

## ANALYZING THE CORRELATION BETWEEN KNOWLEDGE, ATTITUDE, AND BULLYING BEHAVIOR AMONG ADOLESCENTS

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### ABSTRACT

**Background:** According to data from the Central Bureau of Statistics (BPS), a total of 1,427 cases of violence against children under the age of 18 occurred. One of the most common forms of violence in the school environment is bullying, particularly in the form of verbal teasing, with a prevalence of up to 75% among students. However, only 45% of victims are willing to report such incidents. Bullying behaviour is influenced by factors such as knowledge and attitude. The research objective is to identify the correlation between knowledge and attitudes toward bullying behaviour among SMA Negeri 5 Surakarta students.

**Methods:** A correlational quantitative approach was used in this research. The population consisted of all 128 tenth-grade students, and 97 respondents were selected using simple random sampling based on the Slovin formula. The independent variables were knowledge and attitude, while the dependent variable was bullying behaviour. Data were collected using questionnaires and analysed using the Chi-square statistical test.

**Results:** The analysis showed no significant correlation between the level of knowledge and bullying behaviour ( $p\text{-value} = 0.983$ ), and no significant correlation between attitude and bullying behaviour ( $p\text{-value} = 0.363$ ).

**Conclusion:** Furthermore, most students reported never engaging in bullying, totalling 93 respondents (95.9%). There was no significant relationship between knowledge and bullying behaviour, with a  $p\text{-value}$  of  $0.569 > 0.05$ . Similarly, there was no significant relationship between attitudes and bullying behaviour, with a  $p\text{-value}$  of  $0.827 > 0.05$ .

**Keywords:** adolescents, bullying attitude, bullying behaviour, bullying knowledge.

### INTRODUCTION

Bullying is a form of power abuse that aims to inflict harm on an individual or group, whether through verbal, physical, or emotional means. This behaviour can lead to significant psychological distress, trauma, and a profound sense of helplessness in victims. Perpetrators of bullying, often referred to as bullies, can come from diverse age groups and genders; however, the majority of cases are found within school environments and involve adolescent offenders. The consequences of bullying are especially severe for adolescents, as they are particularly vulnerable to developing psychological disorders such as depression, heightened anxiety, and sleep disturbances, which may persist into adulthood.

Beyond its psychological impact, bullying often results in physical symptoms among victims, including headaches, abdominal pain, and muscle tension. Moreover, the school environment may no longer feel safe for those targeted, leading to decreased motivation to learn and a subsequent decline in academic achievement (Mawardah & Hutami, 2024).

The phenomenon of bullying in social environments, particularly within educational institutions and among adolescents, has attracted global attention since research on aggressive peer behaviour began in Europe in the 1970s. Perpetrators of bullying who receive support from their peers are more likely to sustain and escalate their acts of intimidation toward victims. In this context, the role of peers as bystanders significantly contributes to reinforcing bullying behaviour. Such support may manifest as tacit approval without direct involvement, silent endorsement through nonverbal cues, or indifference toward the victim's suffering. These dynamics highlight the fact that bullying among adolescents evolves through complex social interactions. A growing body of research and literature further affirms that bullying is a prevalent phenomenon during adolescence. (Fikri et al., 2022).

According to the results of the Programme for International Student Assessment (PISA) released by UNICEF, 41% of 15-year-old students in Indonesia reported experiencing bullying at least several times a month. UNICEF (2020) also documented various forms of bullying encountered by students, including being physically hurt or coerced by peers (18%), threatened (14%), mocked or ridiculed (22%), and targeted by the spread of false rumours (20%). These data indicate that mockery or verbal teasing is the most common form of bullying experienced by students, as it holds the highest percentage compared to other types of bullying. (Iskandar et al., 2022).

