

## Survey on the Implementation of School Bullying Policy in Indonesia

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### Abstract

School bullying remains a persistent issue in Indonesian educational institutions despite the existence of formal policies to address it. This study aims to: (1) explore students' beliefs about bullying as reflected in the implementation of school anti-bullying policies, and (2) examine the extent to which policy implementation affects bullying incidence rates, policy compliance, policy understanding, and policy satisfaction. A survey design was employed, involving 100 tenth-grade students randomly selected from five senior high schools in Bandung City that implement anti-bullying policies. Data were collected using a 16-item questionnaire comprising closed-ended questions (using five-point scales) and open-ended Likert-scale items. Descriptive statistics were used to analyze frequencies and means, while multiple linear regression was conducted to identify predictors of policy satisfaction. The results show that 85% of students have experienced bullying, with verbal bullying being the most common form (35%), occurring primarily in hallways (26%) and canteens (24%). Notably, 52% of students reported feeling uncomfortable reporting bullying to teachers, and 63% stated that their reports received either no response or ineffective action. The regression model significantly predicted policy satisfaction, with perceived reduction in incidence rates, policy compliance, and policy understanding emerging as significant positive predictors. Thematic analysis of open-ended responses identified three primary recommendations: stricter sanctions, increased teacher supervision, and enhanced counselling support. This study contributes to the limited empirical literature on students' perspectives of anti-bullying policy effectiveness in Indonesia and offers practical insights for policymakers and school administrators seeking to strengthen implementation and stakeholder satisfaction.

**Keywords:** *School bullying, policy implementation, policy satisfaction, student perceptions, Indonesia*

### Introduction

The education sector, ideally a safe place for learning, can become a threatening environment for children (Eriksen et al., 2014). School bullying has emerged as a global concern, significantly affecting students' psychological well-being, academic performance, and social development (Froeschle et al., 2008; Ma et al., 2001). It is recognized as a widespread public health issue with serious consequences for adolescents' mental health. Characterized by deliberate, repeated, and

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harmful aggressive behavior among peers, bullying can lead to substantial psychological distress, including anxiety, depression, and suicidal ideation among victims (Al-Ali et al., 2025; Han, 2025). Bullying manifests in various forms, including physical aggression, verbal abuse, relational bullying (such as social exclusion), and cyberbullying. It is not merely interpersonal conflict; rather, it reflects a power imbalance in which the perpetrator intentionally and repeatedly harms a less powerful individual (Agyare, 2024; Hall, 2017; Langeveldt, 2023; Wulf, 2010).

Data on bullying across countries underscore the seriousness of this issue. In Finland, 49.8% of primary school children are affected by bullying, while in the United States the prevalence is 19% (Dake et al., 2003), in the Netherlands 21.5% (Fekkes et al., 2005), and in Indonesia it remains at concerning levels (Wisudayanti & Dewi, 2023). The high prevalence of bullying in schools constitutes a critical challenge that must be addressed, as every child has the right to protection and safety throughout their educational experience (Forsberg & Thornberg, 2016). Wisudayanti and Dewi (2023) emphasized that schools must be capable of addressing bullying effectively, given that the fundamental mission of educational institutions is to cultivate morality and character while ensuring a secure environment for all students (Jamsai, 2023).

Indonesia ranks fifth globally for school bullying, with 41% of 15-year-olds reporting having experienced bullying. Data from the Indonesian Child Protection Commission (KPAI) show that approximately 3,800 cases of violence were reported in educational settings in 2023, with physical bullying accounting for 55.5%, verbal bullying 29.3%, and psychological bullying 15.2%. The Indonesian Teachers' Union Federation (FSGI) documented at least 30 severe cases in the same year, 50% of which occurred at the junior high school level, including fatal incidents in Sukabumi and Blitar. A UNICEF-supported study further revealed that 45% of respondents aged 14–24 experienced cyberbullying, primarily through messaging applications (45%) and the distribution of illicit photos or videos (41%). Additionally, 53.7% of students reported peer bullying that is often misperceived as “normal” joking or teasing. According to Statistics Indonesia (BPS, 2025), bullying at the senior high school and vocational school levels affects approximately 18.75% to 19.68% of students.

Research shows that bullying behavior arises from multiple factors, including personality traits, family upbringing, peer influence, and cultural or societal norms that may tolerate aggression (Borualogo et al., 2020; Dake et al., 2003; Forsberg & Thornberg, 2016; Kaseke & Luvalo, 2025). The consequences of bullying extend beyond immediate harm to victims, undermining the overall

school climate and fostering an atmosphere of fear, anxiety, and hostility (Bowes et al., 2019). Victims frequently experience anxiety, depression, academic difficulties, social isolation, and, in severe cases, long-term trauma and mental health disorders (Noboru et al., 2021). Khairunnisa et al. (2023) demonstrated that strengthening civic values through Civic Education in elementary schools can reduce bullying by promoting empathy, tolerance, and social responsibility. Habibuddin et al. (2023) argued that the establishment of an internal school anti-bullying team enhanced awareness of student violence within the school community. However, Budi and Rohim (2021) found that the implementation of anti-bullying policies is often hindered by a lack of integration between policy frameworks, student management practices, and the cultivation of a positive school culture.

Effective bullying prevention requires a comprehensive and sustained strategy rather than reliance solely on punitive or remedial measures. In Indonesia, key legal frameworks addressing school bullying include Ministry of Education and Culture Regulation (Permendikbud) No. 82 of 2015 on the Prevention and Response to Violence in Educational Settings and the Ministry of Women's Empowerment and Child Protection's Child-Friendly School (SRA) program. Despite these initiatives, considerable challenges persist in achieving consistent implementation across diverse educational contexts. Although research on school bullying is extensive, studies examining students' perceptions of policy implementation remain limited. This constitutes a significant evidence gap, as student perspectives are crucial for assessing policy effectiveness and identifying areas for improvement. Accordingly, this study investigates how bullying policies are perceived and implemented in Indonesian schools, enabling analysis of factors contributing to their success or shortcomings. The overarching aim is to provide a comprehensive account of policy effectiveness and to generate evidence-based recommendations for future improvements in policy and practice, thereby fostering safer and more supportive learning environments. Specifically, the study addresses two research questions:

- (1) How are students' beliefs about bullying reflected in the implementation of school anti-bullying policies?
- (2) To what extent does the implementation of school anti-bullying policies influence bullying incidence rates, policy compliance, policy understanding, and policy satisfaction?

## **Review of Literature**

Theories of bullying provide a conceptual framework for understanding the dynamics and underlying causes of bullying behavior among children and adolescents. This study draws upon several complementary theoretical perspectives that inform the analysis of policy implementation and policy satisfaction.

### **Theories Related to Bullying**

The theories of bullying and public policy discussed in this study include power imbalance theory, social cognitive theory, ecological systems theory, and social penetration theory. In addition, the theoretical foundation primarily draws upon policy satisfaction models developed by Oliver (1993) and Kotler and Keller (2016), which propose that satisfaction arises from a comparison between perceived performance and prior expectations. Within this framework, the Expectancy-Disconfirmation Model suggests that satisfaction increases when policy performance meets or exceeds expectations, whereas dissatisfaction occurs when performance falls short. The model highlights several key components:

(1) individuals' actual experiences with a policy are evaluated against their prior expectations;

(2) satisfaction is shaped by subjective assessment rather than solely objective indicators;

(3) multiple factors influence satisfaction, including the effectiveness of governmental responses to public issues, the speed and fairness of policy implementation, and the overall quality of administration;

(4) trust in government may compensate for optimistic expectations and thereby affect satisfaction; and

(5) policies grounded in principles of good governance—such as transparency, responsiveness, and participation—are more likely to generate public satisfaction (Oliver, 1993).

Power imbalance theory is central to this study. As articulated by Ancho and Park (2014), it posits that bullying occurs when there is an imbalance of power between perpetrator and victim, whereby the perpetrator exploits this power to dominate and harm individuals who are weaker or more vulnerable. This perspective is essential for understanding why certain students become targets and why interventions must address power dynamics within school settings. Social cognitive theory further explains how aggressive behavior is learned through observation, imitation, and reinforcement within one's social environment. Bandura's social learning theory suggests that

children who are exposed to aggression—at home, in school, or through media—may such behaviors as an acceptable means of achieving goals or resolving conflicts. Ecological systems theory, derived from Bronfenbrenner’s framework (as cited in Puhl et al., 2016), situates bullying within the interaction between individuals and multiple environmental contexts, including family, school, and the wider community. It emphasizes that bullying is shaped by interconnected systems, requiring interventions at multiple ecological levels. Additionally, social penetration theory offers insight into how closeness and openness in interpersonal relationships influence bullying dynamics. Ramirez et al. (2024) argue that limited openness and weak social support can contribute to bullying behaviors. This theory underscores the importance of fostering positive relationships and open communication within schools as preventive strategies.

### **International Models of Bullying Prevention**

Bullying prevention models implemented in various countries often reflect holistic and multidimensional approaches (Mguye & Omodan, 2023; Panfilova et al., 2021; Rejekiingsih et al., 2025). The Olweus Bullying Prevention Program in the United States is widely recognized for its effectiveness, incorporating interventions at the school, classroom, and individual levels, with an emphasis on fostering a positive school climate, training staff and students, and engaging parents in prevention efforts. The Australian National Safe Schools Framework provides guidance for creating safe and supportive environments by promoting anti-bullying policies, staff development, and support mechanisms for both victims and perpetrators. In Japan, the Ikirunokai approach integrates character education and social-emotional development, focusing on the cultivation of empathy and social skills through classroom and extracurricular activities (Darma et al., 2023; Goryl et al., 2013).

