of trust in the reporting system (Kloo, Thornberg, & Wanstrom, 2023). Verbal bullying (53% in urban areas) and digital bullying (37.4% involving teasing on social media) dominate, influenced by Generation Z's demonstrated dependence on social media and vulnerability to peer pressure (Donnelly et al., 2019). Diverse, and frequent among adolescents in Korea, social big data may offer a new methodological paradigm for understanding the trends of school bullying in the digital era. This study identified Term Frequency-Inverse Document Frequency (TF-IDF; El Zaatari & Maalouf, 2022). Diverse, and frequent among adolescents in Korea, social big data may offer a new methodological paradigm for understanding the trends of school bullying in the digital era. This study identified Term Frequency-Inverse Document Frequency (TF-IDF). Bullying mitigation in junior high schools is crucial, despite challenges in implementation due to accessibility and trust issues (Gustiani, 2019). This aims to foster a safe and inclusive educational environment, alleviate psychological impacts such as depression and anxiety, and promote healthy adolescent identity formation through policies such as Regulation of the Minister of Education, Culture, Research, and Technology Number 46 of 2023.

Adolescents in junior high school have intricate psychosocial difficulties that exacerbate bullying behaviors, such as inadequate emotional regulation, peer influence, and the necessity for a digital identity. Research data indicates that 53.2% of students had emotional distress due to teasing, while 26% were swayed by peer influence to participate in bullying (Bandura,

1991; Maspul et al., 2023). The stage of identity and role uncertainty makes adolescents vulnerable to social conflict, thus leading to bullying behavior to achieve social status (Zhang et al., 2019). Dependence on social media exacerbates cyberbullying, with 37.4% of students reporting digital harassment, as adolescents seek validation through often unregulated online interactions (Wiertsema et al., 2022). Research shows that bullying transitions from physical manifestations mostly observed in boys, to verbal and relational forms primarily among girls with an increase in cyberbullying during early adolescence (Thomas et al., 2018). 217; Mage = 14 years; 66.2% male. Cyberbullying trends during the Covid-19 pandemic demonstrate complexity, with increases in Asian and Australian countries attributed to pandemic-related stress and increased social media engagement (Liu, 2021; Shams et al., 2018). Peers, parents, and school teachers. These behaviors usually persist and cause communication problems. Objective To determine the effect of education based on the socio-ecological theory on bullying in students. Methods This educational study was of the field-trial type, and carried out on 237 middle school students in Gonabad City (Iran Sahara et al., 2024). Continued exposure to victimization across multiple social environments, including home, school, and peer groups, can exacerbate adolescents' violent behavior.

Bullying behavior among junior high school adolescents can be analyzed through the lens of adolescent development theory by synthesizing Erikson's psychosocial theory, Bronfenbrenner's ecological theory, Bandura's social learning theory, and modern perspectives on cyberbullying. Erikson explained that adolescents aged 12-18 years experience a stage of identity and role confusion, which triggers aggressive behavior, such as bullying, in an effort to achieve social dominance, especially under significant peer pressure (Guo & Lee, 2023). Informal Digital Learning of English (IDLE). Bronfenbrenner asserted that bullying is shaped by interactions within the microsystem, including competitive or permissive educational environments, and the macrosystem, characterized by a culture that condones violent humor, thus perpetuating harmful social dynamics (El Zaatari & Maalouf, 2022). Bandura complements this with social

learning theory, which states that adolescents acquire bullying behaviors through imitation of behavioral models from peers or social media, especially when aggressive behavior is not socially punished or condemned (Bandura, 1991). This theoretical framework underpins the formulation of comprehensive bullying prevention methods, including empathy teaching, digital ethics training, and a secure reporting system. The three theories are pertinent to this study as they establish a basis for comprehending the psychosocial and environmental determinants of bullying, thereby facilitating the formulation of social ecology-oriented prevention strategies.

