



SELF-MANAGEMENT TOWARDS BULLYING PREVENTION IN ADOLESCENTS: A CROSS-SECTIONAL

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ABSTRACT

Introduction: Bullying is a health problem that often affects adolescents, especially some adolescents in schools who do not have good self-management. Self-management plays an important role in improving skills in managing students' emotions, thoughts, and behavior in a positive way to prevent bullying in adolescents. The purpose of this study was to determine the relationship between self-management and bullying prevention in adolescents.

Methods: This study used a descriptive design with a cross-sectional study approach. The population in this study was students at one of the public junior high schools in Lamongan Regency who were identified as having experienced bullying in the school environment, with a total of 96 students. This study was conducted on 72 adolescents using purposive sampling. Self-management assessment used a self-management scale questionnaire for students, while bullying prevention was measured using a bullying scale questionnaire. Data were tabulated and analyzed using the Spearman Rank rho test. **Results:** The results of statistical tests show that self-management is related to the ability to prevent bullying in adolescents with a p -value of 0.000 and a correlation coefficient ($r=0.716$). **Conclusions:** Self-management is a key component in preventing bullying in adolescents in schools. The self-management approach requires collaboration with teachers and a positive school climate.

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INTRODUCTION

Bullying among teenagers in the era of increasing access to technology is currently increasing, one of which is bullying among teenagers that occurs at school or in the home environment. This has an impact on various aspects of adolescent life, especially self-development and educational aspects. Bullying is an aggressive attitude that is intentionally directed at others and is done repeatedly to hurt or make the victim suffer or make the opponent weak and helpless (Wilde, 2024). This type of aggression or bullying can be physical, verbal, psychological and cyberbullying, and the forms of verbal bullying activities are among mocking, insulting, and threatening statements (Stosic et al., 2024) while social or relational bullying are such as ostracizing, spreading rumors, and manipulating social relationships (Pratiwi et al., 2024). In general, bullying can have severe and long-term impacts on mental health, including increased risk of depression, anxiety, and suicidal ideation (Balaji et al., 2021; Kota & Selkie, 2018; Tozzo et al., 2022). Comprehensive and internal handling, such as self-management, provides a good opportunity in efforts to prevent bullying in

adolescents. Self-management, a core component of social-emotional learning (SEL), plays a significant role in reducing bullying behaviors and victimization (David Obafemi Adebayo et al., 2019). Therefore, it is important to know the influence of students' self-management from an early age to prevent bullying in adolescent groups.

Globally, the incidence of bullying is still high among adolescents, with a prevalence ranging between 30.5% -37.4% with the types of bullying that often occur being verbal, physical and relational or social bullying, these incidents have a significant impact on the decline in adolescent mental health (Biswas et al., 2022). Reported to the frequency of bullying, each student reported experiencing bullying several times, while based on gender group, male adolescents are more at risk of experiencing bullying (Hosozawa et al., 2021). In Indonesia, it was reported that almost 41% of 15-year-old students had experienced bullying (Munira et al., 2023). This crisis has become a topic that continues to be studied and controlled by several parties, such as health services and education services in various regions in Indonesia.



Bullying has both short-term and long-term impacts throughout life, both on the bully and the victim (Le Menestrel, 2020; Pabian et al., 2021). The impact of bullying has an impact on several aspects, such as Psychological and Mental Health Impacts, Social and Behavioral Effects, especially in groups of teenagers who are in education or school, it tends to have an impact on Academic Consequences or academic climates (Halliday et al., 2021). Bullying victims and perpetrators tend to choose not to continue their education to higher education, which is due to several underlying aspects, including weak motivation. This is reinforced by research using the Young Lives dataset, which shows that victims of bullying in adolescence are more likely to not continue their education, but instead increase their absorption of labor market participation at a younger age (Hasnat & Fakir, 2023). In addition, bullying can cause low academic motivation and difficulty concentrating while studying, resulting in teenagers choosing not to engage in the academic environment (Young-Jones et al., 2015). The impact of bullying cannot be avoided if the victim or perpetrator of bullying does not understand self-management.

Student self-management is an attitude and skill of students referring to the ability of students to independently manage, monitor, and assess learning and academic behavior, or evaluate conditions and situations around them. This becomes a consideration for attitudes (Martino et al., 2022). Previous research explains that student self-management skills can contribute to developing leadership qualities, especially self-confidence, critical thinking, and problem-solving skills that every student will encounter during their life journey (Alimbekova et al., 2018; Maltseva & Pavlova, 2023). Learning for adolescent students at school often does not involve good self-management components, especially since there is no evidence that students' self-management skills can influence the prevention of bullying in adolescents. Therefore, this study aims to determine the relationship between self-management and bullying prevention in adolescents in Lamongan

MATERIALS AND METHODS

The study used a cross-sectional design, there was no intervention during the research process. This study assessed the relationship between student self-management and bullying prevention in adolescents. This research was conducted in July 2024. The population in this study was students at one of the public junior high schools in Lamongan Regency who were identified as having experienced bullying in the school environment, with a total of 96 students.