Evaluations of these models offer valuable insights into best practices. Research on the Olweus Program indicates reductions in bullying frequency and improvements in school climate, although its success depends on sustained commitment from all stakeholders. In Australia, studies of the Safe Schools Framework underscore the importance of inclusive, participatory strategies and continuous professional development for effective implementation (Dores et al., 2024). Similarly, research on the Ikirunokai approach suggests that integrated character education can reduce bullying by strengthening empathy and social competence, though consistent application across schools remains a challenge (Swearer et al., 2017).

**Indonesian Policy Framework**

The policy framework for addressing bullying in Indonesia comprises coordinated measures aimed at creating safe and supportive educational environments. At its core is Regulation of the Minister of Education and Culture (Permendikbud) No. 82 of 2015 on the Prevention and Handling of Violence in Educational Settings. This regulation requires schools to establish mechanisms for responding to cases of violence, including bullying, and to provide counselling and support services for both victims and perpetrators. In addition, the National Movement Against Violence Against Children (GN-AKTA), initiated by the Ministry of Women's Empowerment and Child Protection (KPPPA), seeks to enhance awareness and strengthen collaboration among stakeholders in addressing violence against children. The Ministry of Education and Culture has also introduced programs such as the Child-Friendly Schools (SRA) initiative, which aims to cultivate inclusive and positive school environments. This program includes teacher training, curriculum development that promotes respect and empathy, and the involvement of parents and communities in supporting anti-bullying policies. Furthermore, the ministry promotes flexible learning approaches and reinforces character education, including the development of students' social and emotional competencies.

**Previous Studies**

Research on the effectiveness of Indonesian anti-bullying policies indicates that, despite notable progress, significant challenges in implementation persist. Studies conducted by the Indonesian Child Protection Agency (LPAI) show that many schools struggle to apply policies consistently, particularly in remote and underdeveloped regions. Devi and Yulianandra (2023) reported that teacher and staff training, although essential, is often insufficient and lacks sustained follow-up. Findings from the Indonesian Child Protection Commission (KPAI) further suggest that many parents and students have limited awareness of reporting procedures and support mechanisms, thereby reducing policy effectiveness. Additional studies offer complementary insights into effective approaches. Salimi et al. (2021) argue that interventions involving systemic changes in school culture and active stakeholder engagement yield more substantial reductions in bullying than those targeting individuals alone. Rohmana et al. (2020) and Wulan and Fridani (2021) found that programs integrating character education, staff training, and family involvement demonstrate stronger outcomes in reducing bullying and enhancing student well-being. Haugen et al. (2020) showed that embedding social and emotional values within school curricula can foster empathy

and decrease bullying incidents. Suharti et al. (2023) concluded that program success is strongly influenced by school-level managerial support and community engagement, underscoring the need for continuous professional development and context-sensitive policy adaptation. International studies by Marces et al. (2019) indicate that comprehensive prevention programs can significantly reduce bullying incidence and improve school climate. Research by Garandeanu et al. (2014) and Yoon et al. (2011) demonstrates that greater understanding of policies enhances positive perceptions and overall satisfaction. Similarly, Hall (2017) and Majcherová et al. (2014) confirm that reductions in bullying, higher levels of policy compliance, and improved policy understanding are key determinants of satisfaction with anti-bullying initiatives. Despite this substantial body of literature, few studies have specifically examined students' perceptions of policy implementation through comprehensive survey methods within the Indonesian secondary school context. This study therefore addresses this empirical gap by investigating prevailing conditions of bullying and policy implementation using a structured survey design.

## **Methods**

### **Research Design**

This study adopts a survey design using a quantitative approach. Creswell (2012, 2013) defines survey research as a quantitative method in which researchers administer a questionnaire to a sample or population in order to describe attitudes, opinions, behaviors, or characteristics. Survey methods provide structured and systematic procedures for collecting data on specific samples. The purpose of this survey is to assess students' attitudes, beliefs, and behaviors concerning the implementation of school anti-bullying policies. The primary variable is the implementation of school bullying policy, while secondary variables comprise key elements of policy analysis: bullying incidence rate, policy compliance, policy understanding, and policy satisfaction. Descriptive statistics are employed to report means and frequencies for each questionnaire item, and multiple linear regression is used to examine the influence of policy elements on policy satisfaction.

### **Participants**

The study was conducted in five urban senior high schools (Sekolah Menengah Atas/SMA) in Bandung City, West Java, Indonesia, each of which formally implements anti-bullying policies. The schools were designated as SMA A, SMA B, SMA C, SMA D, and SMA E. The sample

comprised 100 tenth-grade students drawn from these institutions, with 20 students selected from each school ( $20 \times 5 = 100$  respondents). Purposive sampling was used to select schools that met the policy implementation criterion, while simple random sampling, conducted through a lottery method, was applied to recruit individual participants within each school. Regarding ethical considerations, permission was obtained from the school principals prior to data collection. Teachers assisted in identifying and inviting students who had experienced bullying, ensuring the inclusion of participants with relevant experiences. All participants provided informed consent, and anonymity was maintained throughout the research process.

### Research Instrument

This study employed a self-developed questionnaire comprising 32 items organized into two sections: 16 closed-ended items and 16 five-point Likert-scale items (Creswell, 2013). The closed-ended section (Items 1–16) explored students' experiences and behaviors related to the implementation of school anti-bullying policies. The Likert-scale section (Items 17a–17d, 18a–18d, 19a–19d, and 20a–20d) examined elements of policy analysis. Table 1 presents the questionnaire blueprint, and the complete instrument is provided in Appendix 1.

**Table 1**  
*Blueprint of School Bullying Policy Questionnaire*

No	Section	Questions	Item Numbers	Data Analysis
1	Demographics & Safety (Context)	Grade, gender, school origin, feeling safe, comfort reporting	1, 2, 3, 4, 5	Descriptive
2	Prevalence and Types of Bullying (Experience)	Frequency, type, location of bullying	6, 7, 8	Descriptive
3	School Policy & Response (Effectiveness)	Program rating, adult response, reporting knowledge, effectiveness of action	9, 10, 11	Descriptive
4	Climate-Related Bystander Behavior	Bystander intention, reasons for bullying	12, 13	Descriptive (Freq.)
5	Suggestions for Improvement	School's role, prevention suggestions, reporting methods	14, 15, 16	Descriptive (Freq.)
6	Policy-Specific Assessment	Statements on incidence rate, understanding, compliance, and satisfaction (with multiple indicators)	17a-d, 18a-d, 19a-d, 20a-d	Inferential (Regression)

For the closed-ended items, a five-point response scale was employed, with options adjusted according to the context of each question. For the policy-specific assessment (Items 17–20), a five-point Likert scale was used: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree.

**Item 17a–d: Perceived Reduction in Incidence Rate (4 indicators)**

- 17a: "Bullying incidents at my school have decreased since the anti-bullying policy was implemented"
- 17b: "I observe fewer students being bullied now compared to before"
- 17c: "The anti-bullying policy has made a real difference in reducing bullying at my school"
- 17d: "I feel that the school environment is safer from bullying now than in the past"

**Item 18a–d: Policy Understanding (4 indicators)**

- 18a: "I clearly understand which behaviors are defined as bullying under school policy."
- 18b: "I am aware of the consequences I may face if I bully others."
- 18c: "I understand the procedures for reporting bullying incidents at my school."
- 18d: "The school has clearly explained the anti-bullying policy to students."

**Item 19a–d: Policy Compliance (4 indicators)**

- 19a: "I consistently follow the school's anti-bullying rules."
- 19b: "I refrain from bullying others because I know it is wrong."
- 19c: "I avoid bullying behavior because I fear disciplinary consequences."
- 19d: "I encourage my peers to follow anti-bullying rules."

**Item 20a–d: Policy Satisfaction (4 indicators)**

- 20a: "Overall, I am satisfied with the school's anti-bullying policy."
- 20b: "The school handles bullying incidents fairly and appropriately."
- 20c: "I am confident that the school's policy protects students from bullying."
- 20d: "The anti-bullying policy meets my expectations for a safe school environment."

Prior to data collection, the questionnaire was reviewed by two experts in public policy and school management to establish content validity. Their feedback informed revisions to item wording, clarification of scope, and refinement of administration procedures. A pilot test was subsequently conducted with three students to assess clarity and comprehension. Reliability analysis of the four policy scales produced Cronbach's alpha coefficients of 0.82 for Perceived Reduction in Incidence

Rate, 0.85 for Policy Understanding, 0.80 for Policy Compliance, and 0.88 for Policy Satisfaction, indicating acceptable internal consistency across all scales.

### **Data Collection**

Data collection was conducted over a three-week period during the 2024 academic year. Researchers visited each participating school, coordinated with teachers and administrators, and administered the questionnaire to selected students in classroom settings. Students who had experienced bullying were given approximately 30–45 minutes to complete the questionnaire, with researchers present to clarify any queries. Completed questionnaires were collected immediately, and the data were subsequently entered into digital format for analysis.