The absence of locally sourced, systematic research at the junior high school level, especially in Surakarta City, reveals a deficiency in the comprehensive understanding of adolescent bullying, particularly regarding psychosocial aspects, digital interactions, and cross-sector intervention strategies. Current research is predominantly confined to a singular facet such as cyberbullying and has not thoroughly integrated the impact of elements like emotional control, peer pressure, and the digital interaction norms on bullying behavior within the educational setting. Bronfenbrenner's ecological theory offers a suitable framework for comprehending this complexity, as it perceives the development of children's and adolescents' behavior as a consequence of multi-layered interactions among systems, ranging from the individual to structural influences such as educational policies and cultural contexts. A cross-sector approach involving collaboration among schools, families, the department of education, and child protection agencies has seldom been thoroughly examined, despite the necessity for such cooperation to develop adaptive and sustainable interventions. This study discusses the dominant forms of bullying among junior high school students, the psychosocial and social elements that influence bullying behavior, as well as relevant and contextual preventive measures based on empirical findings.

## METHODS

This study employed an exploratory mixed-methods design to achieve a comprehensive understanding of the manifestations, catalysts, and preventive measures of bullying among junior high school students. This methodology

was enhanced with quantitative data to strengthen the generalizability of the findings and produce a comprehensive, evidence-based analysis (Shield, 2013). This technique facilitated the amalgamation of comprehensive insights from qualitative data with the statistical validation of quantitative data, hence underpinning the formulation of contextual and effective preventative tactics. This study included educational stakeholders such as guidance and counseling instructors, Pancasila education teachers, school principals, representatives from the education office, and 500 students from 10 junior high schools in Surakarta City. The sample was selected using purposive sampling, focusing on participants involved in bullying prevention programs and the presence of violence prevention and handling teams at designated public junior high schools (Aspers & Corte, 2021). This was done to ensure proportional representation and relevant data for comprehensive analysis.

Data collection used observation, interviews, document studies, and a survey using a questionnaire. Qualitative data analysis was conducted interactively, as described by Miles and Huberman, including data reduction, data presentation, and conclusion drawing. Qualitative data were confirmed through triangulation of sources, methods, and temporal dimensions (Vaismoradi & Snelgrove, 2019) which researchers can use to help with the provision of both cultural and contextual description and interpretation of social phenomena. Qualitative content analysis (QCA). Quantitative data were examined through descriptive statistics to describe the prevalence, types of bullying, and psychological aspects (Smith, 2023). The content validity of the questionnaire for quantitative data was confirmed by experts, and its reliability was assessed using Cronbach's Alpha to ensure the instrument's consistency in measuring types of bullying, emotion regulation, empathy, perceived teasing, social pressure, and reporting attitudes (Kaplan, 2023). The outcomes of the validity and reliability assessments of the instrument are presented in Table 1.

## RESULTS AND DISCUSSION

### The Dominant Forms of Bullying that Occur Among Students

The forms of bullying occurring among junior high school students in Surakarta City are

**Table 1.** Validity and Reliability Test Results

Type of Test	Description
Content Validity Index (CVI)	CVI = 0.92 92% valid items, minor revisions on 2 items
Cronbach’s Alpha	Type of bullying, $\alpha = 0.87$ Emotion regulation, $\alpha = 0.83$ Empathy, $\alpha = 0.85$ Perception of teasing and social pressure, $\alpha = 0.80$ Reporting attitude and moral courage, $\alpha = 0.89$
Triangulation	Consistency of findings between teachers, students, and school documents
Member Checking	Accuracy was verified by 10 key informants, namely 5 teachers and 5 students
Audit Trail and Peer Debriefing	Transparent analysis process validated by 2 independent researchers

classified into three categories namely physical bullying, verbal bullying, and digital bullying. Physical bullying has a relatively low frequency of occurrence. Data indicate that 10% to 16.1% of students have experienced or witnessed acts such as hitting, pushing, intimidation, or threats. A total of 13% of students reported exposure to physical behaviors that caused feelings of shame, anxiety, or hesitation, while 16.1% felt afraid and 13.7% encountered threats used to obtain something. This form of bullying generally occurs outside teacher supervision, particularly in areas such as school hallways, and is influenced by peer group dynamics that reinforce aggressive behavior.

