



# Measuring Students' Understanding of Concepts, Law, and the Impact of Bullying

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**Abstract:** This study aims to find out how well students understand the meaning of bullying, the laws, bullying and the impact that occurs on bullying victims. The design of the mix method was used to reveal students' understanding of bullying. Tests and questionnaires are used to collect data. SPSS was used as a tool to process data. The results of the study are as follows: Most of the students generally have a fairly good understanding of the concept of bullying, good understanding of the law of bullying, although there are variations in their understanding, good understanding of the impact of bullying, although there is little variation in their assessment of some aspects of mental health. In general, this study shows that students have an excellent understanding of bullying in terms of concepts, laws, and impacts. These results indicate that students actually do not have problems in terms of theory about bullying, but it is necessary to find out why there are still students who do bullying. For this reason, it is necessary to study from the other side related to why students are still bullying.

**Keywords:** Bullying; Bullying impact; Bullying law

## Introduction

Cases of child bullying in Indonesia increase in 2023 (Ahmad et al., 2024; Aranditio, 2023). According to data from the Federation of Indonesian Teachers' Unions (FSGI), in the first two months of the year there were 6 cases of physical violence and 14 cases of sexual violence in educational units. Chair of the FSGI Expert Council, Retno Listyarti, revealed that in the January-February 2023 period, there was one case of bullying at elementary school level, one case at MTs, one case at Islamic boarding school, and three cases at vocational school level. Of these cases, the ones that have attracted the most attention are the case of the burning of a 13-year-old student by senior students in Pasuruan Regency, East Java, and the suicide of an 11-year-old elementary school student in Banyuwangi Regency due to bullying. These bullying cases became increasingly popular after a video appeared on social media showing several junior

high school students in Cianjur, West Java, being forced to kiss several people's feet. Ironically, some of these students actually received kicks to the head and body after trying to kiss the feet of one of the other students (Abdurohman, 2023).

Bullying, in Indonesian "perundungan", is negative behavior carried out by someone towards another person. Bullying is a form of aggressive behaviour in which someone intentionally and repeatedly causes another person injury or discomfort and an imbalance of power between the tormentor and the victim (Brimblecombe et al., 2018; Gaffney et al., 2021; Kim et al., 2021; Ostrov & Perry, 2020). Furthermore, bullying is an aggressive action that is repeated and aims to harm or hurt the victim (Kollo et al., 2024; Makrufi et al., 2023). Bullying is defined as the repetition of negative behaviour which can be physical, verbal or psychological, directed directly at the victim from time to time (Halliday et al., 2024; Ramdani et al., 2023;

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Ningrum, 2016). Bullying is a type of aggressive behaviour that contains the intention to command and hurt, which is carried out repeatedly by one or several people against other people, either mentally, verbally or physically. Bullying is not only about physical actions, but can also involve threats, social rejection, and spreading rumours that are detrimental to the victim (Fry et al., 2018; Mannocci et al., 2023; Putri et al., 2024; Ramdani et al., 2023; Thornberg et al., 2024). The phenomenon of bullying often occurs in schools, workplaces, and even in wider society, where the perpetrator tries to dominate or control the victim through these detrimental actions (Ahmad et al., 2024; Laffan et al., 2024).

Bullying is a serious problem in the school environment. One of the schools that has problems with this is SMPN 1 Pedan Klaten. In this school, the phenomenon of bullying has become a major concern due to increasing reports of bullying cases among students in 2023/2024. Data from guidance and counselling teachers shows that the number of bullying cases that occurred in the last year was fifty cases. There is not just one type of case, but four types. Therefore, there is a need for an in-depth study of various aspects related to bullying. One aspect that needs attention is whether or not students understand the concepts, laws and impacts of bullying. Preliminary information obtained from pre-research indicates that students have poor knowledge regarding these three things. Whether it is true or not is an attraction in itself for researchers to study it more deeply.

