ISSN 2733-6740 (Print)
ISSN 2733-6880 (Electronic)

Jurnal Konseling dan Pendidikan

Volume 14 Number 2 (2026)
https://doi.org/10.29210/1225000

Article

# Understanding the impact of bullying and anti-bullying attitudes among indonesian adolescents: a correlational study

Ardani Sayyidatul Itsna*), Suhendri Suhendri, Yunita Dwi Setyoningsih
Universitas PGRI Semarang, Indonesia

**Article History**

Received: 07 Aug 2026
Revised: 17 Aug 2026
Accepted: 18 Aug 2026

**Keywords:**

Bullying,
Understanding the impact of bullying,
Anti-bullying attitudes,
Adolescent,
Guidance and counseling

**ABSTRACT**

Bullying remains a significant concern in educational settings because of its potential negative consequences for students' psychological, social, and academic development. Understanding the consequences of bullying may be associated with students' attitudes toward rejecting and preventing bullying. This relationship can be considered from the Theory of Planned Behavior, in which attitude represents an important factor associated with behavioral intention and subsequent behavior. This study aimed to examine the relationship between understanding the impact of bullying and anti-bullying attitudes among Indonesian adolescents. A quantitative approach with a correlational design was employed. The participants consisted of 24 eighth-grade students from a population of 72 students, with eight students randomly selected from each of three classes in accordance with the school's participation limit. Data were collected using researcher-developed instruments measuring understanding of the impact of bullying and anti-bullying attitudes. The final instruments consisted of 20 and 31 items, respectively, with Cronbach's alpha coefficients of 0.904 and 0.965. Data were analyzed using descriptive statistics, the Shapiro–Wilk normality test, linearity testing, and Pearson Product Moment correlation. The results showed a strong and statistically significant positive relationship between understanding the impact of bullying and anti-bullying attitudes ($r$ = 0.726, $p$ = 0.001). The correlation indicated a substantial shared variance between the two variables ($r^2$ = 0.527). These findings suggest that greater understanding of the consequences of bullying is associated with stronger anti-bullying attitudes. However, the correlational design does not establish a causal relationship between the variables. The findings provide empirical support for considering understanding of bullying impacts within preventive guidance and counseling services.

© 2026 The Author (s). This work is licensed under a Creative Commons Attribution 4.0 International License.

**Corresponding Author:**

Ardani Sayyidatul Itsna,
Universitas PGRI Semarang,
Email: ardanisayyidatulitsna@gmail.com

## Introduction

Bullying remains an important concern in school environments because of its potential consequences for adolescents' physical and psychological well-being. A meta-analysis of 42 studies involving 266,888 participants found that traditional bullying and cyberbullying victimization were associated with adverse psychological outcomes, including depression, suicidal ideation, self-harm,

and suicide attempts (Li et al., 2024). Recent evidence further indicates that school bullying is associated with adverse psychological conditions among adolescents, reinforcing the importance of bullying prevention in school settings (Zhao et al., 2024). Cross-national evidence has further demonstrated that bullying victimization remains a widespread adolescent concern, with differences observed across gender, socioeconomic status, and academic performance (Hosozawa et al., 2021). Bullying is also a complex and relational phenomenon that occurs within multiple social contexts involving peers, family, educators, and broader ecological conditions (Mishna et al., 2022). These findings indicate that bullying prevention requires attention not only to bullying behavior itself but also to the individual and social factors that shape students' responses to bullying. Evidence from Indonesian adolescents also indicates that young people's perceptions and beliefs about bullying are shaped by their social and interpersonal experiences, reinforcing the importance of examining bullying within the broader school context (Fine et al., 2023). Evidence from Indonesia has also linked school bullying with adolescents' subjective well-being, demonstrating that bullying experiences can extend beyond immediate school interactions to broader aspects of adolescent well-being (Borualogo, 2023). The role of interpersonal relationships is further supported by recent evidence linking adolescents' bullying behaviors with their relationships with teachers, highlighting the importance of the broader relational context in understanding bullying (Ribeiro et al., 2024). The role of teachers in bullying prevention is further supported by intervention research showing that teacher-focused training can strengthen teachers' active responses to bullying and their relationships with students (Vandebosch et al., 2023). The importance of teacher involvement is further supported by evidence from a randomized controlled trial showing that the implementation quality and fidelity of teacher-delivered anti-bullying interventions are related to intervention effectiveness (Tolmatcheff et al., 2024). Recent evidence has also linked school climate and prosocial tendencies with bullying behaviors, further supporting the importance of social and environmental factors in bullying prevention (Fu et al., 2024). Research conducted among high school students in Indonesia has also shown that school climate is associated with cyberbullying behavior, further highlighting the importance of school-level factors in understanding bullying-related behavior (Maftuh et al., 2024). Similarly, research among Indonesian students has examined the influence of school climate and parental monitoring on bullying behavior, indicating that bullying is shaped by both school and family-related factors (Prasettyo & Purwoto, 2025).