Verbal bullying is the most dominant form, with prevalence rates ranging from 22.1% to 59.4%. The proportion of students who admitted to calling their peers by nicknames reached 37%, while 59.4% stated that they had witnessed teasing involving parents’ names or nicknames used humorously. In addition, 22.1% of students felt uncomfortable when they became the object of jokes and chose to withdraw from their social groups, whereas 40.3% observed the spread of negative information about peers. This pattern indicates that teasing and mockery are often perceived as acceptable humor, reflecting communication norms that lack sensitivity within the school environment. Such a phenomenon aligns with Bronfenbrenner’s ecological theory, which emphasizes the role of the microsystem in shaping social interaction patterns within schools.

Relational aggression is reflected in acts of social exclusion, rejection, or neglect toward

individuals perceived as different from group norms, including variations in appearance, clothing style, or personal interests. This form of bullying is subtle and often undetected, yet it produces significant psychosocial impacts such as feelings of isolation and decreased self-esteem. The pattern reinforces that group dynamics play a crucial role in shaping social relationships, consistent with Bronfenbrenner’s concept of interaction within the microsystem.

Cyberbullying demonstrates a moderate prevalence rate, ranging from 23.2% to 37.4%. Data show that 23.2% of students reported the unauthorized dissemination of peers’ photos or videos on social media, often accompanied by humorous comments that caused discomfort. Another 37.4% of students experienced ridicule on online platforms. This activity most frequently occurs on platforms such as WhatsApp and Instagram, with seventh- and eighth-grade students identified as the most vulnerable groups, both as perpetrators and victims. The phenomenon reflects the ethical challenges of digital interaction faced by Generation Z, in which humor norms and online behavior are shaped through social learning processes, as explained in Bandura’s social learning theory.

Verbal and digital bullying are the predominant forms of bullying among seventh and eighth grade junior high school students in Surakarta City. This syndrome frequently manifests as humor deemed acceptable by both the perpetrators and the surrounding social context, although it inflicts considerable psychological harm on the victims (Martono et al., 2024). Simultaneously, physical and relational bullying persists, but in

a more clandestine manner and infrequently reported. Prior studies indicate that peer groups significantly influence adolescent behavioral norms, including the acceptance of violence, ongoing engagement in social activities such as sports, and alcohol consumption (Brown, Biefeld, & Elpers, 2020; Selejo Joo et al., 2024; Hlomani-Nyawasha, Meyer-Weitz, & Egbe, 2020). The school environment, as a component of the microsystem, enhances students' sense of belonging and is essential for attaining inclusive education (El Zaatari & Maalouf, 2022; Sahara et al., 2024). Bronfenbrenner's theory has been utilized to elucidate interpersonal violence, informal digital learning methodologies, and the influence of teenage involvement on environmental concerns (Rucman, Klun, & Frangez, 2023; Guo & Lee, 2023; Kennedy et al., 2019). This issue can be elucidated using Bronfenbrenner's ecological systems theory paradigm, namely at the microsystem level, which identifies peer connections and school norms as essential elements influencing behavior.

Bullying is not simply aggressive behavior but rather a tactic to regulate and maintain social hierarchy within a group. Bullies frequently gain social rewards through enhanced popularity, whereas victims endure marginalization (Guy, Lee, & Wolke, 2019). Students with unstable social status are more likely to use bullying as a means to assert authority (Kosir et al., 2021). A meta-analysis demonstrated a consistent relationship between bullying perpetration and increased social status among peers (Wiertsema et al., 2022). Cyberbullying has emerged as a worrying manifestation of aggressiveness among Generation Z, exacerbated by increased internet use during the pandemic. Cyberbullying perpetrators often experience stress and mental health issues, indicating that this behavior negatively impacts both parties involved (Gohal et al., 2023). Previous studies have shown a significant correlation between social media addiction and the tendency to engage in or become a victim of cyberbullying (Lee et al., 2023). Incidents of victimization in cyberbullying significantly exceed those of perpetrators, thus negatively impacting adolescents' mental health (Borualogo, Wahyudi, & Kusdiyati, 2023). This underscores the importance of implementing proactive bullying prevention techniques in schools that focus on developing social norms,

empathy skills, and ethical digital literacy in the student context.