Students' understanding of the concept of bullying is very important to prevent and handle bullying cases (Gaffney et al., 2021; Sánchez-Hernández et al., 2023). Bullying does not only take the form of physical violence but can also take the form of verbal, psychological violence and even cyberbullying (Parwanto & Hasibuan, 2023). Bullying can occur in various forms that harm the victim physically, mentally and emotionally (Halliday et al., 2024; Hariandi & Sholeh, 2023). Some types of bullying are verbal harassment. Harassment acts such as insulting, taunting, threatening, or verbally abusing the victim. Examples of verbal abuse include teasing, calling rude names, or demeaning someone through words (Azzahra & Haq, 2019). Apart from understanding the concept, it is also important to know the extent to which students understand the laws governing bullying. In Indonesia, there are various regulations and laws that aim to protect children from bullying, such as the Child Protection Law. This law provides a basis for schools and authorities to take action against perpetrators of bullying. However, if students are not aware of these regulations or do not understand their legal consequences, then the effectiveness of these regulations

is reduced. Education regarding bullying laws must be an integral part of efforts to prevent bullying in schools. It is also important to install a sense of responsibility and legal awareness from an early age in students (Ahmad et al., 2024; Hariandi & Sholeh, 2023; Putri et al., 2024).

The impact of bullying is not only felt by the victim but also by the perpetrator and the school environment as a whole (Hartanto & Taufiqurrahman, 2023). Victims of bullying often experience decreased academic performance, mental health problems, such as depression and anxiety, and social isolation (Sujiyatini et al., 2023; Huang & Chui, 2024). Perpetrators of bullying can also face long-term consequences such as behavioural problems and difficulties in establishing healthy social relationships. In fact, the overall school atmosphere can become uncondusive if bullying cases are not handled well. Therefore, understanding the impact of bullying is very important so that all relevant parties can take appropriate action. This understanding will also help in designing intervention programs that can mitigate the negative impacts of bullying (Fry et al., 2018; Halliday et al., 2024; Kollo et al., 2024; Martínez-Carrera et al., 2024).

SMPN1 Pedan Klaten has a diverse learning environment with students coming from various social and economic backgrounds. This presents its own challenges in handling bullying cases, because factors such as cultural differences and socio-economic status can influence the dynamics of bullying. For example, students from disadvantaged backgrounds may be more vulnerable to being victims of bullying. This research aims to provide a comprehensive picture of how students at this school understand the concepts, laws and impacts of bullying. Next, it is hoped that the research can contribute to identifying problems that arise in schools related to bullying, as well as providing a basis for the development of effective bullying prevention programs. In addition, this research is the basis for improving school policies in handling bullying cases and providing better protection for victims.

## Method

This research uses mixed methods, namely combining quantitative methods to obtain numerical and statistical data that represent students' general understanding, as well as qualitative methods to dig deeper into students' experiences, perceptions and views regarding bullying. This type of research is a case study. This was chosen to gain a deep and contextual understanding of bullying in the school environment. The population in this study was all 350 seventh and eighth grade students. The research sample used a stratified random sampling technique to select

representative samples from each class. The sample size was 157. Researchers used two instruments to obtain data related to understanding bullying, namely tests and questionnaires. The test contains eighteen questions, each sub has six questions. The second instrument is a measurement using a questionnaire with a Likert scale. Researchers used an odd-numbered Likert scale to give respondents neutral response options. 5 Point Likert Scale with five answer options. Researchers use these oddball Likert scale questions to gather information about a topic by including neutral answer options for respondents to choose from if they do not want to answer from the extreme options in their research design. The questionnaire measures bullying using scores of 1, 2, 3, 4, and 5. Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, Strongly Agree = 5.

The data that have been collected were analysed as follows: data from the test is analysed using the assessment criteria as in table 1, while data from the Likert scale is analysed using SPSS and Excel tools.