One individual factor that may be relevant to students' responses is their understanding of bullying and its consequences. Understanding the impact of bullying involves recognizing the forms of bullying, its consequences for victims and perpetrators, its effects on the school environment, and the importance of prevention. Previous research among adolescents has examined knowledge and attitudes toward bullying and found that most students in the studied sample demonstrated good knowledge and positive attitudes toward bullying (Fernando et al., 2024). In addition, school-based educational interventions have been shown to improve students' awareness and understanding of the dangers and impacts of bullying (Prodyanatasari & Purnadianti, 2024), evidence from a school-based intervention among junior high school students also suggests that structured bullying-prevention programs can improve students' knowledge and awareness of bullying-related issues (Fu et al., 2024), while recent evidence from an audiovisual bullying education intervention demonstrated significant improvements in adolescents' knowledge and attitudes toward bullying (Karimah et al., 2025). Educational interventions may also influence students' social-emotional competencies and bullying-related behaviors, suggesting that bullying prevention involves broader psychosocial processes beyond knowledge acquisition alone (Song & Kim, 2022). A recent school-based bullying education program also examined changes in students' knowledge of bullying alongside behavioral and self-esteem outcomes (Ali et al., 2025). Evidence from a randomized school-based intervention has also demonstrated the potential of structured anti-bullying programs to influence bullying-related outcomes among adolescents (Bottan et al., 2020). A meta-analysis of randomized clinical trials likewise found that school-based anti-bullying interventions can reduce bullying perpetration and victimization, supporting the importance of structured prevention

programs in school settings. These findings highlight the relevance of students' understanding and awareness in bullying prevention, although they do not directly establish the relationship between understanding bullying impacts and anti-bullying attitudes.

Anti-bullying attitudes are also an important component of bullying prevention because students' evaluations of bullying may shape how they respond to bullying situations. Previous research has examined anti-bullying attitudes in relation to characteristics of the school environment. For example, (Penghui & Mengfan, 2024) found that school climate and students' competitive attitudes were associated with anti-bullying attitudes, demonstrating that students' attitudes toward bullying are related to broader social and educational contexts. Related evidence has also shown that competitive school climate is associated with school bullying among secondary vocational students, further indicating that characteristics of the school environment may shape bullying-related outcomes (Huang et al., 2024). Recent research among junior high school students has similarly examined the relationship between school climate, peer conformity, and adolescents' attitudes toward bullying, further indicating that students' attitudes are influenced by their social environment (Syawaludin et al., 2025). Recent cross-national evidence has also shown that adolescents' attitudes toward bullying are associated with their involvement in school bullying, highlighting the importance of students' attitudes in bullying prevention (Man et al., 2022). School climate has also been associated with students' responses to bullying, with perceptions of safety, adult support, and responsiveness influencing students' willingness to intervene in bullying situations. Similarly, school climate has been linked to bullying bystander responses among middle and high school students, indicating that the broader school environment may shape how students respond to bullying situations (Waasdorp et al., 2022). Multilevel evidence also suggests that school bullying is influenced by factors operating at both the individual and school levels, supporting a broader social-ecological understanding of bullying prevention (Wang & Chen, 2023). Research has also demonstrated that school-based interventions can strengthen students' anti-bullying beliefs, including beliefs concerning the acceptability of bullying, disclosure to adults, and helping victims (Boulton et al., 2023). Recent empirical research among school-going adolescents has likewise examined students' experiences, perceptions, and attitudes toward bullying, further demonstrating the relevance of students' attitudes in understanding bullying-related responses (Nedumpully et al., 2024). Systematic evidence also indicates that school-based intervention programs can reduce bullying and promote prosocial behaviors among adolescents (Moreno & Jurado, 2024). Thus, understanding the factors associated with anti-bullying attitudes is important for strengthening school-based bullying prevention.