Bullying is a growing concern in Indonesia and occurs across all levels of education, from primary schools to universities. According to findings from the Programme for International Student Assessment (PISA), Indonesia ranks fifth highest among member countries of the Organisation for Economic Co-operation and Development (OECD), with a bullying prevalence rate of 22.7%. Overall, Indonesia ranks fifth out of 78 countries, with 41.1% of students reporting experiences of bullying, surpassing the global average. In addition to being direct targets of bullying, 22% of Indonesian students reported being insulted and having their belongings stolen, 18% experienced being pushed by peers, 15% were subjected to intimidation, 19% were socially excluded, 14% received threats, and 20% became targets of gossip or the spread of negative information by bullies. (Ramadhanti & Hidayat, 2022).

The phenomenon of bullying in Indonesia has been documented through a survey conducted by Plan Indonesia in collaboration with Semai Jiwa Amini (SEJIWA) in 2008, which revealed the occurrence of bullying within school environments. The survey involved 1,500 students from junior and senior high schools (SMP and SMA) across three major cities in Indonesia: Jakarta, Surabaya, and Yogyakarta. The findings showed that the prevalence of violence in senior high schools reached 67.9%, while in junior high schools it was 66.1%. Meanwhile, bullying incidents were reported at 43.7% in senior high schools and 41.2% in junior high schools. The most commonly reported form of bullying was psychological bullying, such as social exclusion, followed by verbal bullying in the form of teasing or mockery, and lastly, physical bullying, such as hitting. (Wibowo et al., 2021).

According to reports from the Indonesian Child Protection Commission (Komisi Perlindungan Anak Indonesia, KPAI), there were 161 education-related cases recorded in 2018, with 36 cases (22.4%) involving children as victims of violence and bullying, while 41 cases (25.5%) identified children as perpetrators. In the following year, 2019, KPAI received 153 reports of physical and psychological violence against children within educational settings. These cases were distributed across different educational levels: 39%

occurred in primary schools (SD/MI), 22% in junior high schools (SMP or equivalent), and 39% in senior high schools (SMA or equivalent). In 2020, a total of 119 cases of bullying against children were recorded. Although the number of school-based bullying cases declined to 53 in 2021, there was a significant increase in digital bullying, which reached 168 reported cases. In 2022, KPAI again documented 226 cases of bullying in schools and 18 cases occurring online. A dramatic rise was noted in 2023, with KPAI reporting 1,138 bullying cases as of February 13 (Nilasari & Prahastiwi, 2023).

As many as 232 early adolescents (83.15%) were found to have engaged in bullying behaviour. The most frequently perpetrated form of bullying was verbal bullying, with the majority of respondents falling into the low category (71.68%) and a small proportion categorised as high (1.43%). Meanwhile, psychological bullying was committed by 46.95% of respondents, also within the low category. Physical bullying was the least commonly reported, with 44.09% of respondents falling into the low category. (Putri et al., 2021).

According to data from the Central Statistics Agency (Badan Pusat Statistik) of Central Java Province, a total of 1,224 cases of violence against children aged 0–18 years were reported in 2022, with the number increasing to 1,327 cases in 2023. Specifically in the city of Surakarta, the number of reported child violence cases rose from 31 cases in 2022 to 81 cases in 2023, indicating a significant local increase (BPS, 2024).

A literature review explained that many students are unaware that actions such as mocking, intimidating, or excluding peers constitute forms of bullying, primarily because they do not fully understand the long-term consequences. This lack of awareness contributes to a greater likelihood of students engaging in bullying behaviours, whether directly or indirectly. (Marlina et al., 2024).

Emphasised that consistent values-based education in schools can cultivate empathetic attitudes and a willingness to respect others. They noted that students who demonstrate tolerant behaviour are less likely to engage in bullying. (Mustofiyah et al., 2024).

A similar view was expressed by Sudirman, who found that a lack of understanding of cooperative values and social appreciation contributes to bullying behaviour in schools (K & Sudirman, 2023). On the other hand, findings by Maylafaenza et al. indicate that training activities involving active student participation can foster new awareness and promote the development of stronger anti-bullying attitudes. Overall, both students' knowledge and attitudes are directly associated with their tendency to engage in or reject bullying behaviours. (Maylafaenza et al., 2024).