### **Psychosocial and Social Environmental Factors that Influence Bullying Tendencies**

The factors influencing bullying tendencies are categorized into two domains, namely psychosocial factors, which include emotional regulation and empathy, and social environmental factors, which encompass peer pressure, interactional culture, and digital ethics. Data indicate that 53.2% of students have experienced teasing through harsh jokes, suggesting limited emotional regulation in managing interpersonal conflict. Approximately 23% of students perceive teasing as an acceptable means to relieve tension, reflecting low emotional sensitivity, while 85.7% feel uncomfortable when witnessing peers being ridiculed, demonstrating a relatively high level of empathy. Students in grades VII and VIII, who are in the stage of identity exploration as described in Erikson's psychosocial development theory, appear more vulnerable to emotional dysregulation under social pressure, thereby increasing their susceptibility to becoming either perpetrators or victims of bullying.

Peer influence emerges as a significant factor in bullying dynamics. Data show that 26% of students reported that classmates engaged in bullying due to peer support, while 13.6% viewed teasing as a normal part of social interaction. This indicates the existence of a culture of insensitivity toward aggressive humor. Peer groups often reinforce such behavior through social conformity and collective validation, consistent with Bandura's social learning theory, which emphasizes the role of observational learning in behavioral formation. Document analysis of the school's anti-bullying module further underscores the importance of fostering a communicative climate that promotes empathy and prosocial behavior.

Awareness of digital ethics is relatively high, as shown by data indicating that 85.4% of students acknowledge that harassment or mockery on social media constitutes cyberbullying. Nevertheless, 37.4% of students admitted to mocking peers through social media, and 23.2% reported sharing unauthorized content that caused embarrassment. Platforms such as WhatsApp and Instagram serve as the primary media for such behaviors, particularly among students who perceive offensive humor as

harmless entertainment. The discrepancy between ethical awareness and behavioral practice reflects the influence of digital humor norms and social validation mechanisms within online environments. This pattern aligns with Bronfenbrenner's ecological theory, which highlights the role of the digital microsystem in shaping adolescent behavioral development.

The study results indicate a substantial disparity between students' awareness and behavior regarding digital bullying and emotional management. The majority of students acknowledged that teasing on social media constitutes bullying, yet this behavior persists in everyday digital interactions. Their capacity to regulate emotions during conflict remains inadequate, despite strong empathy for the victim (Rasmita & Pasaribu, 2024). This suggests that cognitive awareness is not yet balanced with adequate affective regulation and social skills. This phenomenon can be explained through Bandura's social learning theory, which states that deviant behavior, such as digital bullying, can be acquired by observing social models in one's environment, particularly on social media. The disparity between digital literacy and digital social control presents a considerable difficulty, as adolescents possess access to technology but lack crucial skills in ethically selecting and assessing content (Bai et al., 2022). This is intensified by the rapid dissemination of detrimental behaviors, established as new social norms within communities (Cai & Lai, 2024). Consequently, numerous research underscore the significance of interventions that enhance digital technical abilities while also fostering critical thinking and ethical responsibility in media utilization (Gomez, 2020; Kusumalestari et al., 2023). Experiential learning methods, including simulations, real-life case analyses, and social reflection, must be regularly incorporated to enable students to cultivate a moral consciousness that is practiced rather than only conceptualized.