The potential relationship between understanding and attitude can be theoretically considered through the Theory of Planned Behavior (TPB), which proposes that attitudes represent an individual's evaluation of a behavior and are related to behavioral intentions (Ajzen, 1991). In the context of bullying prevention, students who understand the negative consequences of bullying may be more likely to evaluate bullying as harmful and unacceptable, which may be reflected in stronger anti-bullying attitudes. However, understanding should not be considered the sole determinant of attitudes or behavior because the TPB also recognizes the roles of subjective norms and perceived behavioral control. This broader perspective is particularly relevant to bullying because students' responses are influenced by their social environment. Evidence from Indonesia, for example, shows that students' perceptions of negative social behaviors as normative are associated with bullying involvement (Zaneva et al., 2023).

Although previous studies have examined adolescents' knowledge and attitudes toward bullying, educational interventions, school climate, social norms, and bullying prevention programs, the specific relationship between understanding the impacts of bullying and anti-bullying attitudes remains insufficiently examined. Existing research has largely described levels of knowledge and attitudes (Fernando et al., 2024), evaluated educational approaches to increase awareness (Ali et al., 2025; Prodyanatasari & Purnadianti, 2024), or investigated contextual factors associated with anti-bullying attitudes (Penghui & Mengfan, 2024). Research among school students has also examined

their knowledge, experiences, and readiness to face bullying, highlighting the relevance of students' understanding and preparedness in bullying prevention (Sansait & Aguiling-salda, 2023). Consequently, an empirical gap remains concerning whether students who demonstrate greater understanding of the impacts of bullying also tend to demonstrate stronger anti-bullying attitudes. Examining this relationship may contribute to a more specific understanding of the cognitive dimension associated with students' responses to bullying.

This issue is particularly relevant in the Indonesian educational context, where bullying prevention involves both individual student responses and broader social environments. Research involving secondary schools in Indonesia has demonstrated that social norms are associated with bullying involvement, indicating the importance of understanding factors operating at the student and social levels (Zaneva et al., 2023). However, evidence concerning the relationship between students' understanding of bullying impacts and anti-bullying attitudes among students in an Indonesian madrasah remains limited. Therefore, this study aimed to examine the relationship between understanding the impact of bullying and anti-bullying attitudes among eighth-grade students in an Indonesian madrasah. Using a quantitative correlational design, the study examined whether higher levels of understanding of bullying impacts were associated with stronger anti-bullying attitudes. Based on the theoretical framework and previous empirical evidence, the study hypothesized that understanding the impact of bullying would be positively associated with anti-bullying attitudes.

## Methods

This study employed a quantitative approach with a correlational design to examine the relationship between understanding the impact of bullying and anti-bullying attitudes. The study was conducted at MTs Asshodiqiyah Semarang during the odd semester of the 2026/2027 academic year. The population consisted of 72 eighth-grade students distributed across three classes. A sample of 24 students was selected using proportionate stratified random sampling, with each class representing a stratum and contributing eight participants. The number of participants from each class was determined in accordance with the school's research participation policy, which limited participation to a maximum of eight students per class. Within each class, the eight participants were randomly selected by the respective class teacher. This procedure ensured representation from all three classes while complying with the school's participation requirements. The relatively small sample and single-school setting were considered when interpreting the generalizability of the findings.

The research instruments were developed by the researchers based on the theoretical constructs of the two variables. The instrument measuring understanding of the impact of bullying was developed to assess students' understanding of the concept and forms of bullying, its impacts on victims, perpetrators, and the school environment, as well as bullying prevention efforts. The anti-bullying attitude instrument was developed to assess cognitive, affective, and conative aspects of students' attitudes toward bullying, including rejection of bullying, empathy toward victims, and willingness to support bullying prevention. Each instrument initially consisted of 36 statement items, comprising 18 favorable and 18 unfavorable items. Both instruments used a four-point Likert-type response scale: Strongly Disagree, Disagree, Agree, and Strongly Agree. Unfavorable items were reverse-scored before statistical analysis so that higher scores consistently represented higher levels of the measured constructs.