### **Data Analysis**

Data analysis was conducted in two phases aligned with the research questions. For the first question, concerning students' beliefs about bullying and policy implementation, descriptive statistics (frequencies, percentages, and means) were calculated for each closed-ended item, and results were presented in tables and figures to illustrate response distributions. For the second question, examining the effects of policy elements on policy satisfaction, both descriptive and inferential analyses were applied. Composite scores for each policy construct were calculated as the mean of their four respective indicators. Means and standard deviations were then computed for these composite scores. Multiple linear regression analysis was subsequently performed to predict Policy Satisfaction (composite of Items 20a–20d) based on Perceived Reduction in Incidence Rate (Items 17a–17d), Policy Understanding (Items 18a–18d), and Policy Compliance (Items 19a–19d). Assumptions of linear regression—including linearity, independence of errors, homoscedasticity, normality of residuals, and absence of multicollinearity—were tested and met. Variance Inflation Factor (VIF) values below 5 indicated no serious multicollinearity concerns. Open-ended responses (Items 12–16) were analyzed using thematic analysis, involving systematic reading and coding, identification of recurring themes, and selection of representative quotations. Two researchers independently coded the data and compared their analyses to ensure reliability, with discrepancies resolved through discussion.

## Results

### RQ1: How are student beliefs about bullying as reflected in the implementation of school bullying policy?

To address the first research question, responses to the 16 closed-ended questionnaire items were analyzed using descriptive statistics (see Table 2). The analysis was organized into five sections:

- Section 1: Demographics & Safety (Context)
- Section 2: Prevalence and Types of Bullying (Experience)
- Section 3: School Policy & Response (Effectiveness)
- Section 4: Climate-Related Bystander Behavior
- Section 5: Suggestions for Improvement

**Table 2**

*Summary of Student Responses to Questionnaire (N=100)*

No	Question	Highest Response	%	Interpretation
<b>Section 1: Demographics &amp; Safety (Context)</b>				
1	Grade level	10th Grade	100%	All respondents are 10th graders
2	Gender	Female	52%	Slightly more female respondents
		Male	48%	
3	School origin	SMA A	20%	Equal distribution across 5 schools (20 students per school)
		SMA B	20%	
		SMA C	20%	
		SMA D	20%	
		SMA E	20%	
4	Feeling safe at school	Fair	35%	Moderate sense of safety
5	Comfort reporting to teacher	Uncomfortable	32%	Students hesitant to report
<b>Section 2: Prevalence and Types of Bullying (Experience)</b>				
6	Bullying frequency	1-3 times	30%	Majority have experienced bullying
7	Type of bullying	Verbal only	35%	Verbal bullying most common
8	Location of bullying	Hallway/Corridor	26%	Hallways are primary hotspots
<b>Section 3: School Policy &amp; Response (Effectiveness)</b>				
9	Rating of anti-bullying program	Poor	30%	Programs perceived as inadequate
10	Adult response effectiveness	Ineffective	30%	Adults rarely intervene effectively
11	Effectiveness of reported actions	No response	35%	Most reports get no response
<b>Section 4: Climate-Related Bystander Behavior</b>				
12	Bystander behavior	Do nothing	50%	Half would not intervene

13	Why kids become bullies	Family problems	35%	Home environment seen as main cause
<b>Section 5: Suggestions for Improvement</b>				
14	School's role to stop bullying	Stricter rules	30%	Students want harsher punishments
15	Suggestions for prevention	Positive culture	28%	Focus on building inclusive environment
16	How to report bullying	Do not report	30%	Many students don't report at all

Based on Table 2, students' responses are elaborated for each section as follows. In Section 1 (Demographics and Safety), of the 100 participants, 35% reported feeling moderately safe at school, and 32% indicated hesitation in reporting bullying incidents. Section 2 examined the prevalence and types of bullying. Findings show that 30% of students experienced bullying one to three times, 35% identified verbal bullying as the most common form, and 26% reported that hallways were the primary location where bullying occurred. Section 3 addressed school policy and institutional response. The results indicate that 30% of participants rated the anti-bullying program as inadequate, 30% stated that adults rarely intervened when bullying occurred, and 35% reported receiving no response after reporting incidents. Regarding policy elements, 30% demonstrated moderate policy understanding, 30% indicated externally motivated compliance, and 60% expressed dissatisfaction with the policy. Section 4 explored school climate and bystander behavior. Responses reveal that 50% believed that bystanders would not intervene in bullying situations, and 35% attributed bullying to environmental factors, particularly family-related issues. In Section 5, participants provided suggestions for improvement. Thirty per cent recommended stricter enforcement and harsher sanctions, while 28% advocated for the development of a positive and inclusive school culture. Additionally, 30% noted that many students do not report bullying incidents.

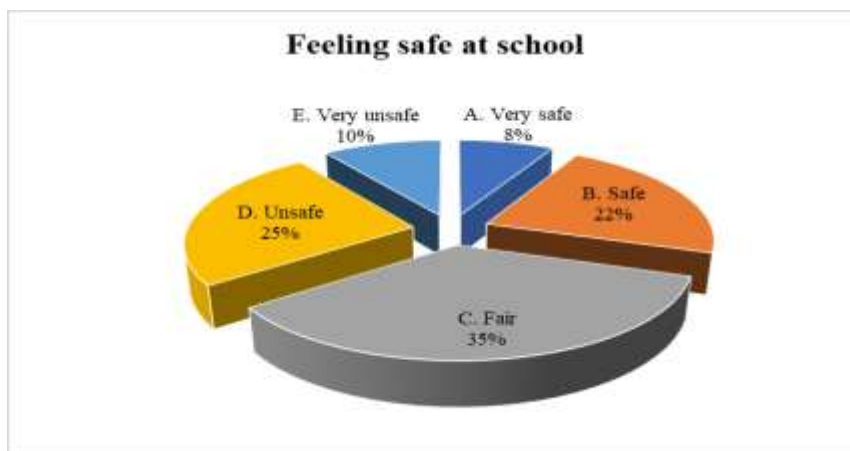
To further elaborate the findings, the following section presents item-by-item responses.

**Item 1: Grade Level.** All 100 respondents (100%) were in Grade 10, confirming the homogeneity of the target population. This ensures that the perspectives captured reflect experiences specific to this cohort and eliminates the need for cross-grade comparisons.

**Item 2: Gender Distribution.** The sample comprised 52 female students (52%) and 48 male students (48%), providing a relatively balanced gender distribution that allows for analysis of potential gender differences in bullying experiences and perceptions.

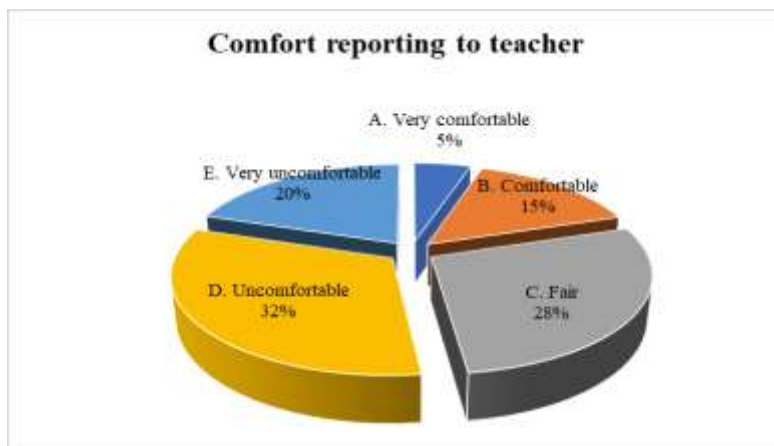
**Item 3: School Origin.** Respondents were evenly distributed across five senior high schools in Bandung City, with 20 students (20%) drawn from each institution: SMA A, SMA B, SMA C, SMA D, and SMA E. This distribution enhances representation across different school environments within the urban context.

**Item 4: Feeling Safe at School.** Only 30% of students reported feeling “safe” or “very safe,” while 35% indicated feeling “unsafe” or “very unsafe.” The largest proportion (35%) selected “fair,” reflecting neutral or ambivalent perceptions of safety. These findings suggest that a considerable proportion of students do not fully perceive school as a secure environment (Figure 1).



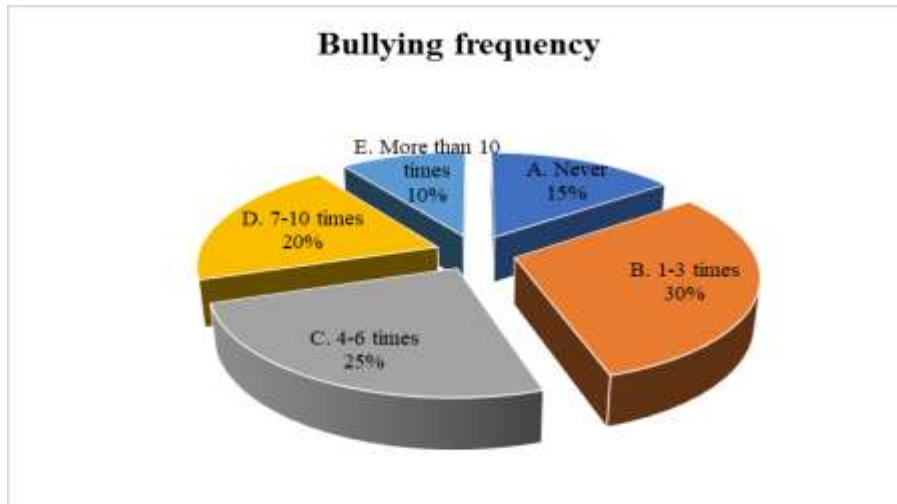
**Figure 1:** Feeling Safe and Unsafe at Schools

**Item 5: Comfort Reporting to Teachers.** A combined 52% of students reported feeling “uncomfortable” or “very uncomfortable” when reporting bullying to teachers, whereas only 20% indicated that they felt “comfortable” or “very comfortable.” This marked reluctance constitutes a significant barrier to effective reporting and intervention (Figure 2).