**Table 1.** Assessment interval

Intervals	Predicate	Information
15 - 18	A	Very good
11 - 14	B	Good
7 - 10	C	Enough
1 - 6	D	Not enough

## Result and Discussion

The first explanation of the research results begins with the test results. The questions given to 157 students were 18 items consisting of six questions on understanding the concept of bullying, the next six questions related to bullying law, and the last six testing understanding of the impact of bullying. The presentation of the results starts from the level of understanding about bullying which can be seen in Table 2.

**Table 2.** Level of understanding about bullying based on test results

Intervals	Predicate	Information	Number of respondents
15 - 18	A	Very good	134
11 - 14	B	Good	17
7 - 10	C	Enough	6
1 - 6	D	Not enough	0

Table 2 provides information that the test results show a very good distribution of scores overall. In the interval 15-18 (Very good predicate), it is clear that the majority of respondents, namely 134 people, received the "Very good" predicate. This shows that the majority

of test takers have a very high level of understanding. Next, in the interval 11-14 (Good Predicate) provides information that 17 respondents received the "Good" predicate. Although not as many as those who received an A rating, this group still showed good understanding. Third, in the interval 7-10 (Predicate Sufficient) it is known that only 6 respondents received the predicate "Enough". This number is relatively small, indicating the majority of participants were above this level. Finally, the interval 1-6 (Poor Predicate) provides information that no respondent received the "Poor" predicate, which indicates that all test takers have an understanding above the basic level. Thus, overall, the test results indicate a very good level of understanding among respondents.

The second explanation is the results of the questionnaire instrument. Explanation of the results of the Likert scale-assisted questionnaire instrument is divided into three: Explanation of results related to concept understanding, understanding related to law, and understanding related to impact. Explanations are related to understanding concepts. There are six statements related to the concept understanding test, each of which is looked at: average: the middle value of all respondents' answers for each question, standard deviation: how spread out the answer data is from the average. Minimum value: the lowest value given by the respondent, and maximum value: the highest value given by the respondent. The following are descriptive statistical results of students' understanding of the concept of bullying (Table 3).

**Table 3.** Statistical results of concept understanding

Statistical results	S1	S2	S3	S4	S5	S6
Average	4.13	4.07	4.22	3.99	4.43	4.32
Standard deviation	0.70	0.64	0.68	0.70	0.74	0.71
Minimum value	1	1	1	1	1	1
Maximum value	5	2	5	5	5	5

Note: S means statement

From these results, we can conclude that in general students have a fairly good understanding of the concept of bullying, with the average score for each question ranging from 3.99 to 4.43.

Explanation of results related to legal understanding. As with conceptual understanding, in legal understanding there are also six statements related to the legal understanding test, each of which looks at: average, standard deviation, minimum value and maximum value. The following are descriptive statistical results of students' understanding of bullying law (Table 4).

**Table 4.** Statistical results of legal understanding

Statistical results	S1	S2	S3	S4	S5	S6
Average	3.98	4.05	3.52	3.78	4.00	3.60
Standard deviation	0.85	0.74	0.91	0.88	0.80	0.92
Minimum value	2	2	1	2	2	1
Maximum value	5	2	5	5	5	5

From the results of descriptive statistical analysis, several conclusions can be drawn regarding students' understanding of the law related to bullying at school. Bullying as a Legal Violation. With an average of 3.89, the majority of students agree that bullying is an act that violates the law. However, there are some students who may still have doubts or lack information regarding this matter. Awareness of Bullying Laws: A mean of 4.05 indicates that many students are aware of the existence of laws governing bullying, although not all students have the same knowledge. Legal Sanctions: An average of 3.52 indicates that there are quite diverse views regarding the severity of legal sanctions for perpetrators of bullying. This could be an area that requires increased awareness and understanding. Feeling Safe at School: With a mean of 3.78, many students feel quite safe at school because of legal protections against bullying. However, this also shows that there is still room to increase the sense of safety among students.