The inclusion criteria for this study were: adolescent students who were currently undergoing formal education at the junior high school level, could read, write, and understand Indonesian well and correctly, students who were not on leave or had permission not to attend school, and students who voluntarily signed the informed consent. The exclusion criteria set by the researcher were: students with special needs, physical disabilities, and those experiencing psychological disorders in the last 3 months. The sampling technique used was purposive sampling, with a total of 72 students collected as respondents in this study.

The bully scale or bullying perpetrator was measured using a questionnaire from the English version of the Questionnaire on School Bullying, which consists of 17 questions (Figula et al., 2019). It is explained that there are several question domains, including the physical aggression subscale (4 questions), verbal aggression subscale (5 questions), exclusion subscale (5 questions), and positive profit subscale (3 questions). Grading takes place according to the following scale: almost never (0), sometimes (1), often (2), almost always (3). The instrument used to measure the student self-management variable is a questionnaire that has been modified by the researcher according to the research context, namely, on students and related to bullying incidents. The number of questions consists of 10 questions discussing how the form of student self-management is related to bullying. Grading takes place according to the following scale: almost never (0), sometimes (1), often (2), almost always (3). Both two instruments, the internal consistency of the factor was adequate Cronbach's alpha of 0.86.

This study began by analyzing and reviewing previous data on groups of students at high risk of experiencing bullying behavior at school. We assessed adolescent students at a public junior high school in Lamongan. After obtaining a group of students that met the inclusion and exclusion criteria set by the researcher, the researcher then explained the research procedure, objectives, benefits, losses, and advantages obtained by prospective respondents. If the respondent agrees and voluntarily wants to be involved in this study, the prospective respondent will sign an informed consent. The researcher informed that this study was conducted voluntarily and was allowed to withdraw at anytime. Furthermore, the researcher conducted research offline respondents would fill out self-management and bullying questionnaires online via Google Form.

This data was analyzed using a statistical test that assessed the relationship between student self-management and bullying prevention in adolescents at school. The data is obtained using a questionnaire via a Google Form, then the researcher codes the data and tabulates it. The analysis test used in this study

is the Spearman rank rho test using the SPSS 21 application. This research has been declared ethical by the Health Ethics Commission of Muhammadiyah University of Lamongan, with the number 145/EC/KEPK-S4/07/2024. Thus, this research is carried out in accordance with ethical rules or principles.

RESULTS

Table 1. Characteristics of respondents based on age, gender, grade, and living with at Public Junior High School Lamongan, July 2024.

Age (years)	Frequency (F)	Percentage (%)
12	18	25.0
13	28	38.9
14	26	36.1
Gender	Frequency (F)	Percentage (%)
Male	46	63.9
Female	26	36.1
Grade	Frequency (F)	Percentage (%)
7 Grade / Class	19	26.4
8 Grade / Class	37	51.4
9 Grade / Class	16	22.2
Living With	Frequency (F)	Percentage (%)
Nuclear Family	62	86.1
Uncle/Aunt	8	11.1
Grandmother / Grandfather	2	2.8
Total	72	100

Table 1 shows that the distribution of respondent data is dominated by male groups around 63.9%. Based on age, the distribution is quite even, with data aged 13 years (38.9%) and at least 12 years old, as many as 18 people (25%). Based on class level, most respondents are in grade 8, as many as 37 people (51.4%), and only 22.2% are in the final grade or grade 9. Among all respondents, 86.1% live with their nuclear family.

Table 2. Characteristics of respondents based on self-management and bullying prevention at Public Junior High School Lamongan, July 2024.

Self-Management	Frequency (F)	Percentage (%)
Low	9	12.5
Medium	13	18.1
High	50	69.4
Bullying Prevention	Frequency (F)	Percentage (%)
Low	51	70.8
Medium	14	19.4
High	7	9.8
Total	72	100

Table 2 shows the characteristics of self-management in adolescent students in Lamongan, most of whom show a high or good level of self-management, namely 50 adolescent students (69.4%), and only 12.5% have a low level of self-management. Based on the level of bullying prevention in adolescent students in Lamongan, the Table shows that 70.8% show good bullying prevention skills and only 9.7% have low bullying prevention skills.