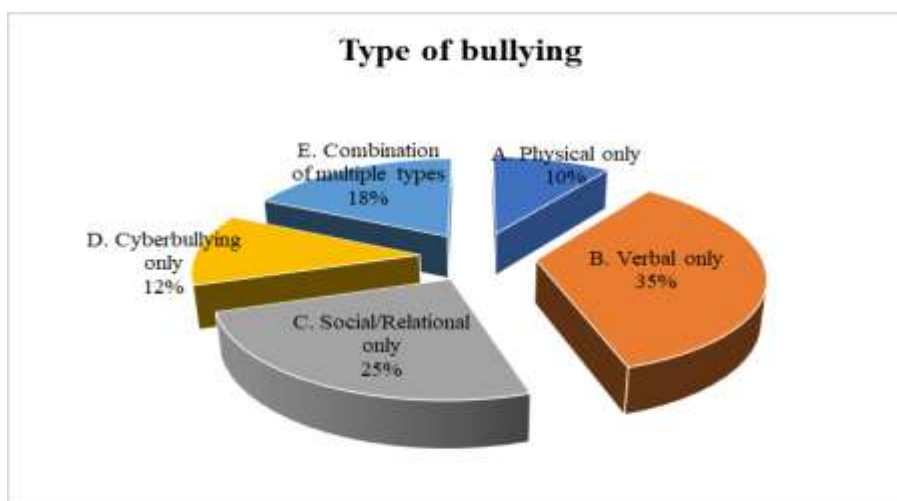
**Figure 2:** Comfortable to Report Bullying

**Item 6: Bullying Frequency.** Only 15% of respondents reported never having been bullied, indicating that 85% experienced bullying at least once. Moreover, 55% reported being bullied four or more times, suggesting patterns of repeated victimization rather than isolated incidents (Figure 3).



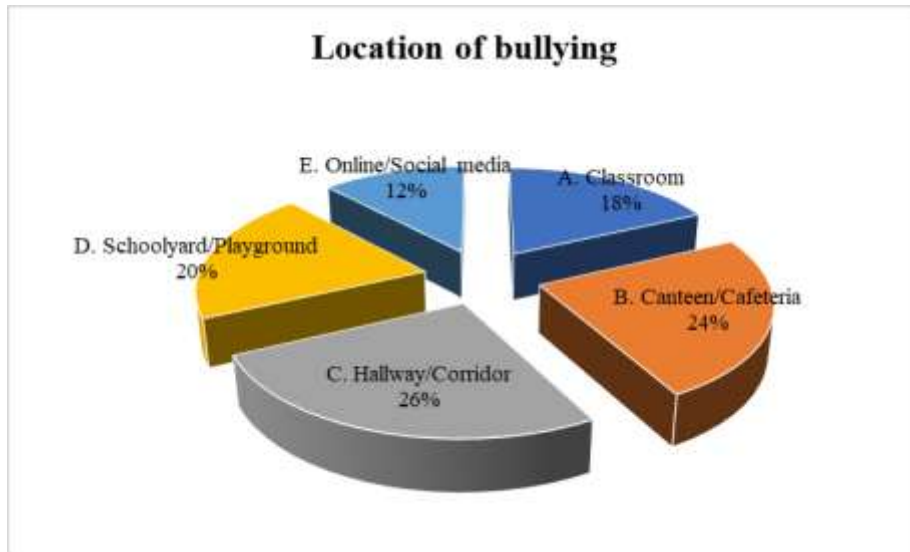
**Figure 3: Bullying Frequency**

**Item 7: Type of Bullying.** Verbal bullying was the most frequently reported form (35%), followed by social or relational bullying (25%). Physical bullying alone was reported less frequently (10%); however, 18% of students experienced multiple forms of bullying, indicating that victimization often occurs in overlapping or combined forms (Figure 4).



**Figure 4: Types of Bullying**

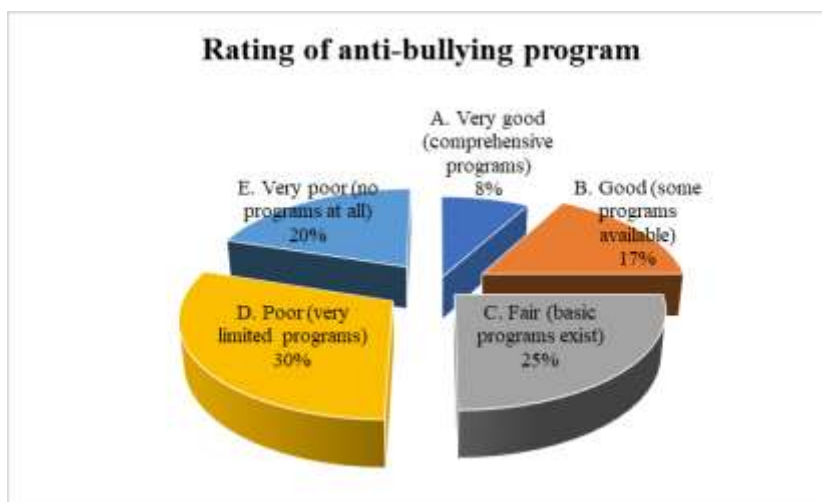
**Item 8: Location of Bullying.** The most frequently reported locations were hallways or corridors (26%) and canteens or cafeterias (24%), areas typically characterized by high student density and comparatively limited adult supervision. Classrooms accounted for 18%, schoolyards or playgrounds for 20%, and online spaces for 12% (Figure 5).



**Figure 5:** Location of Bullying at School

**Item 9: Rating of the Anti-Bullying Program.** A majority of students evaluated the program negatively, with 30% rating it as “poor” and 20% as “very poor” (a combined 50% unfavorable). Only 25% rated the program as “good” or “very good,” suggesting a general perception of inadequacy (Figure 6).

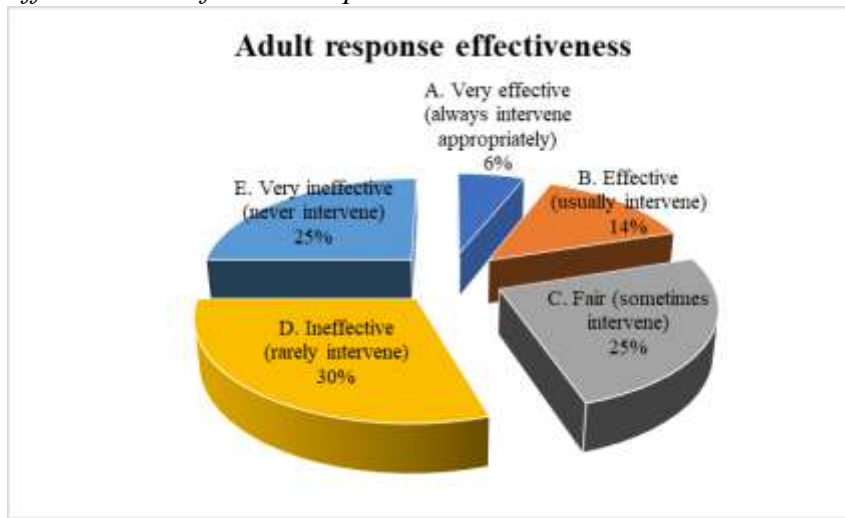
**Figure 6:** Rating of Anti-Bullying Program



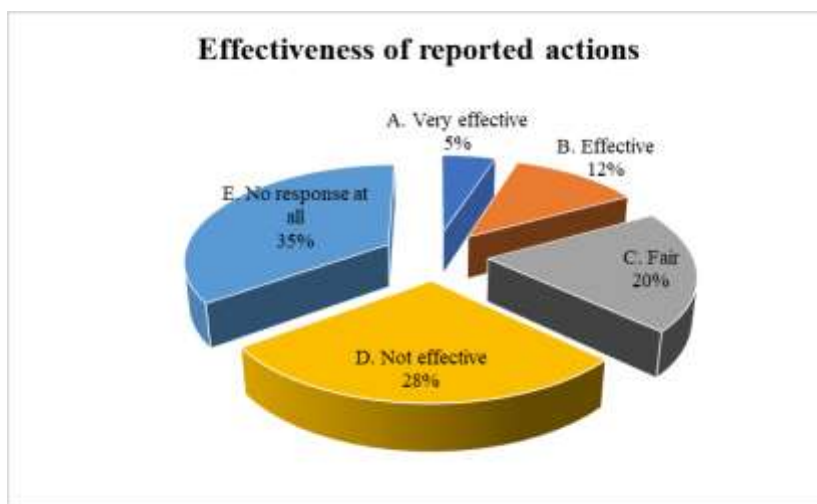
**Item 10: Effectiveness of Adult Responses.** A combined 55% of students perceived adult responses to bullying as “ineffective” or “very ineffective,” while a further 25% rated them as “fair.” Only 20% considered adult interventions to be “effective” or “very effective,” indicating limited confidence in institutional response mechanisms (Figure 7).