Bullying Reporting Process: A mean of 4.00 indicates that most students know how to report bullying cases, which is a positive indication of the effectiveness of socialization and existing procedures at school. Socialization of Bullying Laws: An average of 3.60 indicates that socialization of bullying laws in schools has gone quite well, but can still be improved to achieve a more even understanding among students. From these results, we can conclude that in general students have a fairly good understanding of bullying law, with the average score for each question ranging from 3.52 to 4.05.

Explanation is related to understanding impact. There are six statements related to the impact understanding test, each of which is looked at: average, standard deviation, minimum value, and maximum value. The following are descriptive statistical results of students' understanding of the impact of bullying (Table 5).

**Table 5.** Statistical results of impact understanding

Statistical results	S1	S2	S3	S4	S5	S6
Average	4.13	4.07	4.22	3.99	4.43	4.32
Standard deviation	0.70	0.64	0.68	0.70	0.74	0.71
Minimum value	1	1	1	1	1	1
Maximum value	5	2	5	5	5	5

Based on the data presented, the following are conclusions regarding students' understanding of the impact of bullying: The stress and anxiety caused by bullying is well understood by students, with an average understanding reaching 4.13 and relatively low variation (standard deviation 0.70), showing consistency in assessment. Decreased academic achievement as a result of bullying is also well understood, with a mean of 4.07 and a standard deviation of 0.64 indicating high consistency of understanding. Feelings of insecurity at school are also recognized as the impact of bullying, with an average understanding of 4.22 and a standard deviation of 0.68, indicating a stable assessment from respondents. Impact on mental health received a mean of 3.99, indicating slightly more variable understanding (standard deviation 0.70).

The isolation and loneliness felt by bullying victims is well understood, demonstrated by a mean of 4.43 and a standard deviation of 0.74 indicating consistent assessments within the group. 6. The long-term impact of bullying is also well understood, with a mean understanding of 4.32 and a standard deviation of 0.71, indicating consistency in assessment. Overall, students demonstrated a good understanding of the impacts of bullying, although there was slight variation in their assessment of some aspects of mental health. From these results, we can conclude that in general students have a fairly good understanding of the impact of bullying, with the average score for each question ranging from 3.99 to 4.43.

*Discussion*

Based on the distribution of scores from tests that measure three aspects: concepts, law, and the impact of bullying, it can be seen that the majority of respondents have a deep and comprehensive understanding. A total of 134 respondents received the title Very Good. This shows that the majority of test takers have a very high understanding of the concept, law and impact of bullying. This shows the success of the education or outreach program carried out, as well as the possibility of high awareness regarding the issue of bullying among respondents. A total of 17 respondents received the title Good. Even though not as many respondents received the title Very Good, this group still shows a good understanding of bullying. This group can improve their understanding through further education and more intensive intervention programs. Only 6 respondents received the Enough predicate. This number is relatively small, indicating that the majority of test takers had good or excellent understanding. This group needs to receive more attention to improve their understanding so that they are not left behind by other groups. There were no respondents who received the Poor predicate. This is a



positive indication that all respondents have an understanding above a basic level regarding bullying, which means that existing educational programs are quite effective in providing a basic understanding of bullying.

The results of this research are in line with several previous studies which show the importance of understanding bullying among students. Research by Ariska & Sukmayadi (2019) found that students at SMP Negeri 11 Yogyakarta had a good understanding of the definition, causal factors, forms and impacts of bullying. These results are consistent with the findings in this study where the majority of respondents had a good or very good understanding of bullying. Research by Halim et al. (2023) show that bullying remains a significant problem among students in Malaysia. Even though there are differences in context between students and respondents in this study, the importance of understanding bullying and efforts to prevent it remains relevant. Research by Nurfitriyanti et al. (2024) found that physical bullying is the most dominant form among Malaysian teenagers. Although this research is not specific to the most dominant form of bullying, the results show that understanding the various aspects of bullying is important for identifying and dealing with all existing forms of bullying.