Before the instruments were used for the main data collection, the items underwent expert review and pilot testing. Content review was conducted by three lecturers in Guidance and Counseling who evaluated the relevance of the items to the intended constructs, clarity of wording, and suitability for the characteristics of the target respondents. Feedback from the three experts was used to revise the wording and content of the items before pilot administration. The expert review in this study was conducted qualitatively and did not employ a quantitative Content Validity

Index (CVI) calculation; therefore, no CVI score is reported. Following the expert review, a pilot test involving 24 students was conducted to evaluate the empirical performance of the items before the main study. Item performance was assessed using corrected item-total correlation (CITC). Items with CITC values greater than 0.30 were retained for both instruments. The item analysis resulted in 20 retained items for the understanding of the impact of bullying instrument, with CITC values ranging from 0.334 to 0.631, and 31 retained items for the anti-bullying attitude instrument, with CITC values ranging from 0.332 to 0.883.

Internal consistency was subsequently evaluated using Cronbach's Alpha. The understanding of the impact of bullying instrument obtained a Cronbach's Alpha coefficient of 0.904, while the anti-bullying attitude instrument obtained a coefficient of 0.965, indicating high internal consistency. Because the instrument evaluation in this study focused on item-level performance and internal consistency rather than on testing the dimensional structure of the constructs, factor analysis was not conducted.

Data collection was conducted after permission was obtained from the school authorities. Before completing the instruments, participants were informed about the purpose and procedure of the study and were given instructions for completing the questionnaires. Participation was voluntary, and participants were informed that their identities and responses would be kept confidential. The collected data were used solely for research purposes. The main data consisted of responses from the 24 selected eighth-grade students and were analyzed after the completion of the data collection process.

Data analysis was performed using IBM SPSS Statistics version 26. Descriptive statistics were calculated for each variable, including the mean, median, mode, standard deviation, minimum, and maximum scores. Prior to hypothesis testing, assumption testing was conducted using the Shapiro–Wilk test for normality and the Test for Linearity procedure. The Shapiro–Wilk test was used because the sample consisted of fewer than 50 participants, with a significance value greater than 0.05 interpreted as indicating normally distributed data. The relationship between the two variables was assessed through the Test for Linearity, with a significance value below 0.05 for the linearity component and a significance value above 0.05 for deviation from linearity interpreted as evidence of a linear relationship. Pearson Product Moment correlation was then used to examine the direction and strength of the relationship between understanding the impact of bullying and anti-bullying attitudes at a significance level of 0.05. The analysis was interpreted as evidence of association between the variables and not as evidence of a causal effect.

# Results and Discussion

## Results

### Descriptive Statistics

Descriptive statistics were used to summarize the distribution of scores for understanding the impact of bullying and anti-bullying attitudes among the 24 participants. The results are presented in Table 1.

**Table 1.** Descriptive Statistics of Research Variables

| Variable | N | Minimum | Maksimum | Mean | Standard Deviation |
|---|---|---|---|---|---|
| **Understanding of Impact Bullying (X)** | 24 | 48 | 75 | 62,71 | 6,636 |
| **Anti-Bullying Attitude (Y)** | 24 | 72 | 114 | 98,54 | 10,907 |

The understanding of the impact of bullying scores ranged from 48 to 75, with a mean of 62.71 and a standard deviation of 6.636. The anti-bullying attitude scores ranged from 72 to 114, with a

mean of 98.54 and a standard deviation of 10.907. Because the two instruments contained different numbers of items, their raw total scores were not directly compared to determine which variable had a higher level. The descriptive statistics were therefore used to characterize the observed scores of each variable independently.

**Normality Test**
Normality tests were conducted using the Shapiro-Wilk test because the sample size of the study is less than 50 respondents.

**Table 2.** Normality Test Results

| Variable | Statistic Shapiro-Wilk | Sig. | Description |
|---|---|---|---|
| **Understanding of impact Bullying (X)** | 0,963 | 0,496 | Normal |
| **Anti-Bullying Attitude (Y)** | 0,939 | 0,158 | Normal |

The significance value for understanding the impact of bullying was 0.496, while the significance value for anti-bullying attitudes was 0.158. Both values exceeded 0.05, indicating that the distributions of both variables did not significantly deviate from normality. Thus, the normality assumption for Pearson correlation analysis was satisfied.

**Linearity Test**
A linearity test was conducted to determine whether a linear relationship existed between understanding the impact of bullying and anti-bullying attitudes. The results are presented in Table 3.

