

## *The Relationship Between Students' Knowledge, Peer Roles, Teacher Roles, and Bullying Behavior at SMK YPI Tanjung Bintang*

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### ABSTRACT

**Background:** Emotional instability in adolescents can trigger problems such as bullying, which is now back to being an issue of violence in schools. Adolescents who are unable to manage their emotions properly tend to release their anger or emotional pressure through actions that harm others. Bullying can occur directly or online and can have dangerous impacts. In addition to physical consequences, bullying can also trigger mental and emotional health problems. The report from the Lampung Province PPPA Service recorded a total of 296 cases, with the highest number in Bandar Lampung City (94 cases) and South Lampung Regency (47 cases). **Objectives:** The purpose of this study was to determine the determinants of bullying behavior among students at SMK YPI Tanjung Bintang. **Method:** This research is quantitative with a cross-sectional approach. The population consisted of active students at SMK YPI Tanjung Bintang, with a sample of 117 respondents selected using purposive sampling techniques and questionnaires. Data analysis was conducted using the chi-square test with a significance level of 95%. **Results:** The study showed that there was a relationship between knowledge and bullying behavior ( $p\text{-value} = 0.001$ ;  $OR = 19.282$ ), the role of peers with bullying behavior ( $p\text{-value} = 0.001$ ;  $OR = 17.405$ ), and the role of teachers with bullying behavior ( $p\text{-value} = 0.001$ ;  $OR = 22.000$ ). Considering the significant influence of the role of peers and teachers, it is recommended that schools create a TPPK (Violence Prevention and Handling Team) task force and routinely improve anti-bullying education, integrating this material into the curriculum both directly and through extracurricular activities.

**Keywords:** Bullying Behavior, Peer Role, Teacher Role, Student Knowledge, Vocational High School

### INTRODUCTION

According to the definition by the World Health Organization (WHO), adolescents are individuals aged between 10 and 19 years. This phase is an important transition period from childhood to adulthood, during which adolescents experience emotional, social, physical, and psychological maturation. Emotional instability in adolescents can trigger problems such as bullying, which has re-emerged as a serious issue of school violence. The culture of bullying or violence in the name of seniority is widespread among students. The government is under pressure to take immediate and concrete action to address this problem.

Bullying is an act of violence carried out by peers against individuals who are considered weaker or more vulnerable, with the intention of gaining

personal gain or satisfaction. This behavior is usually repeated and may be systematic. Bullying can have harmful and long-term effects on children. In addition to physical consequences, bullying can also lead to mental and emotional health problems such as depression and anxiety, which can further contribute to substance abuse and poor academic performance (Ijazah, 2020).

According to data from the National Commission for Child Protection (Komnas PA), in 2023, there were 3,547 reports of violence against children. During the period from January to August 2023, the Indonesian Child Protection Commission (KPAI) recorded 2,355 cases of child rights violations, with 861 of them occurring in educational settings. These cases included 487 incidents of sexual violence, 236 cases of physical and/or psychological violence, 87 incidents of bullying, 27 cases related to inadequate educational



facilities, and 24 cases caused by certain policies. Additionally, the Ministry of Women's Empowerment and Child Protection (Kementerian PPPA) reported 2,325 cases of physical violence against children throughout 2023 (Komnas HAM, 2024).

Member of the Indonesian Child Protection Commission (KPAI), Aris Adi Leksono, stated that in early 2024, KPAI had received 141 reports of violence against children. Approximately 35% of these cases occurred in schools or educational institutions. Monitoring results indicate that acts of violence in educational environments are often carried out collectively. This situation is associated with the lack of optimal early detection efforts related to peer group dynamics, which can have negative effects. The impacts of violence in educational settings include physical or psychological injuries, prolonged trauma, and even death or suicide. In early 2024, 46 cases of child suicide were reported, with 48% of these incidents occurring in the school environment or while the victim was still wearing a school uniform (Tempo, 2024).

From January to December 2023, the Women's Empowerment and Child Protection Agency (Dinas PPPA) of Lampung Province recorded several cases of violence involving women and children in the region. According to the report, South Lampung Regency ranked second in the number of cases after Bandar Lampung City. The forms of violence experienced by victims included physical and psychological violence. The identified victims were between 13 and 18 years old, most of whom were at the high school (SLTA) level. These findings indicate that adolescents with a high school background are a vulnerable group to physical and psychological violence, which can significantly impact their psychological and social development (Dinas PPPA Provinsi Lampung, 2024).