A study conducted by Nurdiana revealed a correlation between students' attitudes as both victims and perpetrators of bullying and the influence of tradition on bullying behaviour among students at SMK Negeri 2 Bogor. (Nurdiana et al., 2020).

Although several studies have examined the correlation between knowledge and attitudes toward bullying behaviour through literature review methods, most have been limited to primary and lower secondary education levels. Specific investigations focusing on senior high school students remain scarce, particularly in the Surakarta region. Furthermore, many studies have analysed individual variables in isolation and have yet to quantitatively examine the correlation between knowledge, attitudes, and bullying behaviour. Descriptive approaches dominate the field, highlighting the need for field-based research to generate stronger empirical evidence.

This study is essential, given the high prevalence of bullying among Indonesian adolescents and its detrimental impact on students' development. By analysing the correlation between knowledge and attitudes toward bullying behaviour, the findings of this research are expected to serve as a foundation for developing character education interventions and effective prevention strategies within school settings. Moreover, the

results contribute to the existing scientific literature and support creating a safe, inclusive, and child-friendly learning environment.

Based on the data and previous studies presented above, this research aims to examine the correlation between the use of leaflet media and PowerPoint game media with students' levels of knowledge, attitudes, and bullying behaviour at Senior High School 5 Surakarta.

## RESEARCH METHOD

This study employed a quantitative correlational design using a cross-sectional approach. The research subjects included all 10th-grade students at Senior High School 5 Surakarta. The 10th grade was selected based on preliminary observations and considerations of students' psychosocial development, notably as this stage marks the transition from lower to upper secondary education. During this period, students are likely to experience complex social and emotional adjustments, making them more vulnerable to peer pressure, including bullying behaviour. The total population of 10th-grade students was 128. Using the Slovin formula with a 5% margin of error, the calculated sample size was 96.96, rounded to 97 respondents. Participants were selected using simple random sampling.

The variables in this study were students' knowledge and attitudes regarding bullying behaviour. The instruments used included a 10-item questionnaire measuring students' knowledge of bullying (physical, verbal, psychological), a 15-item attitude questionnaire addressing bullying behaviour, and one closed-ended question to assess students' involvement in bullying behaviour. The collected data were analysed using descriptive statistics for univariate analysis and the Chi-square test to identify correlations between variables, considering that the data were not normally distributed.

All data collection procedures adhered to research ethics principles, with ethical clearance granted by the Ethics Committee of Kusuma Husada University Surakarta (Approval No. 2302/UKH.L.02/EC/VIII/2024), and informed consent was obtained from all student participants. The researchers self-developed the instruments based on established bullying theories. Validity and reliability testing were conducted using item-total correlation and Cronbach's alpha. However, the results indicated that several items did not meet the ideal criteria for validity and reliability ( $r < 0.197$  and  $\alpha < 0.7$ ). The validity of the knowledge items, consisting of 10 questions, showed that all items were valid with significance values of  $p < 0.05$ . For the attitude items, a total of 15 questions were analysed, with 11 items found to be valid ( $p < 0.05$ ) and four items not valid ( $p > 0.05$ ). The reliability coefficient for the knowledge instrument was  $0.543 < 0.70$ , indicating weak reliability; however, the instrument is still considered usable. In contrast, the reliability coefficient for the attitude instrument was  $0.280 < 0.70$ , suggesting that the attitude instrument is unreliable.

## RESULTS

The results of the research that has been carried out show that :

Table 1: Distribution of Respondents by Gender

| Gender | Frequency | Percentage (%) |
|--------|-----------|----------------|
| Male   | 50        | 51,5%          |
| Female | 47        | 48,5%          |
| Total  | 97        | 100%           |

As presented in Table 1, the sample consisted of 50 male students (51.5%) and 47 female students (48.5%), indicating a relatively balanced gender distribution among the respondents.