**Table 3.** Results of Linearity Test

| Component | Sig. | Description |
|---|---|---|
| **Linearity** | 0,002 | Linear |
| **Deviation from Linearity** | 0,854 | There is no deviation from linearity |

The significance value for the linearity component was 0.002, which was below 0.05, while the significance value for deviation from linearity was 0.854, which was above 0.05. These results indicate that the relationship between understanding the impact of bullying and anti-bullying attitudes was linear. Therefore, the linearity assumption for Pearson correlation analysis was satisfied.

**Hypothesis Testing**
The hypothesis was tested using Pearson Product Moment correlation to examine the relationship between understanding the impact of bullying and anti-bullying attitudes. The results are presented in Table 4.

**Table 4.** Pearson Product Moment Correlation Results

| Variable | r | Sig. | Description |
|---|---|---|---|
| **Understanding the Impact Bullying with Anti-Bullying** | 0,726 | 0,001 | Strong positive relationship |

The analysis yielded a Pearson correlation coefficient of r = 0.726 with a significance value of p = 0.001. The positive correlation indicates that higher scores on understanding the impact of bullying were associated with higher anti-bullying attitude scores. The correlation was statistically significant because the p-value was below the 0.05 significance level. The coefficient also indicates a strong positive association between the two variables. The squared correlation coefficient ($r^2$ = 0.527) indicates that approximately 52.7% of the variance in anti-bullying attitude scores was statistically associated with the variance in understanding-of-bullying-impact scores within this sample.

## Discussion

The findings indicate a statistically significant positive relationship between students' understanding of the impact of bullying and their anti-bullying attitudes. This finding suggests that students who demonstrate greater understanding of the consequences of bullying also tend to hold stronger attitudes against bullying. Understanding the consequences experienced by victims, perpetrators, and the wider school environment may help students recognize bullying as harmful and unacceptable, which may be reflected in more negative evaluations of bullying behavior. However, because this study employed a correlational design, the finding should be interpreted as an association rather than evidence that understanding directly causes changes in anti-bullying attitudes.

The relationship identified in this study can be interpreted through the Theory of Planned Behavior (TPB), which conceptualizes attitude as an individual's evaluation of a behavior and as one of the factors associated with behavioral intention (Ajzen, 1991). In the context of bullying prevention, students who understand the negative consequences of bullying may be more likely to evaluate such behavior negatively and consequently develop stronger anti-bullying attitudes. This interpretation is consistent with evidence that students' attitudes toward bullying are related to characteristics of their social and educational environments (Penghui & Mengfan, 2024). Evidence from Indonesia also indicates that students' perceptions of negative social behaviors as normative are associated with bullying involvement, highlighting the relevance of social context in students' responses to bullying (Zaneva et al., 2023). Therefore, the present findings support the relevance of students' cognitive understanding while recognizing that anti-bullying attitudes may also be shaped by broader social influences.

The findings are also broadly consistent with previous research emphasizing the importance of knowledge and awareness in bullying prevention. Adolescents' knowledge and attitudes toward bullying have been examined in previous research, with students demonstrating generally positive attitudes toward bullying prevention (Fernando et al., 2024). School-based bullying education has also been investigated as an approach to improving students' knowledge of bullying and addressing related outcomes (Ali et al., 2025). Educational activities focusing on the dangers and impacts of bullying have likewise been reported to increase students' awareness (Prodyanatasari & Purnadianti, 2024). Taken together, these findings provide contextual support for the present result, while the current study extends this literature by specifically examining the relationship between understanding the impacts of bullying and anti-bullying attitudes rather than merely describing knowledge levels or evaluating an educational intervention.

From a practical perspective, the findings suggest that bullying prevention in schools may benefit from strengthening students' understanding of the consequences of bullying alongside broader preventive strategies (Noboru et al., 2021; Saleh et al., 2025). In the context of guidance and counseling, educational and information services can be used to help students recognize different forms of bullying, understand its consequences, develop empathy toward victims, and identify appropriate responses when bullying occurs. However, understanding should not be treated as a sufficient condition for changing students' behavior because bullying prevention also involves peer norms, school climate, interpersonal relationships, and opportunities for students to practice prosocial responses. The effectiveness of school-based bullying prevention may also depend on how peer involvement is organized, as demonstrated by evidence from the NoTrap! program showing different outcomes according to peer educator recruitment strategies (Zambuto & Palladino, 2020). Evidence from school-based prevention research similarly suggests that intervention effects may differ across students with different bullying involvement profiles, emphasizing the importance of considering individual and contextual factors in prevention efforts (Strohmeier et al., 2024). The relevance of these broader factors is supported by evidence concerning social norms in Indonesian schools and by systematic evidence on school-based programs promoting prosocial behavior and preventing bullying (Moreno & Jurado, 2024; Zaneva et al., 2023). The sustainability of bullying prevention programs also depends on implementation conditions within schools, suggesting that

long-term prevention requires organizational support in addition to student-focused activities (Herkama et al., 2022). Evidence from individual-participant data also suggests that the effectiveness of school-based anti-bullying interventions may vary across student characteristics, supporting the need for interventions that consider individual differences (Hensums et al., 2023).