Menesini & Salmivalli (2017) research provides a comprehensive review of the prevalence, risk factors, and effective interventions in dealing with bullying in schools. The findings in this study which show the respondents' high understanding of the concept, law and impact of bullying can support more effective interventions in preventing and handling bullying. Research by Buhayan (2024) and Siswati & Saputra (2023) highlights the role of teachers in preventing and overcoming bullying in the classroom. With a very good understanding of bullying among respondents, teachers can more easily implement effective bullying prevention and handling strategies.

Overall, the results of this study indicate that respondents have a very good level of understanding about bullying. This shows the effectiveness of the education or socialization program that has been carried out. However, efforts need to continue to be made to increase understanding of groups that are still at the "Good" and "Fair" levels and ensure that no respondents fall to the "Poor" level. The results of this study also support the findings of previous research, which emphasize the importance of a comprehensive understanding of bullying for effective prevention and treatment.

The second discussion relates to the results obtained through the questionnaire. This instrument is also used to see how well students understand bullying

from three aspects, namely: concept, law and impact. Based on the results of descriptive statistical analysis of students' understanding of the concepts, laws and impacts of bullying, several conclusions can be drawn. Below is a detailed discussion of each aspect. There are six statements related to the test of understanding the concept of bullying, with descriptive statistical results as follows: students' understanding of the concept of bullying is quite good, with an average score above 4 for most of the statements. However, there is one statement (Statement 2) with a maximum score of only 2, indicating disagreement or confusion among students. The variation in answers was quite low (standard deviation ranged from 0.64 to 0.74), indicating consistency in student understanding. Understanding Bullying Laws. In general, students' understanding of bullying law is at a fairly good level, with an average score of between 3.52 and 4.05. However, there was greater variation in students' answers compared to conceptual understanding (standard deviations ranged from 0.74 to 0.92), indicating that legal understanding may be unevenly distributed among students.

Understanding the Impact of Bullying. Students demonstrated a good understanding of the impact of bullying, with average scores ranging from 3.99 to 4.43. Variation in answers was also low, indicating consistency of understanding. Several previous studies provide insight into the efforts made by schools and teachers to prevent bullying. For example, research by Kusprpto & Setyowati (2023) shows teachers' effective strategies in preventing bullying at SMA Hang Tuah 5 Sidoarjo, including accompanying anti-bullying agents and providing outreach. Siswati & Saputra (2023) highlighted the role of the anti-bullying task force at SMA Negeri 1 Tumpang, with outreach programs and a campaign to stop bullying. Islam et al. (2016) also show the importance of the role of school counsellors and collaboration of all school members in preventing bullying.

Research by Nurfitriyanti et al. (2024) emphasize the importance of ethical education to prevent bullying, while Ulfatun et al. (2021) emphasizes educating students and teachers about bullying. Research by Aisyah et al. (2023) shows the importance of socializing and understanding bullying on social media. Overall, students demonstrate a good understanding of the concepts, laws and impacts of bullying, although there is still variation in legal understanding. Previous research supports the importance of education, socialization, and collaboration of all school members in preventing bullying. Prevention and outreach programs need to continue to be improved to achieve more equitable understanding and create a safe and bullying-free school environment.

## Conclusion

Based on the results of research regarding the understanding of bullying by junior high school students, several conclusions that can be drawn are as follows: Most of the students generally have a fairly good understanding of the concept of bullying. good understanding of the law of bullying, although there are variations in their understanding, good understanding of the impact of bullying, although there is little variation in their assessment of some aspects of mental health. In general, this study shows that students have an excellent understanding of bullying in terms of concepts, laws, and impacts. These results indicate that students actually do not have problems in terms of theory about bullying, but it is necessary to find out why there are still students who do bullying. For this reason, it is necessary to study from the other side related to why students are still bullying. Understanding of the isolation and loneliness experienced by victims of bullying is also quite good among students.

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### Author Contributions

S.H., R.P.M.L., and S.A. contributed to the conceptualization data collection process, data processing, article writing.

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### Conflicts of Interest

The authors declare no conflict of interest.

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