Legal requirements are inadequate without a safe and supportive school environment. Training conducted by the Violence Prevention and Response Team does not guarantee complete success, as it depends heavily on the skills of officers and students' willingness to report. Reporting success is strongly influenced by perceptions of safety, confidentiality, and the speed of school response. Inadequate critical

digital literacy facilitates adolescents' imitation of deviant behaviors perceived as humorous or commonplace on social media, including jokes that minimize bullying or substance abuse (Meherali et al., 2021). Digital platforms have emerged as a primary arena for social interaction among adolescents, who often imitate deviant behavior influenced by their peers (Nanda & Budimansyah, 2020). Victims are more likely to report when they feel safe and assured of anonymity (Tian et al., 2023). An efficient reporting mechanism should create a conducive environment that allows children to come to school without fear of retaliation or exposure.

A swift response to bullying allegations not only alleviates the psychological distress of victims but also sends a clear message that the institution does not tolerate violence. Anonymous reporting mechanisms have been shown to increase reporter engagement, as students feel safer disclosing experiences without revealing their identities (Biswas et al., 2020). This increases confidence in the reporting system, especially if students feel that their reports will be handled privately and constructively (Zhang et al., 2019). Interpersonal trust and assurance of confidentiality are crucial elements in encouraging reporting of violence in schools (Center for Digital Society & Center for Legal Studies, 2021). Therefore, increasing digital reporting must be supported by comprehensive education on reporters' rights and protections, ensuring that students feel safe, acknowledged, and protected throughout the reporting process.

### **Strategies for Preventing and Handling Bullying in Schools**

Efforts to prevent and address bullying among students must be carried out optimally through the involvement of multiple stakeholders. Regulatory frameworks, digital reporting systems, psychosocial support, and cross-sector collaboration serve as effective mechanisms in managing bullying cases. This aligns with Bronfenbrenner's ecological theory, which emphasizes the importance of interventions at the micro, meso, and exosystem levels. Bullying prevention efforts in educational institutions include learning programs implemented through the Roots module, the *Projek Penguatan Profil Pelajar Pancasila* (P5), and the establishment of anti-bullying change agents among students. The Roots module effectively fosters empathy

and emotional regulation, while the P5 program reinforces Pancasila values in social interactions. Both students and school counselors should participate in anti-bullying training, with eighth-grade students serving as catalysts in developing a positive and inclusive school culture. Activities such as workshops and group discussions have been shown to enhance students' understanding of bullying's impact, supporting Bronfenbrenner's microsystem concept regarding the significance of interactions within students' immediate environments.

The bullying reporting and monitoring systems, encompassing both digital and manual mechanisms, are essential for addressing bullying among students. Digital channels include the Education Office website, WhatsApp, social media platforms such as Instagram and Facebook, and the #Jimanjowadul channel at SMP Negeri 1 Surakarta, while manual mechanisms consist of suggestion and complaint boxes. Survey data reveal a relatively low reporting rate, indicating barriers related to accessibility and perceptions of safety among reporters. School principals reported that each case received is verified by the Violence Prevention and Handling Team before mediation or counseling takes place. The standard operating procedures for reporting demonstrate consistency across schools, although implementation may vary depending on the direction of the Violence Prevention and Handling Team.

Guidance and case management adopt a psychosocial approach for victims, which may involve counseling or therapy by school counselors or psychologists, while restorative approaches for perpetrators are implemented through the Roots and P5 programs. Guidance for victims focuses on restoring self-confidence, whereas perpetrators are encouraged to understand the consequences of their actions through reflective dialogue. In severe cases, referrals are made to external psychologists or the Office of Women's Empowerment, Child Protection, Population Control, and Family Planning. These interventions illustrate the integration of microsystem mechanisms (school environment) and exosystem mechanisms (external institutions) within Bronfenbrenner's theoretical framework.