Table 2: Age Distribution of Respondents

| Age   | Frequency | Percentage (%) |
|-------|-----------|----------------|
| 15    | 30        | 30,9%          |
| 16    | 48        | 49,5%          |
| 17    | 19        | 19,6%          |
| Total | 97        | 100%           |

Table 2 shows that the respondents' ages were distributed as follows: 30 students (30.9%) were 15 years old, 48 students (49.5%) were 16 years old, and 19 students (19.6%) were 17 years old.

Table 3: Level of Knowledge Respondents

| Level of Knowledge | Frequency | Percentage (%) |
|--------------------|-----------|----------------|
| Good               | 93        | 95,9%          |
| Fair               | 4         | 4,1%           |
| Poor               | 0         | 0%             |
| Total              | 97        | 100%           |

Table 3 shows that 93 respondents (95.9%) had a good level of knowledge, four respondents (4.1%) had a fair level of knowledge, and none of the respondents (0%) were categorised as having poor knowledge.

Table 4: Respondents' Attitudes Toward Bullying

| Attitudes                   | Frequency | Percentage (%) |
|-----------------------------|-----------|----------------|
| Positive (Rejects Bullying) | 46        | 47,4%          |
| Negative (Accepts Bullying) | 51        | 52,6%          |
| Total                       | 97        | 100%           |

Table 4 shows that 46 respondents (47.4%) had a positive attitude toward rejecting bullying, while 51 (52.6%) demonstrated a negative attitude toward rejecting bullying.

Table 5. Bullying Behavior

| Bullying Behaviour        | Frequency | Percentage (%) |
|---------------------------|-----------|----------------|
| Never Engaged in Bullying | 48        | 49,5%          |
| Has Engaged in Bullying   | 49        | 50,5%          |
| Total                     | 97        | 100%           |

Table 5 shows that 49 respondents (50.5%) reported having engaged in bullying behaviour, while 48 respondents (49.5%) reported never engaging in such behaviour.

Table 6. The Correlation Between Knowledge and Bullying Behaviour

| Knowledge Level | Bullying Behaviour |    |                    |    | Total |    | P-Value |
|-----------------|--------------------|----|--------------------|----|-------|----|---------|
|                 | Has Engaged<br>n   | %  | Never Engaged<br>n | %  | n     | %  |         |
| Good            | 47                 | 47 | 46                 | 46 | 93    | 93 | 0,983   |
| Fair            | 2                  | 2  | 2                  | 2  | 4     | 4  |         |
| Poor            | 0                  | 0  | 0                  | 0  | 0     | 0  |         |
| Total           | 49                 | 49 | 48                 | 48 | 97    | 97 |         |



Table 6 shows that among respondents with good knowledge, 47 (47%) reported engaging in bullying, while 46 (46%) reported never engaging in such behaviour. Among those with a fair level of knowledge, two respondents (2%) reported bullying, and another 2 (2%) reported not engaging in bullying. No respondents with poor knowledge were recorded. The Chi-square analysis yielded a p-value of 0.983, indicating no statistically significant correlation between knowledge and bullying behaviour.

Table 7. The Correlation Between Attitude and Bullying Behaviour

| Attitude                    | Bullying Behaviour |      |               |      | Total |    | P-Value |
|-----------------------------|--------------------|------|---------------|------|-------|----|---------|
|                             | Has Engaged        |      | Never Engaged |      |       |    |         |
|                             | n                  | %    | n             | %    | n     | %  |         |
| Positive Rejecting Bullying | 21                 | 23,2 | 25            | 22,8 | 46    | 46 | 0,363   |
| Negative Rejecting Bullying | 28                 | 25,8 | 23            | 25,2 | 51    | 51 |         |
| Total                       | 49                 | 49   | 48            | 48   | 97    | 97 |         |

Table 7 shows that 21 respondents (23.2%) with a positive attitude rejecting bullying reported engaging in bullying behaviour. In comparison, 28 respondents (25.8%) with a negative attitude rejecting bullying also reported such behaviour. Additionally, 25 respondents (22.8%) with a positive attitude reported never engaging in bullying, compared to 23 (25.2%) with a negative attitude. The Chi-square test yielded a p-value of 0.363, suggesting no statistically significant correlation between students' attitudes toward bullying and their involvement in bullying behaviour.