This study should be interpreted in light of several methodological limitations. First, the sample consisted of only 24 eighth-grade students from a single madrasah, which limits the generalizability of the findings to broader adolescent populations. Second, the correlational design does not permit causal conclusions regarding whether understanding the impact of bullying produces stronger anti-bullying attitudes. Third, the study relied on self-report questionnaire responses, which may be influenced by students' perceptions or social desirability. Future research should therefore involve larger and more diverse samples from multiple schools and educational contexts and may consider longitudinal or experimental designs to examine temporal or causal relationships. Despite these limitations, the study provides preliminary empirical evidence that understanding the impacts of bullying is positively associated with anti-bullying attitudes and highlights the potential relevance of cognitive understanding as one component of school-based bullying prevention.

## Conclusions

This study concludes that understanding the impact of bullying is positively associated with anti-bullying attitudes among eighth-grade students in an Indonesian madrasah. Students with higher levels of understanding of the consequences of bullying tended to demonstrate stronger anti-bullying attitudes. These findings suggest that strengthening students' understanding of the impacts of bullying may be considered as one component of school-based bullying prevention and guidance and counseling services. However, the findings should be interpreted within the limitations of the correlational design and the small sample from a single school. Future research involving larger and more diverse samples, as well as longitudinal or experimental designs, is recommended to further examine the relationship between students' understanding of bullying impacts and anti-bullying attitudes.

## Acknowledgment

The authors would like to express their sincere gratitude to MTs Asshodiqiyah Semarang, the participating students, teachers, and expert reviewers for their support and valuable contributions to this research.

## References

Ajzen, I. (1991). The Theory of Planned Behavior. *Organizational behavior and human decision processes*, *50*, 179–211.

Ali, N. Al, Qasem, I. O., & Aldwaikat, T. (2025). Examining the Impact of a School-Based Bullying Education Program on Students ' Knowledge of Bullying , Bullying Behavior , and Self-Esteem. *International Journal of Adolescence and Youth*, *30*(1). https://doi.org/10.1080/02673843.2025.2454997

Borualogo, I. S. (2023). *Sibling Bullying, School Bullying, and Children's Subjective Well-Being Before and During the COVID-19 Pandemic in Indonesia*. 1203–1232.

Bottan, G., Vizini, S., Alves, P. F. O., Guimarães, L. S. P., Nascimento, B. P., Rigatti, R., & Heldt, E. (2020). Brief antibullying intervention for adolescents in public schools. *Revista Gaúcha de Enfermagem*.

Boulton, M. J., Macaulay, P. J. R., Atherton, S., Boulton, L., Colebourne, T., Davies, M., Down, J., Garner, I., Harriss, B., Kenton, L., Lomas, B., Marx, H., Scattergood, S., & Turner, C. (2023). Promoting Junior School Students ' Anti - bullying Beliefs with the CATZ Cross - age Teaching Zone

Intervention. *International Journal of Bullying Prevention*, *5*(1), 38–51. https://doi.org/10.1007/s42380-021-00111-9

Fernando, M. H., Ulum, M. M., & Rachmawati, D. (2024). Adolescents ' Knowledge and Attitudes Towards Bullying At Mtsn 1 Blitar. *Health Access Jurnal*, *01*(03), 99–103.

Fine, S. L., Pinandari, A. W., Muzir, S. M., Agnesia, L., Novitasari, P. I., Bass, J. K., Blum, R. W., Reeuwijk, M. Van, Wilopo, S. A., & Mmari, K. (2023). "If it ' s really excessive, it can enter your heart": A mixed methods investigation of bullying among early adolescents in Semarang, Indonesia. *Journal of Interpersonal Violence*, *38*, 4088–4113. https://doi.org/10.1177/08862605221111422.