**Figure 7**

*Effectiveness Of Adult Response*

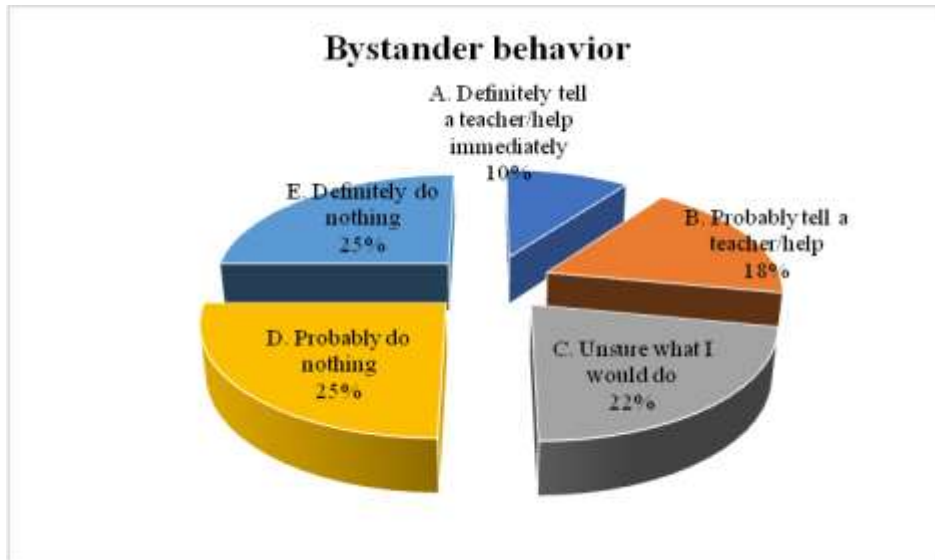


**Item 11: Effectiveness of Reported Actions.** A total of 35% of students reported receiving “no response at all” after reporting bullying incidents, while 28% stated that the actions taken were “not effective.” Overall, 63% experienced either inaction or ineffective intervention, indicating substantial shortcomings in follow-up procedures (Figure 8).



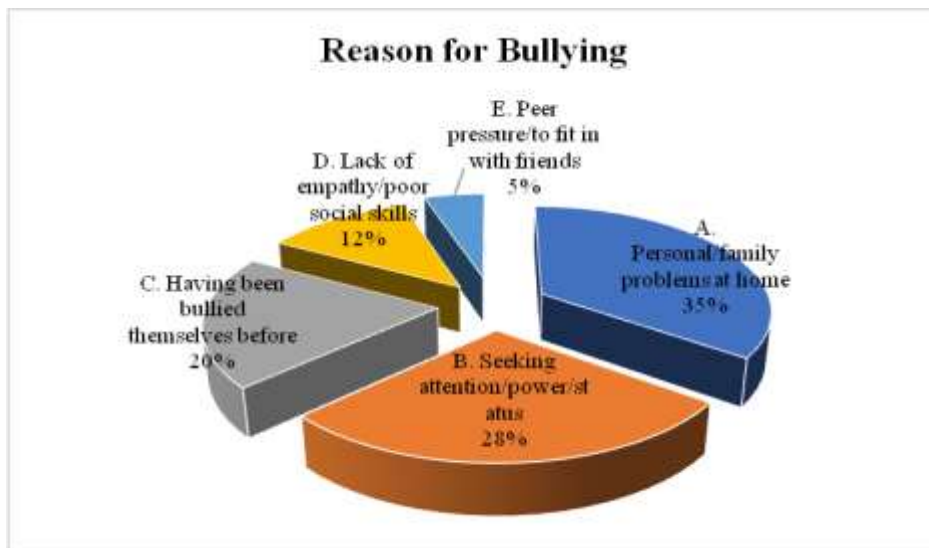
**Figure 8:** *Effectiveness of Actions at Schools*

**Item 12: Bystander Behavior.** A total of 50% of students indicated that they would “probably do nothing” or “definitely do nothing” when witnessing bullying. Only 28% expressed a clear intention to inform a teacher or help, suggesting the presence of a largely passive bystander culture (Figure 9).



*Figure 9: Bystander Behavior*

**Item 13: Reasons for Bullying.** The most frequently cited reasons included personal or family problems at home (35%), a desire for attention, power, or status (28%), and prior experiences of being bullied (20%) (Figure 10).



*Figure 10: Reasons for Bullying*

**Item 14: School’s Role in Preventing Bullying.** The most frequently proposed measure was the implementation of stricter rules and harsher sanctions (30%), followed by increased teacher supervision in identified hotspots (25%) (Figure 11).

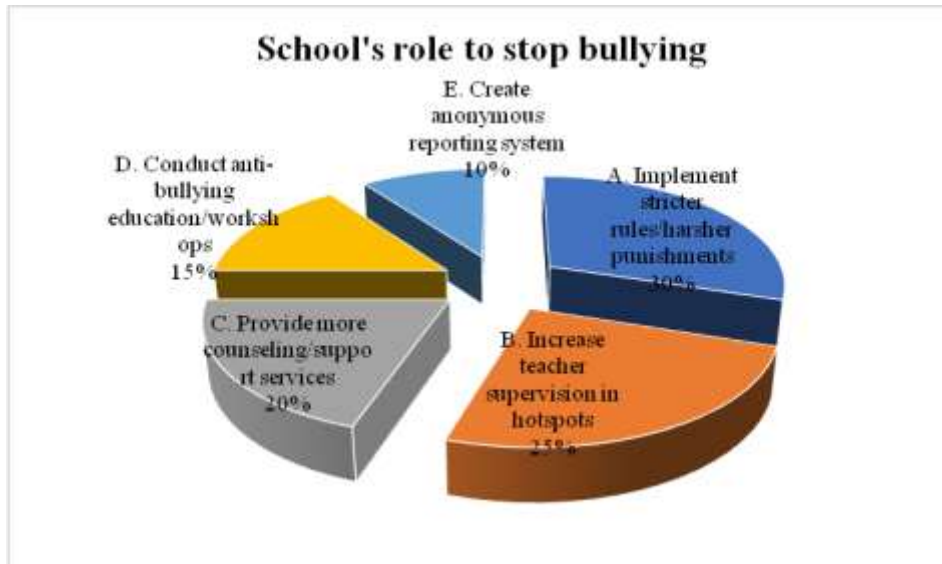


Figure 11: School's Role to Stop Bullying

**Item 15: Suggestions for Prevention.** The most frequently proposed recommendation was fostering a more positive and inclusive school culture (28%), followed by greater parental involvement in prevention efforts (24%) (Figure 12).

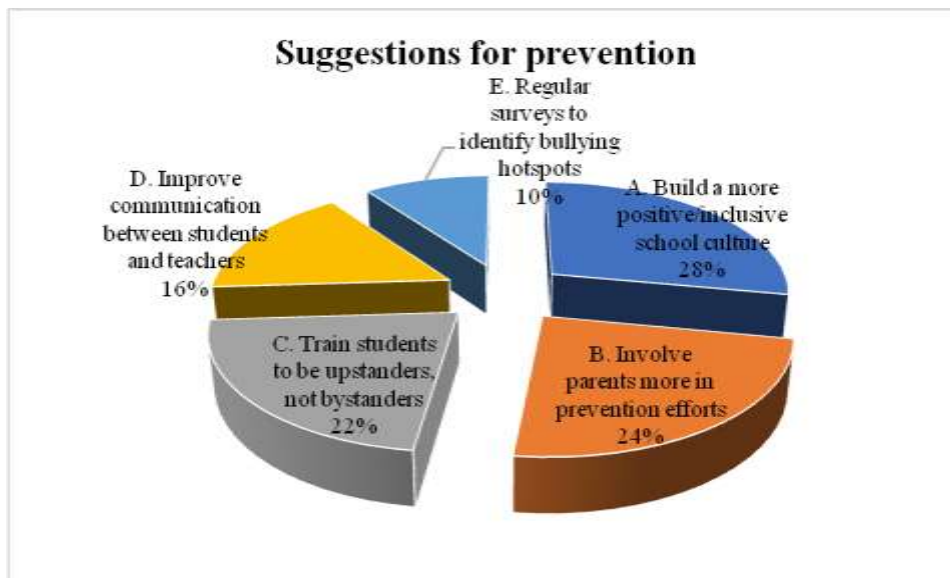
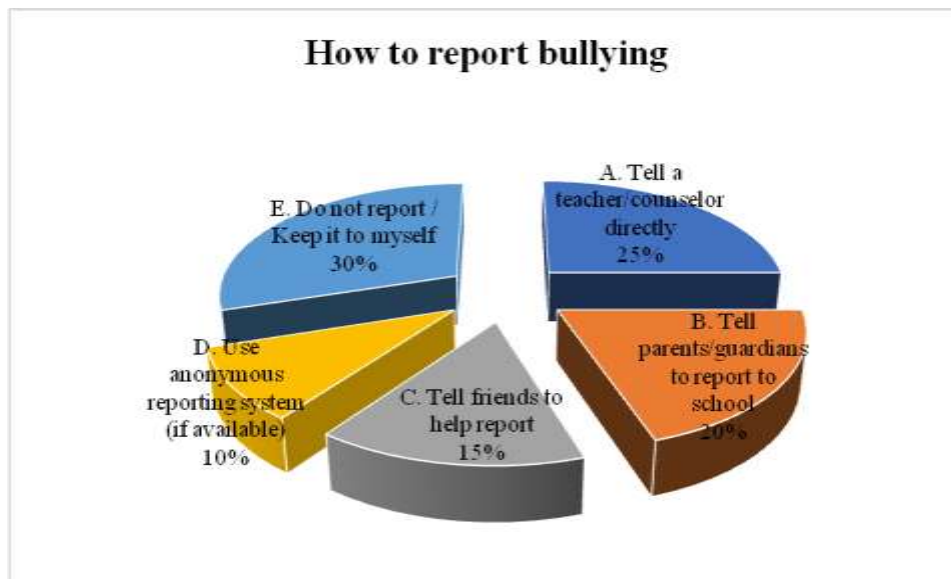


Figure 12: Suggestions for Prevention

**Item 16: Reporting Bullying.** The most frequently selected response was “do not report/keep it to myself” (30%), which is consistent with earlier findings indicating discomfort in reporting and perceptions of ineffective follow-up (Figure 13).