Table 3. Relationship between Self-Management Level and Bullying Prevention Among Adolescent Students at Public Junior High School Lamongan, July 2024.

Self-Management	Bullying Prevention							
	Low		Medium		High		Total	
	F	%	F	%	F	%	F	%
Low	7	77.78	2	22.22	0	0	9	100
Medium	0	0	7	53.8	6	46.2	13	100
High	0	0	5	10	45	90	50	100

Spearman rank $r=0.716$, $p=0.000$

Based on Table 3, it is known that 90% of students who have good self-management also have good bullying prevention skills. The results of statistical tests using Spearman rank rho analysis on the relationship between self-management and bullying prevention show significant data with a p value of 0.000 and a correlation coefficient of 0.716, which indicates that there is a strong relationship between self-management and bullying prevention in adolescent students in Lamongan.

DISCUSSION

This study shows that 69.4% of students have a high level of self-management. Self-management is a component that must be possessed by adolescents, who have quite a lot of formal and informal roles. The results of the study showed that adolescents are in the category of good self-management. Self-management involves various fairly complex behavioral processes such as self-control skills, self-knowledge, self-strengthening, and goal setting while being an adolescent or student at school (da Costa & Kienen, 2021). In addition to determining goals in life, the involvement of Self-Management Skills components can also be applied in educational environments to support students' academic success and well-being. This is reinforced by previous research stating that self-management can improve students' self-efficacy, motivation, and integration of academic and personal life (Martino et al., 2022). This condition will increase the ability of adolescents to reach the highest level in life, namely, being able to maximize the potential that adolescents have.

The results of the study show that the importance of self-management as an effort to prevent bullying requires a lot of integration between adolescent students, teachers, and the school climate. Integration of effective student self-management strategies into bullying prevention includes taking various approaches to providing self-management materials to students or adolescents, such as providing reinforcement programs for teachers at school (Midgett et al., 2022). Teachers and schools should be able to approach physical activity with psychoeducational sessions during the learning process in and outside the classroom, because this is considered to improve social skills and emotional resilience, which contributes to reducing bullying incidents (Greco, 2021). In addition, previous research states that teachers

who participate in bullying intervention skills training can increase teacher resilience and reduce cases of bullying in schools (Newman-Carlson & Horne, 2004). For this reason, students need to get self-management material to improve the quality of learning and avoid bullying (Lukashenko, 2021). Teachers' engagement and skills in providing self-management education to students show something that must continue to be developed in the school environment.

Other findings also mention the relationship between another component, namely, school climate. This school climate includes the quality and character of school life, including safety, relationships between students, relationships with teachers, and the teaching and learning process (Läftman et al., 2017). A school climate that supports bullying prevention programs in this school prioritizes student safety and access, where providing material on self-management is needed from the beginning, before the school creates a safe school environment. A positive school climate is associated with lower levels of bullying and victimization (Farina, 2019; Varela et al., 2021). The school environment and school climate provide ample access to bullying prevention for adolescent students. They provide ample space and opportunity to control themselves in uncertain situations.

Self-management in the discipline aspect is also the biggest contributor to the group of adolescent students. This is reinforced by previous research, which states that discipline is also influenced by school climate (Acosta et al., 2019); schools with a positive climate report less bullying behavior and higher levels of student engagement and emotional well-being (Yang et al., 2019). In addition, an authoritative classroom climate, which combines disciplinary structures with teacher support, can protect students from bullying incidents and the long-term impacts of bullying, namely poor mental health in

adolescent students (Kim et al., 2021). The components of the discipline aspect need to be strengthened in the school environment, discipline can be formed from student to student, and students with teachers at school.

CONCLUSIONS

Student self-management is a component that adolescents must possess both in the school and home environments. There is a relationship between self-management and the prevention of bullying in adolescents. Self-management can be strengthened by a positive school environment and climate, such as support from teachers and the school environment. The better the school climate is, the lower the incidence of bullying in schools. The most basic self-management that students must have is discipline. Discipline and a good school climate make a major contribution to the quality of life of adolescent students by preventing bullying. Policymakers or related agencies should pay attention to and support a comfortable, positive school environment that rejects bullying.

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AUTHORS' CONTRIBUTIONS

Masanatul Ubudiyah is in charge of collecting data, compiling research instruments, determining methods, analyzing data, and writing articles. Inta Susanti is in charge of collecting data, compiling research instruments, analyzing data, and registering ethics

CONFLICT OF INTEREST

All authors declare that they have no conflict of interest.

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