Fu, X., Zhang, M., Zhu, K., Li, S., Fu, R., Zhang, M., Guo, X., & Duan, J. (2024). Acta Psychologica Relations between school climates and bullying behaviors in Chinese adolescents : The mediating role of prosocial tendency ☆. *Acta Psychologica*, *248*(February), 104335. https://doi.org/10.1016/j.actpsy.2024.104335

Hensums, M., Mooij, B. De, & Kuijper, S. C. (2023). What Works for Whom in School - Based Anti - bullying Interventions ? An Individual Participant Data Meta - analysis. *Prevention Science*, *24*(8), 1435–1446. https://doi.org/10.1007/s11121-022-01387-z

Herkama, S., Kontio, M., Sainio, M., Turunen, T., & Poskiparta, E. (2022). Facilitators and Barriers to the Sustainability of a School - Based Bullying Prevention Program. *Prevention Science*, 954–968. https://doi.org/10.1007/s11121-022-01368-2

Hosozawa, M., Bann, D., Fink, E., Elsden, E., Baba, S., Iso, H., & Patalay, P. (2021). EClinicalMedicine Bullying victimisation in adolescence : prevalence and inequalities by gender , socioeconomic status and academic performance across 71 countries. *EClinicalMedicine*, *41*, 101142. https://doi.org/10.1016/j.eclinm.2021.101142

Huang, X., Li, Q., Hao, Y., & An, N. (2024). behavioral sciences The Relationship between a Competitive School Climate and School Bullying among Secondary Vocational School Students in China : A Moderated Mediation Model. *Behavioral Sciences*. https://doi.org/https://doi.org/10.3390/bs14020129

Karimah, N., Andayani, S. A., & Munir, Z. (2025). Pengaruh Edukasi tentang Bahaya Bullying dengan Metode Audiovisual terhadap Pengetahuan dan Sikap Remaja. *TRILOGI: Jurnal Ilmu Teknologi, Kesehatan, Dan Humaniora*, *6*(3), 90–100. https://doi.org/10.33650/trilogi.v6i3.12501

Li, C., Wang, P., Moratinos, M. M., Fernández, M. B., & Fontecilla, H. B. (2024). Traditional bullying and cyberbullying in the digital age and its associated mental health problems in children and adolescents : a meta - analysis. *European Child & Adolescent Psychiatry*, *33*, 2895–2909. https://doi.org/10.1007/s00787-022-02128-x

Maftuh, B., Dahliyana, A., Malihah, E., & Sartika, R. (2024). Does school climate matter in cyberbullying behaviour among high school student? a mediation and moderation analysis. *Cakrawala Pendidikan Jurnal Ilmiah Pendidikan*, *43*(1), 28–43. https://doi.org/https://doi.org/10.21831/cp.v43i1.65213

Man, X., Liu, J., & Xue, Z. (2022). Does Bullying Attitude Matter in School Bullying among Adolescent Students : Evidence from 34 OECD Countries. *Children*, *9*(975). https://doi.org/10.3390/children9070975

Mishna, F., Birze, A., & Greenblatt, A. (2022). Understanding Bullying and Cyberbullying Through an Ecological Systems Framework: the Value of Qualitative Interviewing in a Mixed Methods Approach. *International Journal of Bullying Prevention*, *4*, 220–229. https://doi.org/10.1007/s42380-022-00126-w

Moreno, A. G., & Jurado, M. del M. M. (2024). Intervention programs for the prevention of bullying and the promotion of prosocial behaviors in adolescence : A systematic review. *Social Sciences & Humanities Open*, *10*. https://doi.org/10.1016/j.ssaho.2024.100954

Nedumpully, N. N., Kumar, S., & Shweta, P. (2024). Experiences , Perceptions and Attitudes Toward Bullying Among School-Going Adolescents : A Cross-Sectional Study from South India. *Journal of Child & Adolescent Trauma*, *17*, 793–804.