**Figure 13:** How to Report Bullying

**RQ2: To what extent does the implementation of school bullying policy affect bullying incidence rate, policy compliance, policy understanding, and policy satisfaction?**

To address the second research question, four policy analysis constructs measured through Items 17–20 were examined: Perceived Reduction in Incidence Rate, Policy Understanding, Policy Compliance, and Policy Satisfaction. Composite scores were calculated as the mean of the four indicators representing each construct. Before presenting the multiple linear regression results, descriptive statistics for these composite variables are provided in Table 3.

**Table 3**

*Descriptive Statistics for Policy Analysis (with Multiple Indicators)*

Variable	Indicator	Mean	SD	Composite Mean	Composite SD	Cronbach's $\alpha$
Perceived Reduction in Incidence Rate	17a: Bullying has decreased since policy	2.45	1.15	2.48	1.10	0.82
	17b: See fewer students being bullied	2.50	1.12			
	17c: Policy made real difference	2.40	1.18			
	17d: School environment safer now	2.55	1.08			
Policy Understanding	18a: Understand what behaviors are bullying	3.10	1.10	2.98	1.05	0.85

Variable	Indicator	Mean	SD	Composite Mean	Composite SD	Cronbach's $\alpha$
Policy Compliance	18b: Know consequences for bullying	2.90	1.15	3.35	1.00	0.80
	18c: Understand reporting procedures	2.85	1.12			
	18d: School clearly explained policy	3.05	1.08			
	19a: Always follow anti-bullying rules	3.40	1.05			
Policy Satisfaction	19b: Refrain because it's wrong	3.20	1.10	.68	1.15	0.88
	19c: Refrain because of punishment	3.50	1.02			
	19d: Encourage friends to follow rules	3.30	1.08			
	20a: Satisfied with policy overall	2.65	1.20			
	20b: School handles incidents fairly	2.60	1.18			
	20c: Policy protects students	2.70	1.15			
	20d: Policy meets expectations	2.75	1.12			

The descriptive statistics in Table 3 indicate generally negative perceptions of anti-bullying policy implementation. Students reported low policy satisfaction (Composite Mean = 2.68) and did not perceive a reduction in bullying incidence (Composite Mean = 2.48), with all four indicators of perceived incidence scoring below 2.60. This limited perception of effectiveness is concerning, particularly given its predictive role in overall satisfaction. Policy understanding was also moderate to low (Composite Mean = 2.98), suggesting gaps in policy communication and socialization. The lowest levels of understanding were reported for reporting procedures (Item 18c: Mean = 2.85) and consequences for bullying (Item 18b: Mean = 2.90), indicating that essential operational aspects of the policy are not clearly conveyed. Although policy compliance was moderately reported (Composite Mean = 3.35), the pattern across indicators reveals notable dynamics. Students indicated higher compliance motivated by fear of punishment (Item 19c: Mean = 3.50) than by internal moral conviction (Item 19b: Mean = 3.20), suggesting that compliance is largely externally driven rather than grounded in intrinsic ethical belief. Policy satisfaction remained consistently low across all four indicators, with mean scores ranging from 2.60 to 2.75. The lowest satisfaction was recorded for the fairness of how schools handle incidents (Item 20b:

Mean = 2.60), which aligns with earlier findings that 63% of reported cases received either no response or ineffective action.

### Multiple Linear Regression Analysis

A multiple linear regression analysis was conducted to predict Policy Satisfaction (composite of Items 20a–20d) based on Perceived Reduction in Incidence Rate (Items 17a–17d), Policy Understanding (Items 18a–18d), and Policy Compliance (Items 19a–19d). The assumptions of linearity, independence of errors, homoscedasticity, and normality of residuals were tested and satisfied. No significant multicollinearity was observed, as all Variance Inflation Factor (VIF) values were below 5.

**Table 4**

*Multiple Linear Regression Results Predicting Policy Satisfaction*

Predictor Variables	Unstandardized Coefficients (B)	Standard Error	Standardized Coefficients (Beta)	t	Sig. (p)	VIF
(Constant)	-0.25	0.20		-1.25	0.214	
Perceived Reduction in Incidence Rate	0.45	0.08	0.48	5.63	<0.001	1.20
Policy Understanding	0.22	0.08	0.23	2.75	0.007	1.10
Policy Compliance	0.30	0.09	0.28	3.33	0.001	1.15
<b>Model Summary</b>	R = 0.69	R <sup>2</sup> = 0.48	<b>Adjusted R<sup>2</sup> = 0.46</b>	F(3, 96) = 29.54	p < 0.001	

The regression model was statistically significant ( $F(3, 96) = 29.54, p < 0.001$ ) and accounted for a substantial proportion of the variance in Policy Satisfaction, with an adjusted  $R^2$  of 0.46. This suggests that the three predictors collectively explain 46% of the variation in students' satisfaction with the anti-bullying policy.

As presented in Table 4, all three predictor variables made statistically significant independent contributions.

- Perceived Reduction in Incidence Rate emerged as the strongest predictor ( $\beta = 0.48, p < 0.001$ ), indicating that students who perceived a greater decline in bullying reported higher satisfaction.
- Policy Compliance also demonstrated a significant positive effect ( $\beta = 0.28, p = 0.001$ ), with higher levels of self-reported compliance associated with increased satisfaction.

- Policy Understanding was likewise significant, though comparatively weaker ( $\beta = 0.23$ ,  $p = 0.007$ ), suggesting that students with greater understanding of the policy tended to report higher satisfaction.

Overall, these findings indicate that student satisfaction with anti-bullying policies is strongly influenced by perceived policy effectiveness, individual compliance, and clarity of policy communication.

### **Thematic Analysis of Open-Ended Responses**

The thematic analysis of responses to Items 13–16 identified several recurring themes that complement the quantitative findings.

**Item 13: Why do some students become bullies?** Three principal themes emerged: (1) family dysfunction or problems at home (approximately 35% of responses), (2) a desire for attention, power, or social status (28%), and (3) prior experiences of being bullied (20%). Representative responses included: “They have problems at home, maybe their parents are divorced or they don’t get enough attention” (Student 23); “They want to look cool and strong in front of their friends” (Student 47); and “Maybe they were bullied before, so now they do it to others” (Student 81).

**Item 14: What can the school do to stop bullying?** Three dominant themes were identified: (1) stricter rules and harsher sanctions (30%), (2) increased teacher supervision in bullying hotspots (25%), and (3) expanded counselling and support services (20%). Student comments included: “The punishment should be really serious so nobody wants to bully” (Student 12); “Teachers should walk around the hallways and canteen more, not just stay in the office” (Student 56); and “We need someone to talk to, a counselor who really listens” (Student 34).

**Item 15: Suggestions for preventing bullying.** Recurring themes included: (1) fostering a more positive and inclusive school culture (28%), (2) involving parents in prevention efforts (24%), and (3) training students to act as upstanders rather than passive bystanders (22%). Students stated: “We need more activities that bring everyone together, so nobody feels left out” (Student 75); “Parents should come to school and learn about this too, not just us” (Student 19); and “Teach us how to help without getting hurt ourselves” (Student 63).

**Item 16: How do you report bullying?** Thematic patterns reflected both reporting channels and barriers: (1) reporting directly to a teacher or counsellor (25%), (2) informing parents who then contact the school (20%), and (3) choosing not to report and keeping the matter private (30%). Representative quotations included: “I would tell my homeroom teacher, she’s nice” (Student 8);

“I tell my mum, and she comes to school to talk to them” (Student 42); and “I don’t report because nothing happens anyway” (Student 91).