Bullying within the educational environment is a complex and multidimensional problem that not only affects victims physically and psychologically but also reflects weaknesses in supporting factors related to the formation of student behavior. Understanding and overcoming bullying behavior requires a theoretical approach to identify its determinants

comprehensively. One relevant approach is Lawrence Green's PRECEDE-PROCEED theory, which emphasizes the importance of predisposing factors (such as knowledge), supporting factors (such as the role of peers), and enabling factors (such as the role of teachers) in shaping behavior (Priyoto, 2018). Using this framework, this study aims to analyze how these three factors contribute to the formation of bullying behavior among students.

Knowledge refers to the understanding or information gained through learning or personal experience and can be possessed by an individual or shared collectively by society (Swarjana and Skm, 2022). According to (Notoatmodjo, 2020), knowledge is one of the factors that influence behavior, but it does not necessarily lead to changes in attitudes and actions. Although respondents may know that bullying is wrong, they do not automatically avoid such behavior. Knowledge can be influenced by two main factors: internal factors and external factors. Internal factors include age, education level, interests, motivation, and emotional and psychological conditions (Wawan and Dewi, 2010).

The role of peers has a strong influence on the social development and behavior of individuals, especially during adolescence. Peers play a significant role in helping individuals learn how to socialize, manage their behavior, develop age-appropriate interests and skills, and share emotions and personal issues. Peers can also exert peer pressure that encourages individuals to conform to group norms, including negative actions such as bullying (Gurning, Nasution and Eliska, 2019). Additionally, (Notoatmodjo, 2020) states that a person's behavior is influenced by the social environment, including the friendship environment. When the friendship environment does not reject bullying, individuals tend to consider such behavior acceptable. Furthermore, Kurnia (2016) explains that bullying behavior occurs due to peer influence driven by the desire for recognition within a group and following the negative behaviors of friends.

Teachers are central figures in shaping students' character and behavior. As role models, teachers' attitudes,

behavior, and interactions with students directly influence student behavior. In the context of bullying, teachers who demonstrate fairness, empathy, and firmness against social violence help foster positive norms among students. Conversely, indifference or neglect from teachers can reinforce a culture of silence and insensitivity toward bullying behavior in schools. Therefore, teachers' role as role models greatly influences the social climate within educational environments (Gurning, Nasution and Eliska, 2019).

Based on a pre-survey at SMK YPI Tanjung Bintang, bullying cases were still found among students. The most common types were verbal (taunts, insults, exclusion) and physical (hitting, pushing), often triggered by feelings of superiority. This research is important because the school shows a significant number of bullying cases, making further analysis necessary to better understand the phenomenon. The researchers aim to explore the determinants of bullying behavior among students at SMK YPI Tanjung Bintang more deeply.

## METHODS

This study adopts a quantitative approach, which involves a structured research process from planning to implementation. Quantitative research focuses on collecting objective data, typically obtained through the distribution of questionnaires. This study employs a cross-sectional design, which measures similar characteristics and levels by selecting samples from various groups or is designed to observe trends at a specific point in time. The population in this study consisted of active students at SMK YPI Tanjung Bintang who were willing to participate as respondents. A sample of 117 respondents was selected using the Lemeshow formula. The sampling was conducted through incidental (accidental) sampling technique.

Univariate and bivariate analysis tests were used to examine the frequency distribution of the dependent variable (bullying behavior) and to assess the associations between the independent variables (knowledge, peer role, and teacher role). This study has received ethical approval from the Ethics Committee of Malahayati University

Bandar Lampung, with approval number 4590/EC/KEP-UNMAL/1/2025.

## RESULTS AND DISCUSSION

**Table 1.** Univariate Analysis Results

Variable	Frequency	Percent
<b>Behaviour</b>		
Anti-bullying	57	48.7
Pro bullying	60	51.3
<b>Knowledge</b>		
Good	61	52,1
Bad	56	47,9
<b>The Role of Peers</b>		
Playing a good role	52	44,4
Bad games	65	55,6
<b>The Role of the Teacher</b>		
Playing a good role	52	44,4
Bad games	65	55,6
<b>Total</b>	<b>117</b>	<b>100.0</b>

Based on the study results, respondents who exhibited bad behavior numbered 60 people (51.3%), while those with good behavior numbered 57 people (48.7%). Respondents with poor knowledge were 56 people (47.9%), and those with good knowledge were 61 people (52.1%). The role of peers who played a negative role involved 65 people (55.6%), whereas peers who played a positive role involved 52 people (44.4%). Similarly, the role of teachers who played a negative role was 65 people (55.6%), while those who played a positive role numbered 52 people (44.4%).