## DISCUSSION

### Students' Knowledge about Bullying

According to Table 3, the study results show that 93 respondents (95.9%) have good knowledge, four respondents (4.1%) have moderate knowledge, and none (0%) have poor knowledge. This indicates that the vast majority of students at Senior High School 5 Surakarta possess a strong understanding of bullying as inappropriate and harmful behaviour. The high level of knowledge among respondents may reflect the effectiveness of school-based education, awareness programs, or exposure to anti-bullying campaigns through various media. It also suggests that students are well-informed about the definition, forms, and consequences of bullying.

These findings contrast with a study by Galaresa and Al Khasanah, which revealed that adolescents at SMPN 1 Tanah Putih had limited understanding of bullying issues. This was attributed to the students' lack of information or education about bullying. Their study found that students were still frequently involved in verbal bullying and were unaware that such actions constituted bullying. (Galaresa & Al Khasanah, 2022). This difference may be due to variations in educational interventions, access to information, or school policies between the two institutions.

Similarly, Noviana et al. reported that the knowledge level among high school students about the dangers of bullying was predominantly moderate. This level of knowledge was found among students aged 15–17, who mainly acquired information from social media. This implies that informal sources such as social media can shape students' understanding of bullying. However, it may not be as comprehensive or accurate as formal education. Noviana also emphasised that as individuals grow older, their knowledge tends to increase accordingly. (Noviana et al., 2020).

A similar pattern was observed in a study by Handalan et al., which found that most school-aged respondents had limited knowledge about bullying. This was mainly due to the lack of education and awareness provided by teachers. As a result, behaviours such as

teasing, mocking, and physical aggression were often normalised despite being forms of bullying. (Handalan et al., 2020). In contrast, the current study suggests that proactive educational efforts may help reduce this normalisation by improving students' ability to recognise and define bullying behaviour.

#### Students' Attitudes toward Bullying

Based on Table 4, the study found that 46 respondents (47.4%) held a positive attitude toward rejecting bullying, while 51 (52.6%) demonstrated a negative attitude. These findings indicate that more than half of the Senior High School 5 Surakarta students do not actively oppose bullying, suggesting a concerning level of tolerance or indifference toward such behaviour. This highlights the gap between students' knowledge and attitudes, indicating that knowledge alone may not be sufficient to shape students' stances on bullying. Factors such as peer influence, school culture, or normalisation of bullying may contribute to this disconnect.

This result contrasts with a study by Pertiwi and Nurdiana, which revealed that most vocational school students held supportive attitudes toward bullying, shaped by factors such as family background, school environment, peer groups, and broader social norms. (Pertiwi & Nurdiana, 2019). The similarity in findings suggests that attitudinal acceptance of bullying is not limited to one educational level or institution, but may be part of a broader social issue.

Conversely, a study by Andriani and Maifita reported that most junior high school students held positive attitudes toward bullying behaviour, where "positive" refers to support for or acceptance of bullying. This was attributed to a lack of understanding and limited access to accurate information. (Andriani & Maifita, 2022). In light of this, the current study underscores the need for targeted attitude-change interventions, beyond mere knowledge dissemination, to address students' perceptions and beliefs regarding bullying.

