



Analysis of Risk Factors Associated with Bullying Among Adolescents in Junior High Schools in Gresik Regency

Suyanto¹, Riski Dwi Prameswari², Havy Wardana³, Tomi Indarto⁴, Anik Nur Kholifah⁵

¹ Faculty of Law, Universitas Gresik, Gresik, Indonesia

² Faculty of Health Sciences, Universitas Gresik, Gresik, Indonesia

^{3,4,5} Gresik Municipality Regional Development Planning, Research, and Development Agency

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CORRESPONDENCE

E-mail: soe.unigres@gmail.com

ABSTRACT

Bullying is a serious problem, as it can have a long-term impact on severe psychological issues, such as low self-esteem, depression, aggression, and school refusal, potentially leading to dropping out of school. Adolescence is a transitional phase from childhood to adulthood. This age group is more at risk of becoming perpetrators or victims of bullying. This research analyzes the risk factors associated with the history of bullying among adolescents in Junior High Schools in Gresik Regency. This paper was an analytical descriptive study conducted from October to November 2024. The population was all 7th-grade Junior High School students in the 2024/2025 academic year in Gresik Regency. The sample consisted of 150 respondents, selected using a simple random sampling technique. The instruments were observation sheets and questionnaires to analyze factors associated with the history of bullying in adolescents, including both bullying perpetrators and victims. Data analysis used the Pearson correlation test. There was no correlation between aggressive behavior ($p=0.101$), school climate ($p=0.296$), peers ($p=0.557$), and knowledge about the impact of bullying ($p=0.667$) with a history of bullying ($p<0.05$). However, there was a significant correlation between personality ($p=0.002$), family ($p=0.021$), and mass media ($p=0.001$) with a history of bullying ($p>0.05$). In conclusion, risk factors associated with the history of bullying are personality, family, and mass media.

INTRODUCTION

Bullying behavior is currently of great concern to educators, parents, and society. Bullying is a form of aggressive behavior that is carried out repeatedly and aims to hurt, dominate, or humiliate other parties who are considered weaker (Ramlah, 2023). This action can be implemented in physical violence, verbal taunts, social exclusion, or spreading rumors, and can even extend to the digital realm in the form of cyberbullying (Goa, 2025). Among Junior High School adolescents, bullying is one of the most serious social problems because it concerns psychological well-being and personality development in adolescence (Syamsul *et al.*, 2024). Adolescence is a transitional phase or transition from childhood to adulthood, ranging from 10 to 19 years old. This age group is more at risk of becoming perpetrators or victims of bullying. Adolescents potentially can commit acts of bullying, primarily through friendship relationships at school, and often lack the supervision of schools and parents. Bullying can impact life among students (Nafi'ah, 2024).

Adolescence is a period of transition from childhood to adulthood that includes mental, emotional, and physical maturity. It is also a stage of development that must be passed with various difficulties. Currently, the psychological condition of adolescents is precarious. Because this period is a phase of self-

discovery (Natalia, 2023). Schools are essential in an adolescent's psychological, social, and emotional development. Bullying is a serious problem because it can have a long-term impact on severe psychological issues, such as low self-esteem, deep depression, aggression, and school refusal. In addition, it can result in children refusing school, leading to dropping out of school (Revita and Twistiandayani, 2025).

According to the *Federasi Serikat Guru Indonesia* (FSGI), bullying cases throughout 2023 were spread across 12 provinces, covering 24 districts or cities. Based on regional distribution, schools in the East Java region were the most reported areas related to bullying cases. Bullying cases reported in East Java include Gresik, Pasuruan, Lamongan, Banyuwangi, and Blitar districts. One of the forms of bullying is violent behavior by adolescents at school. According to data from the Ministry of Women Empowerment and Child Protection (MoWECP), cases of violence in East Java reached 1,333 cases throughout 2024, where Gresik Regency became the third city with 116 reported cases of violence in East Java.

Bullying seems to have become a culture among teenagers at school, which makes these cases still occur. There is a sense of revenge from the victims of bullying that potentially makes them become the next bullying perpetrator. The lack of legal knowledge in children makes them not think about the impact of their behavior because of the lack of legal awareness of the laws governing legal protection in bullying (Rifa'i et al., 2024). If this continues, it will become a criminal offense among adolescents. The role of the social environment is critical to shaping the personality of teenagers. School is the second educational environment after family. Effective bullying prevention is a collaboration between schools, parents, and the community. Conducting early detection of bullying cases, holding bullying awareness programs, making anti-bullying policies, and providing legal awareness education can potentially prevent bullying cases in adolescents. This research analyzes the risk factors associated with the history of bullying among adolescents in Junior High Schools in Gresik Regency. The study results will serve as a basis for developing more targeted bullying prevention policies or programs at the school, family, and local government levels. Schools should be safe spaces that support children's development, free from intimidation, violence, and social discomfort.

METHOD

This study was an analytical descriptive study. It was conducted in several Junior High Schools in Gresik Regency. The research was conducted from October to November 2024. Data collection was done by distributing questionnaires. The instruments were observation sheets and questionnaires to identify, explore, and analyze factors associated with the history of bullying in adolescents, including both bullying perpetrators and victims. The questionnaire had been tested for validity and reliability. The population was all 7th-grade Junior High School students in the 2024/2025 academic year in Gresik

Regency. The sample consisted of 150 respondents, selected using a simple random sampling technique. The inclusion criteria were 13-14 years old, active 7th-grade Junior High School students, and domiciled in Gresik Regency. Data analysis used the Pearson correlation test to analyze the correlation between variables.