The summary of results is presented in relation to the study objectives. This study examined students’ perceptions of anti-bullying policy implementation in Indonesian senior high schools and analyzed factors influencing policy satisfaction using multi-indicator scales for each construct. The findings indicate that bullying is highly prevalent (85%), occurs primarily in under-supervised areas (hallways 26%, canteens 24%), and is predominantly verbal (35%) and social-relational (25%) in form. Reporting mechanisms appear ineffective: a majority of students feel uncomfortable reporting incidents (52%), and those who do report often receive either no response or ineffective action (63%). Consequently, overall policy satisfaction is low (Composite Mean = 2.68). Multiple regression analysis revealed that policy satisfaction is significantly predicted by three factors: perceived reduction in bullying incidence ( $\beta = 0.48$ ), policy compliance ( $\beta = 0.28$ ), and policy understanding ( $\beta = 0.23$ ). Collectively, these variables explain 46% of the variance in satisfaction, providing empirical support for the application of policy satisfaction theory (Oliver, 1993) within educational settings. The multi-indicator analysis further highlights specific areas requiring attention: students question the policy’s effectiveness in reducing bullying (Incidence Rate Mean = 2.48), demonstrate limited understanding of reporting procedures (Mean = 2.85), report compliance largely driven by fear of punishment (Mean = 3.50), and express the lowest satisfaction with the fairness of incident handling (Mean = 2.60).

The thematic analysis of open-ended responses reinforced the quantitative findings while offering additional insight. Students expressed a desire for stricter sanctions (30%), increased supervision (25%), expanded counselling support (20%), and the development of a more positive school culture (28%). Notably, 30% of students indicated that they do not report bullying at all, and qualitative comments such as “nothing happens anyway” point to a deeper sense of institutional distrust that warrants urgent attention.

## **Discussion**

Our findings comprise two main strands of analysis. The first presents descriptive statistics on school bullying behaviors across five sections, including the prevalence and nature of bullying, gender and school distribution, reporting barriers, and institutional responses. The second involves regression analysis examining policy-related constructs: perceived reduction in incidence rate,

policy understanding, policy compliance, and policy satisfaction. The findings on prevalence and nature of bullying indicate that 85% of students have experienced bullying, with verbal (35%) and social or relational forms (25%) being the most common. This pattern aligns with global trends, although the prevalence rate exceeds international averages. It is notably higher than the 41% reported in PISA studies for Indonesia, suggesting either a rising incidence or greater willingness to report within this sample. The predominance of verbal and relational bullying over physical forms corresponds with patterns observed in secondary school contexts internationally (Cross et al., 2011; Hall & Dawes, 2019). The identification of hallways or corridors (26%) and canteens (24%) as primary locations further confirms that bullying tends to occur in less structured and minimally supervised spaces, consistent with ecological systems theory (Bronfenbrenner in Puhl et al., 2016) and prior research identifying “hot spots” requiring targeted intervention (Marces et al., 2019).

The gender and school distribution within the sample were balanced, with 52% female and 48% male respondents and equal representation across the five schools (20 students per school). This distribution enhances the generalizability of the findings within the urban Bandung context and suggests that bullying is a pervasive issue across school environments rather than confined to specific institutions. However, reporting mechanisms and institutional responses did not function as policy implementation intends. The finding that 52% of students feel uncomfortable reporting bullying, combined with 63% indicating that their reports received either no response or ineffective action, points to a significant systemic shortcoming. This pattern is consistent with power imbalance theory (Ancho & Park, 2014), as victims may perceive themselves as powerless not only in relation to perpetrators but also within formal reporting structures. The qualitative statement, “I don’t report because nothing happens anyway” (Student 91), illustrates a sense of learned helplessness arising from perceived institutional inaction. These results support previous research by Devi and Yulianandra (2023) and studies by KPAI documenting inconsistent policy implementation and limited follow-through in Indonesian schools (Wisudayanti & Dewi, 2023). In addition, the finding that 50% of students would do nothing when witnessing bullying reflects a passive bystander culture, consistent with social cognitive theory (Bandura), whereby observed inaction becomes normalized. This supports the argument of Salimi et al. (2021) that systemic cultural transformation, rather than solely individual-level interventions, is necessary to reshape bystander behavior. The 28% of students who expressed willingness to intervene indicates

potential for cultivating upstander behavior through targeted training initiatives (Dake et al., 2003; Fekkes et al., 2005). The second strand of findings interprets the policy analysis using multiple indicators to present the results of inferential statistical testing. Employing multiple indicators for each policy construct allows for a more nuanced understanding of the dimensions shaping student perceptions (Forsberg & Thornberg, 2016). Perceived Reduction in Incidence Rate recorded a low composite mean (2.48), with all four indicators ranging from 2.40 to 2.55. These consistently low scores indicate widespread skepticism regarding the policy's effectiveness in reducing bullying. The lowest score, for the statement that the "policy made a real difference" (Item 17c: Mean = 2.40), suggests that students view the policy as largely symbolic rather than substantively effective. This finding is particularly significant, as this variable emerged as the strongest predictor of satisfaction, supporting policy satisfaction theory's proposition that perceived tangible outcomes are central to satisfaction (Oliver, 1993; Kotler & Keller, 2016).

Policy understanding (Composite Mean = 2.98) revealed variation across indicators that highlights specific communication gaps. Students demonstrated stronger understanding of general bullying definitions (18a: Mean = 3.10) than of procedural elements such as reporting mechanisms (18c: Mean = 2.85) and consequences (18b: Mean = 2.90). This pattern suggests that schools prioritize conceptual explanations of bullying but insufficiently communicate the operational procedures necessary for effective policy utilization. The significant effect of understanding on satisfaction ( $\beta = 0.23$ ) is consistent with cognitive dissonance theory and with findings by Garandeanu et al. (2014), which show that improved policy understanding enhances positive perceptions. Policy Compliance (Composite Mean = 3.35) showed that compliance motivated by fear of punishment (19c: Mean = 3.50) exceeded compliance grounded in internal moral conviction (19b: Mean = 3.20), indicating predominantly external motivation. This aligns with Item 10b in the main questionnaire, where 30% reported compliance driven mainly by rules or sanctions. Although externally motivated, compliance significantly predicted satisfaction ( $\beta = 0.28$ ), suggesting that rule adherence may still contribute to favorable policy evaluations, potentially through mechanisms of cognitive consistency. Policy Satisfaction (Composite Mean = 2.68) remained consistently low across all indicators, particularly in relation to fair handling of incidents (20b: Mean = 2.60), reflecting broad dissatisfaction with policy implementation. The high internal consistency ( $\alpha = 0.88$ ) indicates that dissatisfaction is generalized rather than confined to specific components of the policy.

The predictors of policy satisfaction constitute the most significant contribution of this study, as the regression analysis quantitatively models the factors shaping student satisfaction with anti-bullying policies. The finding that Perceived Reduction in Incidence Rate is the strongest predictor ( $\beta = 0.48$ ,  $p < 0.001$ ) directly supports policy satisfaction theory, confirming that satisfaction is grounded in perceived policy performance relative to expectations. Students appear to evaluate policies primarily through tangible outcomes—specifically, whether bullying incidents visibly decline. The significant effect of Policy Compliance ( $\beta = 0.28$ ,  $p = 0.001$ ) aligns with policy implementation theory and research by Smith (2015), which demonstrates that higher levels of compliance are associated with more positive policy evaluations. However, the descriptive evidence indicating that compliance is largely externally motivated suggests that adherence may not reflect internalized commitment, potentially limiting the long-term sustainability of policy effectiveness.

Policy understanding ( $\beta = 0.23$ ,  $p = 0.007$ ) was also an important predictor, supporting cognitive dissonance theory and research by Garandeanu et al. (2014) and Yoon et al. (2011), which demonstrate that stronger policy understanding enhances positive perceptions. The identified gaps—particularly in relation to reporting procedures—highlight specific, actionable areas for improvement. These findings both align with and extend prior research. The strong effect of perceived reduction in incidence on satisfaction supports Hall's (2017) assertion that policy effectiveness is judged primarily by tangible outcomes. The relationship between compliance and satisfaction corroborates Majcherová et al. (2014), who found that consistent implementation fosters stakeholder confidence. Similarly, the link between understanding and satisfaction parallels findings by Garandeanu et al. (2014) regarding the importance of effective policy communication. However, this study advances previous work by simultaneously modelling multiple predictors of policy satisfaction using validated multi-indicator scales for each construct—an approach not previously applied in the Indonesian context. While Rohmana et al. (2020), Wulan and Fridani (2021), and Suharti et al. (2023) examined bullying prevention program effectiveness, none modelled student satisfaction as a dependent variable through a comprehensive, multi-indicator framework. This study, therefore, contributes methodologically by operationalizing and empirically testing policy satisfaction theory within educational settings.

This study advances the literature by addressing limitations in previous research and offering several original contributions. First, it provides the first empirical test of policy satisfaction theory

(Oliver, 1993) applied to anti-bullying policies in Indonesian schools, demonstrating that the expectancy–disconfirmation framework effectively explains student satisfaction with educational policy implementation. Second, it develops and validates multi-indicator scales to measure key policy constructs—perceived incidence reduction, understanding, compliance, and satisfaction—with strong internal consistency ( $\alpha = 0.80\text{--}0.88$ ), thereby offering reliable instruments for future studies (Eriksen et al., 2014; Froeschle et al., 2008; Ma et al., 2001). Third, it integrates quantitative regression modelling with qualitative thematic analysis, enhancing both statistical generalizability and contextual depth. Fourth, it centers student perspectives as primary stakeholders, rather than relying solely on adult viewpoints. Fifth, it identifies specific dimensions within each construct—such as procedural versus conceptual understanding—that require targeted intervention. Finally, it addresses the empirical gap identified in the introduction by providing systematic survey evidence on student perceptions of policy implementation in Indonesian secondary schools. Given that school bullying constitutes a widespread public health concern with serious implications for adolescents’ mental health (Al-Ali et al., 2025; Han, 2025; Hall, 2017), these contributions hold significant theoretical and practical relevance.