#### Students' Bullying Behaviour

According to Table 5, 49 respondents (50.5%) reported engaging in bullying behaviour, while 48 respondents (49.5%) had not. Based on these data, the researchers conclude that bullying behaviour is relatively prevalent among Senior High School 5 Surakarta students, with nearly half admitting to having participated in such actions. This finding is concerning, as it reflects a behavioural pattern that aligns with the earlier observed negative attitudes, reinforcing the idea that attitudes may influence actions.

However, due to its preliminary nature, the study did not explore specific forms of bullying in detail. Future research should examine the types, frequency, and contexts of bullying behaviours to provide a more comprehensive understanding. Nonetheless, the current data signal the urgency for school-based anti-bullying programs that not only educate but also foster empathy, peer accountability, and social responsibility.

Bullying, as a persistent social issue, continues to pose serious challenges. It involves acts of physical or psychological aggression perpetrated by an individual or group against a victim. The consequences for victims include mental health problems, reduced self-esteem, and a desire for retaliation. In addition to psychological effects, victims may also suffer significant physical harm. Therefore, social support is crucial in helping victims maintain their physical and mental well-being. This study supports the growing body of evidence that tackling bullying requires multi-level intervention, involving students, educators, parents, and the wider community. Efforts must focus not only on punishment but on transforming school culture into one that discourages aggression and promotes inclusivity. (Safaat, 2023).

### **The Correlation between Knowledge and Bullying Behaviour**

As shown in Table 6, 47 respondents (47%) with good knowledge reported having engaged in bullying, while two respondents (2%) with moderate knowledge also reported bullying. None of the students with poor knowledge reported bullying. Meanwhile, 46 respondents (46%) with good knowledge and two (2%) with moderate knowledge reported never engaging in bullying. The Chi-square statistical test yielded a p-value of 0.983, greater than the significance level ( $\alpha = 0.05$ ). Therefore, it can be concluded that there is no significant correlation between knowledge and bullying behaviour among students at Senior High School 5 Surakarta.

This finding is paradoxical, given that many students possess sound knowledge, yet a similar proportion also reported engaging in bullying. This suggests that knowledge alone does not necessarily deter students from participating in bullying. Behavioural outcomes may be more strongly influenced by social norms, peer pressure, or emotional regulation than cognitive understanding alone. The result also highlights a possible knowledge-behaviour gap, wherein students intellectually understand the harm of bullying but fail to translate this understanding into action or restraint.

This result contrasts with previous studies. For example, the study by Galaresa and Al Khasanah reported a significant correlation between knowledge and bullying behaviour at SMPN 1 Tanah Putih ( $p = 0.0043 < 0.05$ ), where students who had lower levels of knowledge were more prone to engage in verbal bullying, such as mocking, insulting, and body shaming. They argued that knowledge, shaped by cognitive development, tends to discourage bullying. (Galaresa & Al Khasanah, 2022).

Likewise, (Yuniliza, 2020) Found a significant relationship between knowledge and bullying behaviour among female adolescents at SMAN 3 Bukittinggi ( $p = 0.035 < 0.05$ ). The lack of formal or informal education about bullying was identified as a key contributor to harmful behaviours. This suggests that where educational interventions are absent or weak, knowledge deficiencies may be directly linked to increased bullying.

A similar conclusion was drawn in their study at SMPN 6 Pariaman ( $p = 0.007 < 0.05$ ), supporting the view that individuals with broader educational backgrounds tend to exhibit less aggressive behaviour. However, they also acknowledged that education level is not the sole determinant of knowledge, as information can be acquired from multiple sources. (Andriani & Maifita, 2022).

Rosadi and Safrudin found that the school environment is crucial in shaping students' knowledge about bullying ( $p = 0.000 < 0.05$ ). In schools where anti-bullying education was actively promoted, students were more likely to demonstrate awareness and engage in prosocial behaviour. These findings underscore the importance of contextual factors such as educational exposure, peer norms, and institutional culture that may mediate or even override the effects of knowledge on behaviour. (Rosadi & Safrudin, 2020).