RESULT

The research location was one Public Junior High School, one Private Junior High School, and 1 Islamic Boarding School in the northern, central, and southern parts of Gresik Regency. It was chosen because it had a representative population from various demographic, social, economic, and environmental backgrounds.

Table 1. Characteristics of Respondents by Sex and Age

Characteristics of Respondents	Frequency (n)	Percentage (%)
Sex		
Male	51	34
Female	99	66
Age (years old)		
12	62	41
13	69	46
14	19	13
Total	150	100

Table 1 shows that the respondents are 51 males (34%) and 99 females (66%). In addition, the age group is 62 respondents aged 12 years old (41%), 69 aged 13 years old (46%), and 19 aged 14 years old (13%). Thus, most respondents are females and 13 years old.

Table 2. Analysis of factors associated with a history of bullying

	Variables	<i>p</i>
History of Bullying	Personality	0.002
	Aggressive Behavior	0.101
	Family	0.021
	School Climate	0.296
	Mass Media	0.001
	Peers	0.557
	Knowledge about the impact of bullying	0.667

There was no correlation between aggressive behavior ($p=0.101$), school climate ($p=0.296$), peers ($p=0.557$), and knowledge about the impact of bullying ($p=0.667$) with a history of bullying ($p<0.05$). However, there was a significant correlation between personality ($p=0.002$), family ($p=0.021$), and mass media ($p=0.001$) with a history of bullying ($p>0.05$) (Table 2).

DISCUSSION

This study found an association between personality and the history of bullying (Table 2). This finding aligns with previous research, which showed a relationship between Big Five personality and bullying

behavior (Wedhayanti, 2024). Several factors cause bullying behavior in the school environment, including personal and situational factors. Personal factors are all characteristics of students, including personality, attitudes, and genetics. They consistently persist in students at all times and situations (Dharmawan *et al.*, 2024). The phenomenon of bullying in social classes cannot be separated from the personality of individuals. Someone who initially follows individuals with a difficult personality can become one of them later. Most bullying victims usually have a weak personality and are unable to fight back against those who bully them. Assessing personality is essential to prevent bullying that is increasingly rampant among adolescents (Wedhayanti, 2024).

This paper also found a correlation between family and mass media with the history of bullying (Table 2). The first external factor that affects bullying is the family. Children who are victims of bullying feel afraid to tell their families. In addition, there is a lack of communication patterns between children and parents. According to Soejanto (2001), a communication pattern is a simple description of the communication process that shows the relationship between one communication component and another. Communication patterns can be interpreted as a relationship between two or more people regarding the correct method of sending and receiving messages so that the message can be understood (Gunawan, 2013). Mass media, including movies, music with aggressive content, and video games, can also model bullying behavior. Therefore, the social environment plays a vital role in shaping violent behavior. Besides external factors, Internal factors causing bullying are mental and emotional health. Mental and emotional health is a person's condition related to active self-adjustment in facing and overcoming problems by maintaining self-stability. Children who are bullied will feel depressed both physically and mentally, and will have difficulty interacting, fear, and lack of confidence (Freska, 2023).

However, this investigation found no relationship between aggressive behavior and the history of bullying (Table 2). Bullying could impact a person's psychology (Diannita *et al.*, 2023). Previous research demonstrated that the victims of bullying generally had a lack of self-confidence. Students who were receiving mild bullying behavior had relatively low self-confidence. The students could not express their feelings and had a bad past. In addition, they experienced bullying in and outside the school environment (Kundre and Rompas, 2018). Factors that affect healthy self-confidence are openness, confidence, safety, and having the opportunity to express their ideas and feelings. This paper also exhibited no correlation between school climate and peers and the history of bullying (Table 2). An unhealthy social environment has too many demands, a lack of respect for other people's opinions, and a lack of opportunity to express their ideas and feelings. According to Kustanti (2015), most students at all levels of education experienced bullying, including being called unwanted nicknames. This investigation also showed no relationship between knowledge about the impact of bullying and the history of bullying (Table 2). Bullying will have dire consequences for the victims, witnesses, and perpetrators. The effects of bullying

behavior will even leave a mark on the child until they are an adult. The adverse effects that can occur in the victims of bullying are anxiety, loneliness, low self-esteem, low levels of social competence, depression, social withdrawal, mental and emotional disorders, and decreased academic achievement (Fajri, Arif and Syam, 2025). Therefore, it is essential to pay attention to the impact received by victims of bullying so that they do not become traumatized, which can result in mental health disorders.

Victims of bullying can experience various kinds of disorders, including low psychological well-being, where there is a sense of discomfort in the victim, and low self-esteem. Moreover, they experience poor social adjustment, fear of going to school, and do not even want to go to school. They are also away from relationships, and even having the desire to commit suicide rather than having to face pressure and insults (Agisyaputri, Nadhirah and Saripah, 2023). Bullying in schools is one of the causes of stress in learners. Students who are victims of bullying can feel embarrassed, afraid, and often hide the bullying experiences from parents or teachers (Wahyu Nurhayati, 2025). The rapid development of the Industrial Revolution can impact children's personality or morality. Therefore, parents must be able to shape their children's mindset, teach them to filter good news or information, and teach them to think positively. In Industry 4.0, children are spoiled by technology and everything instantaneous (Pratama, 2019). This situation can change the character of the nation's next generation. Therefore, it is necessary to have an education that can shape students' character to become highly moral children to avoid all problems related to bullying behavior.

CONCLUSION

Risk factors associated with a history of bullying are personality, family, and mass media. All of these factors have an essential role in determining the frequency and intensity of bullying behavior among adolescents. Therefore, interventions that focus on increasing empathy, self-control, and improving family communication are strategic steps in reducing the incidence of bullying.

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