Noboru, T., Amalia, E., Hernandez, P. M. R., Nurbaiti, L., Affarah, W. S., Nonaka, D., Takeuchi, R., Kadriyan, H., & Kobayashi, J. (2021). School-based education to prevent bullying in high

schools in Indonesia. *Pediatrics International*, *63*, 459–468. https://doi.org/10.1111/ped.14475

Penghui, H., & Mengfan, X. (2024). Does competitive school climate really harm to students ′ anti - bullying attitude : empirical evidence from China. *BMC Public Health*, *24*(2924). https://doi.org/10.1186/s12889-024-20444-6

Prasettyo, S. H., & Purwoto, L. (2025). Pengaruh Iklim Sekolah dan Pemantauan Orang Tua terhadap Perilaku Perundungan Pelajar The Influence of School Climate and Parental Monitoring on Students ′ Bullying Behavior. *Jurnal Pendidikan Dan Kebudayaan*, *10*, 65–88. https://doi.org/10.24832/jpnk.v10i1.4215

Prodyanatasari, A., & Purnadianti, M. (2024). Stop bullying education to increase student′s awareness of the dangers and impacts of bullying. *Jurnal pengabdian masyarakat dalam kesehatan*, *6*(1). https://doi.org/10.20473/jpmk.v6i1.51859

Ribeiro, B., Relva, I. C., Mota, C. P., & Costa, M. (2024). Bullying Behaviors of Adolescents : The Role of Attachment to Teachers and Memories of Childhood Care. *Social Sciences*, *13*(402). https://doi.org/10.3390/socsci13080402

Saleh, M. N. I., Hanum, F., & Rukiyati. (2025). Stakeholders′ perspectives on whole-school approaches to prevent and address bullying and cyberbullying in Indonesian high schools. *Social Sciences & Humanities Open*, *12*. https://doi.org/10.1016/j.ssaho.2025.102336

Sansait, J. R. M., & Aguiling-salda, G. F. (2023). *Social Sciences & Humanities Open Does the type of school matter in preventing bullying ? Knowledge , experience , and readiness to face bullying by students enrolled in public and private schools in the Philippines*. *8*(October 2022). https://doi.org/10.1016/j.ssaho.2023.100530

Song, Y., & Kim, S. (2022). *Effects of a Social and Emotional Competence Enhancement Program for Adolescents Who Bully : A Quasi-Experimental Design*.

Strohmeier, D., Stefanek, E., & Yanagida, T. (2024). What Works for Whom ? Evaluating Patterns and Mechanisms of Change Among Bullies , Victims , and Bully - Victims Participating in a School - Based Prevention Program. *International Journal of Bullying Prevention*, *6*, 267–282. https://doi.org/10.1007/s42380-023-00160-2

Syawaludin, M., Wulandari, T., & Alfiyani, N. (2025). Pengaruh Iklim Sekolah dan Konformitas Teman Sebaya terhadap Sikap Remaja SMP tentang Perundungan Di Kecamatan Pontianak Selatan. *Jurnal Sosiologi USK*, *19*, 39–53.

Tolmatcheff, C., Veenstra, R., Roskam, I., & Galand, B. (2024). Examining the Link Between Implementation Fidelity , Quality , and Effectiveness of Teacher - Delivered Anti - Bullying Interventions in a Randomized Controlled Trial. *Prevention Science*, *25*(3), 407–420. https://doi.org/10.1007/s11121-023-01580-8

Vandebosch, H., Lubon, A., & Colpin, H. (2023). Supporting teachers to actively respond to bullying and to build positive relationships with their students : effects of the T-SUPPORT training. *Frontiers in Psychology*. https://doi.org/10.3389/fpsyg.2023.1236262

Waasdorp, T. E., Fu, R., Clary, L. K., & Bradshaw, C. P. (2022). School Climate and Bullying Bystander Responses in Middle and High School. *Journal of Applied Developmental Psychology*, 1–34. https://doi.org/10.1016/j.appdev.2022.101412.School

Wang, Y., & Chen, I. (2023). *A Multilevel Analysis of Factors Influencing School Bullying in 15-Year-Old Students*.

Zambuto, V., & Palladino, B. E. (2020). Voluntary Vs Nominated Peer Educators : a Randomized Trial within the NoTrap ! Anti-Bullying Program. *Prevention Science*, 639–649. https://doi.org/https://doi.org/10.1007/s11121-020-01108-4

Zaneva, M., Minnick, E., Valentina, N., Farida, G., & Faridah, A. (2023). Social Norms Predict Bullying : Evidence from an Anti - Bullying Intervention Trial in Indonesia. *International Journal of Bullying Prevention*, *7*(4), 253–265. https://doi.org/10.1007/s42380-023-00176-8

Zhao, N., Yang, S., Zhang, Q., & Wang, J. (2024). School bullying results in poor psychological conditions : evidence from a survey of , subjects. *Frontiers in Psychology*.