In conclusion, the absence of a significant relationship in the present study calls for a broader perspective in anti-bullying interventions beyond cognitive knowledge. It includes social-emotional learning, behaviour modelling, and peer engagement strategies to influence students' actual behaviour.

### **The Correlation between Attitude and Bullying Behaviour**

According to Table 7, 21 respondents (23.2%) with a positive attitude toward rejecting bullying reported engaging in bullying behaviour, while 28 (25.8%) with a negative attitude also reported bullying. Meanwhile, 25 respondents (22.8%) with a positive attitude and 23 respondents (25.2%) with a negative attitude reported not engaging in bullying behaviour. The Chi-square test yielded a p-value of 0.363, greater than the significance level ( $\alpha =$



0.05). Therefore, it can be concluded that there is no statistically significant correlation between students' attitudes and bullying behaviour at "Y" Senior High School in Surakarta.

These findings suggest a disconnection between attitude and actual behaviour, indicating that even students who claim to reject bullying may still engage in it. This discrepancy may stem from social desirability bias in attitude reporting or contextual factors (e.g., peer pressure, fear of social exclusion) overriding personal convictions in real-life situations. It also indicates that attitude alone is not a reliable predictor of behaviours, especially in complex social behaviours, such as bullying, often in group dynamics where individuals may act contrary to their beliefs.

This result is in line with the study by Pertiwi and Nurdiana (2019), which also found no significant correlation between attitudes and bullying behaviour, whether as a perpetrator or a victim. Interestingly, their study revealed that students who had dual roles as both bully and victim were more likely to express supportive attitudes toward bullying, possibly as a coping mechanism or a form of normalisation. Their findings reinforce the complexity of the attitude-behaviour relationship in bullying contexts. (Pertiwi & Nurdiana, 2019).

However, the current findings contrast with those of Yuniliza (2020), who identified a significant correlation between attitudes and bullying behaviour among adolescents at SMAN 3 Bukittinggi ( $p = 0.004 < 0.05$ ). According to her study, adolescents with strong anti-bullying attitudes were more likely to avoid such behaviours and actively sought information to understand the harmful consequences of bullying. This difference could be attributed to contextual variables, such as structured anti-bullying education or differing social norms in the respective school environments. (Yuniliza, 2020).

Similarly, Pratama et al. (2023) reported a significant correlation between student attitudes and involvement in bullying ( $p = 0.017 < 0.05$ ). Their study found that students with positive attitudes toward bullying issues were significantly less likely to be involved in bullying, either as perpetrators or victims. They proposed that these attitudes might serve as internal protective factors that influence decision-making and help prevent deviant behaviours. (Pratama et al., 2023).

Taken together, the current study's lack of correlation suggests that anti-bullying programs should not only aim to shift student attitudes but also focus on behavioural reinforcement strategies, peer influence mitigation, and the creation of an environment where anti-bullying norms are actively practised and modelled by both students and staff. Future research may explore how environmental, psychological, and social factors mediate the relationship between attitudes and actual behaviour, particularly in adolescents.

## CONCLUSION

Based on the data analysis conducted in this study, it can be concluded that there is no significant correlation between students' knowledge and attitudes and their involvement in bullying behaviour at SMAN 5 Surakarta. Furthermore, most students demonstrated a negative attitude toward bullying, and most reported never having engaged in such behaviour.

## RECOMMENDATIONS

In light of these findings, several recommendations are proposed. First, it is advisable for teachers to consistently provide education on bullying prevention through various media platforms, including online channels. Educational materials can be delivered as short videos, posters, or posts on the school's internal social media platforms. Additionally, information regarding the dangers of bullying can be displayed on school bulletin boards as a constant reminder for the entire school community. Second, future researchers are

encouraged to explore more deeply the contributing factors to bullying behaviour, employing quantitative and qualitative approaches, to gain a more comprehensive and nuanced understanding of bullying among high school students.

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