**Table 2.** Bivariate Analysis Results

Variable	OR	Value p
Knowledge	19,282 people	0.001
The role of peers	17,405 people	0.001
The role of teachers	22,000 people	0.001

## DISCUSSION

### The relationship between knowledge and bullying behavior

Bivariate analysis using the Chi-square test showed a significant relationship between knowledge and bullying behavior, with a p-value of 0.001

(< $\alpha$  0.05). This indicates that there is a statistically significant association between knowledge and bullying behavior at SMK YPI Tanjung Bintang. The odds ratio (OR) value of 19.282 was obtained from the analysis, meaning that respondents with good knowledge are 19.282 times more likely to exhibit anti-bullying behavior compared to respondents with poor knowledge.

Based on interview results using questionnaires, respondents' answers indicated that some students at SMK YPI Tanjung Bintang have good knowledge about bullying, including understanding its forms, negative impacts, and ways to prevent it. However, their behavior does not always reflect this knowledge, as there are still actions that lead to bullying, such as teasing or avoiding friends. This study shows that some individuals possess good knowledge about bullying but still engage in bullying behavior. According to (Notoatmodjo, 2020), knowledge is one of the factors that shape behavior, but it does not necessarily lead to changes in attitudes and actions. Although respondents know that bullying is wrong, it does not automatically mean they will avoid such behavior.

The results of this study are consistent with research by (Manik, 2022), which states that knowledge alone is insufficient to prevent someone from engaging in bullying. Human behavior is influenced not only by the level of knowledge but also by various other factors. According to (Wawan and Dewi, 2010), knowledge can be affected by two main factors: internal and external. Internal factors include age, education level, interests, motivation, and emotional and psychological conditions. For example, a person who knows that bullying is negative may still engage in such behavior if they have low motivation to change or are experiencing emotional instability.

External factors include the social environment, culture, access to information, and the roles played by family and educational institutions. An environment that tolerates verbal and physical violence can lead individuals to consider bullying as normal. Peer pressure and the desire for acceptance within a group are also reasons why individuals continue to bully, even if they are aware that the behavior is wrong.

The impact of bullying on victims is not limited to psychological distress; physical complaints are also common. One of the most frequent psychological effects is depression, characterized by prolonged feelings of sadness, loss of interest in learning, and impaired concentration.

These findings demonstrate that knowledge alone is insufficient to prevent bullying. Human behavior is influenced by multiple factors, and bridging the gap between knowledge and behavior requires a more comprehensive approach. It is not enough to simply increase knowledge; attention must also be given to environmental influences, emotions, and social values that shape individual attitudes and actions. As a solution, interventions should involve all relevant parties, including teachers, counselors, and families, to create a safe and supportive learning environment. Additionally, character-building programs and social skills training can serve as effective preventive measures to foster positive behavior.

Recommendations for schools include routinely conducting educational and preventive activities related to bullying and providing safe, reliable, and responsive reporting channels for students who are victims or witnesses. Schools can also establish a TPPK (Team for Prevention and Handling of Bullying) team. The involvement of all stakeholders—teachers, parents, and peers—is crucial so that knowledge about bullying is not just passive information but is actively translated into real behavior, supporting the creation of a healthy, violence-free school environment.

### **The relationship between the role of peers and bullying behavior**

Bivariate analysis using the Chi-square test showed a significant relationship between the role of peers and bullying behavior, with a p-value of 0.001 (< $\alpha$  0.05). This indicates that there is a statistically significant association between peer roles and bullying behavior at SMK YPI Tanjung Bintang. The odds ratio (OR) value of 17.405 was obtained from the analysis, meaning that respondents who play a positive role are 17.405 times more likely to exhibit anti-bullying behavior compared to respondents who play a negative role.



According to (Gurning, Nasution and Eliska, 2019), peers have a strong influence on an individual's social development and behavior, especially during adolescence. Peers can be a source of peer pressure that encourages individuals to act in accordance with group norms, including negative actions such as bullying. Additionally, (Notoatmodjo, 2020) states that a person's behavior is influenced by the social environment, one of which is the friendship environment. When the friendship environment does not show rejection of bullying, individuals tend to consider such behavior acceptable.

The study findings indicate that the role of peers significantly contributes to the occurrence of bullying. Peers who exhibit negative behaviors—such as supporting, permitting, or actively participating in bullying—can reinforce and sustain such behavior. Perpetrators often feel supported or gain social recognition from their peer group, which encourages them to repeat the behavior in pursuit of social status or dominance. This demonstrates that an unhealthy friendship environment can serve as both a trigger and a reinforcement factor for bullying.