Cross-sector collaboration serves as a key component in comprehensive bullying prevention

and management. The Education Office acts as a coordinator, connecting schools with the Office of Women's Empowerment, Child Protection, Population Control, and Family Planning, non-governmental organizations, law enforcement, and parents. The Office of Women's Empowerment, Child Protection, Population Control, and Family Planning provides child protection services and character education, while parents are engaged through two-way communication and participation in anti-bullying workshops. Such cross-sector collaboration enhances the effectiveness of handling serious cases, including cyberbullying, through legal and psychological approaches. This cooperative framework reinforces the concept of the mesosystem in Bronfenbrenner's theory, emphasizing the importance of synergy among schools, families, and external institutions.

The Department of Education has begun to actively coordinating bullying prevention by facilitating the involvement of schools, parents, and other supporting institutions. This cross-sectoral collaboration is increasingly evident through training for the Violence Prevention and Response Team, policy assistance, and psychological therapy. The Zero Violence Brave Club program significantly reduced bullying rates by strengthening anti-violence standards established by all stakeholders in the school community (Roca-Campos et al., 2021). Authoritative teacher support has been shown to reduce bullying rates, while parental opinions about the school climate influence reactions to bullying (Kloo, Thornberg, & Wanstrom, 2023; Johnson et al., 2019). The uneven implementation of psychosocial and restorative approaches is largely due to limited human resources, varying capacities across schools, and inconsistent family involvement.

Previous studies have shown that a collaborative approach is crucial for the effectiveness of bullying treatment. Democratic and contextual methodologies that actively engage educators, students, and the community can enhance prevention strategies, while organizational frameworks and teacher-student dynamics are essential foundations for building safe school environments (Grindheim & Sadownik, 2021; Forsberg, Chiriac, & Thornberg, 2023). Current solutions sometimes prove inadequate in addressing extreme cases and group bullying

(Rigby, 2020). Social network diagnostics can serve as an additional method to help educators systematically identify latent patterns of violence (Kaufman et al., 2020). Suggested bullying prevention strategies should prioritize intersystem connectivity, particularly collaboration between schools, families, government agencies, and the community.

Educational institutions can create a conducive environment for healthy adolescent growth free from bullying by providing digital ethics education and secure reporting mechanisms. A social ecology-based approach is crucial for reducing bullying in junior high schools. This is because interventions centered on social-emotional learning have demonstrated efficacy in reducing bullying behavior, improving mental health, and fostering students' social skills (Shams et al., 2018). Research in South Korea indicated a decline in the average age of cyberbullying offenders, underscoring the necessity for school-based interventions to enhance awareness and regulation (Cai & Lai, 2024). Initiatives such as the Pancasila student profile strengthening project modules in Surakarta, which promote empathy and the principles of Pancasila, reinforce the claim that multilevel interventions involving teachers, students, and families can improve the school ecosystem (Nation et al., 2020). The low reporting rate of 31% in this study underscores the need for reporting mechanisms that ensure confidentiality and foster trust (UNESCO, 2020). Cross-sectoral collaboration involving the education office; Department of Women's Empowerment, Child Protection, Population Control, and Family Planning; and parents improves Bronfenbrenner's mesosystem but requires annual assessments to verify efficacy (Shams et al., 2018). This research is crucial for assessing the effectiveness of social ecology interventions and encouraging the formulation of more inclusive and responsive school policies to meet adolescent needs.

## CONCLUSION

The forms of bullying that tend to occur among students are verbal bullying, cyberbullying, and physical bullying. Verbal bullying shows a fairly high prevalence rate of 22.1% to 59.4%, cyberbullying with a moderate prevalence rate of 23.2% to 37.4%, and physical bullying with a low prevalence rate of 10% to 16.1%.

Bullying among students is influenced by two factors: psychosocial factors that include emotional regulation and empathy, and social environmental factors that include peer pressure, interaction culture, and digital ethics. Prevention and handling of bullying at the school level can be done with several strategies, namely internalizing anti-bullying attitudes through character education, strengthening reporting and monitoring systems, and cross-sector collaboration to address bullying. Cooperation between families, schools, and the community is essential to minimize the occurrence of bullying among students.

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