The findings carry important implications for multiple stakeholder groups. For policymakers. The strong predictive effect of perceived reduction in incidence ( $\beta = 0.48$ ) indicates that anti-bullying policies must produce visible and measurable outcomes to generate stakeholder satisfaction. Policymakers should therefore prioritize investment in evidence-based interventions that demonstrably reduce bullying, rather than focusing primarily on policy documentation. The relatively low level of policy understanding (Composite Mean = 2.98) further suggests that current communication strategies are insufficient. Policies should be actively socialized through age-appropriate and accessible formats, rather than merely included in official handbooks. In particular, schools must emphasize procedural clarity—how to report incidents and what consequences apply—alongside general anti-bullying principles. Schools should also establish transparent and consistently enforced reporting protocols with guaranteed follow-through. The identification of hallways and canteens as primary hotspots underscores the need for strategic allocation of supervision. Teachers require training not only to intervene, but to do so consistently, fairly, and supportively. The qualitative theme that “teachers should walk around more” reflects students’ desire for visible adult presence. Moreover, teachers should receive structured guidance

on reporting procedures and follow-up mechanisms to ensure that student reports result in appropriate and timely responses.

This study contributes to the limited empirical literature on student perspectives of anti-bullying policy effectiveness in Indonesia by developing validated multi-indicator scales, quantitatively modelling the determinants of policy satisfaction, and offering evidence-based recommendations to strengthen implementation. By centering student voices and systematically examining the factors shaping satisfaction, the study advances policy satisfaction theory within educational contexts while providing practical guidance for fostering safer and more supportive school environments in which all students can learn and thrive.

### **Conclusion**

These findings underscore that effective anti-bullying policy implementation requires more than formal documentation; it demands tangible outcomes visible to students, consistent compliance mechanisms, and clear communication that ensures genuine understanding of operational procedures. The implementation gaps identified in this study reflect systemic weaknesses that risk perpetuating bullying cycles and undermining student trust. Accordingly, several recommendations are proposed. To fulfil Indonesia's commitment to child-friendly and violence-free education, stakeholders at all levels must translate policy intentions into lived realities. This requires sustained investment in supervision infrastructure, teacher training, effective reporting systems, and ongoing policy socialization. Most importantly, it requires meaningful engagement with students, whose lived experiences ultimately determine whether policies function in practice or remain symbolic. In addition, explicit upstander training should be integrated into character education curricula. Such programs should equip students with concrete intervention strategies that balance personal safety with social responsibility. Social-emotional learning initiatives that address home-related stress and broader contextual factors should also be strengthened. Although this study's model explains a substantial proportion of policy satisfaction, additional variables—such as trust in school leadership, peer relationships, quality of teacher training, and parental involvement—merit further investigation. Future research should include longitudinal designs to examine whether satisfaction evolves as policies mature, comparative studies across different school types, and intervention-based research assessing whether targeted improvements in understanding and compliance enhance overall satisfaction.

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**Appendix: Questionnaire on Policy of School Bullying**

**SCHOOL BULLYING POLICY QUESTIONNAIRE**

**GENERAL INFORMATION**

**Information Description**

School Name : \_\_\_\_\_

Date : \_\_\_\_\_

Grade : X (Tenth Grade)

**INSTRUCTIONS**

1. This questionnaire aims to understand student perceptions about anti-bullying policies at school.
2. Please answer all questions honestly according to your experiences and opinions.
3. Your identity will be kept confidential and responses will only be used for research purposes.
4. For multiple choice questions, mark (✓) on ONE answer that is most appropriate.
5. For Likert scale questions (1-5), mark (✓) on the number that matches your opinion:
  - 1 = Strongly Disagree
  - 2 = Disagree
  - 3 = Neutral
  - 4 = Agree
  - 5 = Strongly Agree

**SECTION 1: DEMOGRAPHICS & SAFETY (CONTEXT)**

Item 1: What grade are you in?

- [ ] A. 10th Grade
- [ ] B. 11th Grade
- [ ] C. 12th Grade

Item 2: Gender

- [ ] A. Male
- [ ] B. Female

Item 3: School Origin

- [ ] A. SMA A Bandung
- [ ] B. SMA B Bandung
- [ ] C. SMA C Bandung
- [ ] D. SMA D Bandung
- [ ] E. SMA E Bandung

Item 4: How safe do you feel at school?

- [ ] A. Very safe
- [ ] B. Safe
- [ ] C. Fair

- D. Unsafe
- E. Very unsafe

Item 5: Do you feel comfortable telling a teacher if you are being bullied?

- A. Very comfortable
- B. Comfortable
- C. Fair
- D. Uncomfortable
- E. Very uncomfortable

## **SECTION 2: PREVALENCE AND TYPES OF BULLYING (EXPERIENCE)**

Item 6: During this school year, how many times have you been bullied?

- A. Never
- B. 1-3 times
- C. 4-6 times
- D. 7-10 times
- E. More than 10 times

Item 7: How were you bullied? (You may choose more than one)

- A. Physical only
- B. Verbal only
- C. Social/Relational only
- D. Cyberbullying only
- E. Combination of multiple types

Item 8: Where does bullying occur most frequently at school?

- A. Classroom
- B. Canteen/Cafeteria
- C. Hallway/Corridor
- D. Schoolyard/Playground
- E. Online/Social media

## **SECTION 3: SCHOOL POLICY & RESPONSE (EFFECTIVENESS)**

Item 9: How would you rate your school's anti-bullying program?

- A. Very good (comprehensive programs)
- B. Good (some programs available)
- C. Fair (basic programs exist)
- D. Poor (very limited programs)
- E. Very poor (no programs at all)

Item 10: How effective are adults at your school in responding to bullying?

- A. Very effective (always intervene appropriately)
- B. Effective (usually intervene)
- C. Fair (sometimes intervene)
- D. Ineffective (rarely intervene)

- E. Very ineffective (never intervene)

Item 11: If you reported bullying, was the action taken by the school effective?

- A. Very effective
- B. Effective
- C. Fair
- D. Not effective
- E. No response at all

#### **SECTION 4: CLIMATE-RELATED BYSTANDER BEHAVIOR**

Item 12: If you saw someone being bullied at school, would you...

- A. Definitely tell a teacher/help immediately
- B. Probably tell a teacher/help
- C. Unsure what I would do
- D. Probably do nothing
- E. Definitely do nothing

Item 13: Why do you think some kids become bullies?

- A. Personal/family problems at home
- B. Seeking attention/power/status
- C. Having been bullied themselves before
- D. Lack of empathy/poor social skills
- E. Peer pressure/to fit in with friends

#### **SECTION 5: SUGGESTIONS FOR IMPROVEMENT**

Item 14: What can the school do to stop bullying?

- A. Implement stricter rules/harsher punishments
- B. Increase teacher supervision in hotspots
- C. Provide more counseling/support services
- D. Conduct anti-bullying education/workshops
- E. Create anonymous reporting system

Item 15: What suggestions do you have for preventing bullying at this school?

- A. Build a more positive/inclusive school culture
- B. Involve parents more in prevention efforts
- C. Train students to be upstanders, not bystanders
- D. Improve communication between students and teachers
- E. Regular surveys to identify bullying hotspots

Item 16: How do you report bullying at this school when you are bullied?

- A. Tell a teacher/counselor directly
- B. Tell parents/guardians to report to school
- C. Tell friends to help report
- D. Use anonymous reporting system (if available)

- [ ] E. Do not report / Keep it to myself

## SECTION 6: POLICY-SPECIFIC ASSESSMENT

Instructions: Mark (✓) on the number that matches your opinion.

Scale:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

### Item 17a-d: Perceived Reduction in Incidence Rate

No	Statement	1	2	3	4	5
17a	Bullying incidents at my school have decreased since the anti-bullying policy was implemented					
17b	I see fewer students being bullied now compared to before					
17c	The anti-bullying policy has made a real difference in reducing bullying at my school					
17d	I feel that the school environment is safer from bullying now than in the past					

### Item 18a-d: Policy Understanding

No	Statement	1	2	3	4	5
18a	I clearly understand what behaviors are considered bullying according to school policy					
18b	I know the consequences I will face if I bully others					
18c	I understand the procedures for reporting bullying incidents at my school					
18d	The school has clearly explained the anti-bullying policy to students					

### Item 19a-d: Policy Compliance

No	Statement	1	2	3	4	5
19a	I always follow the school's anti-bullying rules					
19b	I refrain from bullying others because I know it is wrong					
19c	I avoid bullying behavior because I am afraid of getting punished					

19d	I encourage my friends to follow anti-bullying rules					
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**Item 20a-d: Policy Satisfaction**

No	Statement	1	2	3	4	5
20a	Overall, I am satisfied with the school's anti-bullying policy					
20b	The school handles bullying incidents fairly and appropriately					
20c	I am confident that the school's policy protects students from bullying					
20d	The anti-bullying policy meets my expectations for a safe school environment					

**THANK YOU FOR YOUR PARTICIPATION!**