Furthermore, the study revealed that children are more comfortable confiding in friends about their problems than in their parents. This may be due to emotional closeness with peers who are perceived as understanding their situation better, as well as fear of scolding or not being understood by parents. This communication pattern highlights the importance of peers in shaping children's attitudes and behaviors regarding bullying, as well as the need for increased parental involvement to foster open and supportive communication with children.

As a solution, it is necessary to strengthen positive values within peer groups through activities that promote collaboration, empathy, and solidarity. Schools can facilitate the formation of support groups or anti-bullying ambassadors among students, helping to direct group norms toward more constructive and positive behaviors. Additionally, integrating character education and social skills into learning activities can equip students with the tools to resist negative social pressures.

It is also recommended that schools actively involve students in activities that raise awareness of the dangers of bullying

and encourage them to act as agents of change within the school environment. This can include providing emotional support to victims through accompaniment, listening, and encouragement, as well as fostering social skills to build friendships with peers who do not support bullying. Students should be empowered to step out of their comfort zones, develop confidence in forming new friendships, and overcome the fear of losing toxic friends.

The role of teachers as facilitators and role models is crucial in cultivating a school culture that rejects all forms of violence, including bullying influenced by peer pressure or support. Teachers can serve as positive influences by modeling respectful behavior and actively promoting a safe and inclusive environment.

### **The relationship between the role of teachers and bullying behavior**

The results of the bivariate analysis using the Chi-square test indicated a significant association between peer roles and bullying behavior, with a p-value of 0.001 ( $<\alpha$  0.05). This finding suggests that peer roles are related to bullying behavior among students at SMK YPI Tanjung Bintang. The odds ratio (OR) obtained from the analysis indicates that respondents who play a negative role are 22,000 times more likely to exhibit pro-bullying behavior compared to respondents who play a positive role.

Based on interview responses using a questionnaire, it was found that the role of teachers in bullying cases at SMK YPI Tanjung Bintang remains somewhat passive. This is evidenced by teachers' attitudes, which tend to be indifferent, not firm in addressing bullying behavior, or even allowing such behavior to occur without significant intervention. Several respondents mentioned that teachers are aware of bullying but do not take decisive action or tend to consider it part of the social dynamics among students. This attitude inadvertently reinforces the persistence of bullying within the school environment. Although teachers are expected to supervise and protect students, there are still weaknesses in the implementation of this role.

According to (Gurning, Nasution and Eliska, 2019), school is a place where teenagers interact extensively, and the social environment—including the

educational setting—plays a significant role in shaping individual behavior. When schools, especially teachers, do not respond firmly to bullying cases, such behavior can be perceived as acceptable by students, whether perpetrators or witnesses. Researchers argue that this indecisiveness creates a permissive atmosphere towards violence, allowing bullying to recur without deterrence. Furthermore, a lack of understanding or sensitivity on the part of teachers regarding verbal or relational bullying acts also hampers effective handling of such cases.

Therefore, it is essential for schools to enhance teachers' capacity to recognize, prevent, and address bullying through routine training, technical guidance, and the development of clear, applicable bullying intervention guidelines. Such training should not only emphasize knowledge but also focus on communication skills, conflict management, and psychological approaches to students.

As a solution, schools need to establish a firm anti-bullying policy and integrate it into the school culture. Additionally, a safe reporting system should be implemented, along with the formation of a TPPK (Violence Prevention and Handling Team) involving teachers, counselors, and student representatives. It is also recommended that schools actively conduct workshops and training sessions for teachers to improve early detection and intervention skills regarding bullying. Strengthening cooperation with parents and related institutions is also vital to creating a safe, supportive, and responsive learning environment. Through these efforts, it is hoped that incidents leading to bullying behavior can be minimized or entirely prevented within the school setting.

## CONCLUSION

Based on this study, more than half of the students at SMK YPI Tanjung Bintang (52.1%) have good knowledge about bullying, while the remaining 47.9% still need improvement. Regarding peer influence, 44.4% of students experience positive peer roles, whereas 55.6% report the opposite. A similar pattern appears with the role of teachers: 44.4% of students perceive a positive teacher role,

while 55.6% do not. The study found a significant association between students' knowledge and bullying behavior ( $p = 0.001$ ), as well as between the role of peers and bullying ( $p = 0.001$ ), and between the role of teachers and bullying ( $p = 0.001$ ).

Based on these findings, it is recommended that the school establish a Violence Prevention and Handling Team (TPPK) and strengthen routine anti-bullying education. This can be integrated into the curriculum, either through classroom learning or extracurricular activities, to create a safer and more supportive environment for all students.

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