

PERSEPSI SISWA TERHADAP PERILAKU PERUNDUNGAN DI SEKOLAH MENENGAH PERTAMA ISLAM TERPADU LUQMANUL HAKIM KOTA BANDUNG

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Abstract

Students' perceptions play a critical role in either preventing or perpetuating bullying behavior in schools. Such perceptions influence how individuals understand and respond to situations involving bullying. This study aims to describe (1) students' cognitive understanding of bullying behavior, (2) students' emotional (affective) responses toward bullying, and (3) students' behavioral tendencies (conative) in addressing bullying. The research employed a quantitative descriptive approach with a saturated sampling technique, involving 58 students of SMP Islam Terpadu Luqmanul Hakim Bandung. Data were collected through Likert-scale questionnaires, documentation studies, and observations to obtain a comprehensive overview. Instrument validity was assessed using face validity, while reliability was tested with Cronbach's Alpha coefficient to ensure response consistency. The findings revealed that students' perceptions of bullying were relatively high. Specifically, the cognitive aspect scored the highest (83.3%), followed by the affective aspect (81.7%), and the conative aspect (79.27%). These results indicate that students' perceptions of bullying are generally positive. The implication is that students already possess adequate knowledge and negative attitudes toward bullying, but further reinforcement is needed in the conative aspect to ensure consistent preventive actions. Based on these findings, the researcher proposes an intervention program in the form of a "Bullying Prevention Workshop" to enhance students' understanding, awareness, and empathy in addressing bullying issues within the school environment.

Keywords:

Bullying; Perception; Cognitive Aspect; Affective Aspect; Conative Aspect.

INTRODUCTION

Education is a formal process aimed at developing holistic individuals through the development of knowledge, skills, and morals. Students are not only equipped with academic knowledge in various fields such as science, mathematics, language, and social sciences, but also trained in critical thinking, communication, and social and motor skills that are useful in life.

While schools are ideally places for gaining knowledge and character development, the reality is that not all school environments provide a sense of safety and comfort for all students. Behind the learning process, various social issues often arise that hinder student development, one of which is bullying.

The phenomenon of bullying is now widespread, especially at the junior high school level, which is a crucial period in early adolescence for the formation of identity and social relationships. Although this period is synonymous with positive experiences, some students experience stress due to bullying. Bullying has a significant impact on students' mental health, motivation to learn, and social development. Victims often experience decreased self-confidence, fear, and prolonged anxiety, which ultimately hinders the student's development and psychological well-being. This aligns with the opinion expressed by Rohani et al. (2024) that bullying can have a significant impact on students. The impact of bullying behavior not only affects students' mental and emotional health but also their learning and social development.

Bullying is a form of violence that frequently occurs in schools, particularly at the junior high school (SMP) level. According to Wicaksana in Daniati et al. (2023), bullying is defined as repeated acts of psychological or

physical violence perpetrated by an individual or group against a weaker victim, resulting in psychological distress. This behavior is often associated with adolescence, a transitional period toward adulthood, where adolescents tend to experience identity confusion and a desire to assert dominance, as reflected in the behavior of the perpetrators of bullying (Butar & Karneli, 2022 in Salsabila, 2024).

The FSGI (Foundation of the Indonesian National Schools) indicates that bullying among junior high school students remains very high. Data released by the FSGI shows that from January to September 2023, 23 cases of bullying were recorded in schools, with 50% of these occurring at the junior high school level. Meanwhile, the Indonesian Child Protection Commission (KPAI) recorded approximately 3,800 cases of bullying throughout 2023, with nearly half occurring in educational institutions. In 2024, the Indonesian Child Protection Commission (JPPI) reported 573 cases of violence in educational settings, of which 178 (31%) were bullying incidents. This figure indicates that bullying remains a significant problem that threatens the comfort and safety of students in schools.

Students' perceptions of bullying behavior are a crucial factor influencing how they respond to these situations at school. According to Walgito (2010), perception is a process that begins with sensing through the senses. There are several aspects of perception, consisting of three main aspects: cognitive, conative, and affective, which are interconnected in influencing a person's attitude toward a particular object (Walgito in Nathasia, 2022). If students understand that bullying is deviant and harmful, they are more likely to show empathy and take preventative

action. However, if they view bullying as commonplace, a joke, or a form of self-defense, they risk becoming perpetrators, supporting, or allowing bullying to occur.

Because students' perceptions of bullying are so important, interventions are needed to foster healthy perceptions. This is where social workers play a crucial role in fostering healthy perceptions. Social workers function as educators, facilitators, mediators, advocates, and developers of intervention programs such as anti-bullying campaigns and conflict resolution training. By promoting a proper understanding of bullying and building a safe and supportive school environment, social workers help prevent the spread of bullying and create an inclusive, empathetic, and violence-free school culture. Social work in the school environment plays a significant role in supporting student development (O'Donnell et al., 1984, cited in Sakroni, 2022). Social workers in schools help students utilize available resources and provide the necessary support to achieve their full potential in the educational process.

Previous research has largely examined students' perceptions of bullying, but tends to focus on general aspects without exploring the cognitive, affective, and conative aspects separately. Research conducted by Azahra Jasmin et al. (2024) found that some students perceive bullying as normal and entertaining. Meanwhile, Butar and Karneli (2022) showed that perceptions of humor influence students' tendencies to engage in verbal and social bullying. However, this study has the advantage of using a tridimensional approach (cognitive, affective, and conative) that is more comprehensive and in-depth than previous research, which tends to focus on general aspects.

Based on this background, the researchers are interested in describing students' views on bullying behavior that frequently occurs in their environment by examining the cognitive, affective, and conative aspects of perception

METHOD

Research Approach and Type: This study employed a quantitative approach with a descriptive approach. Descriptive research aims to systematically, factually, and accurately describe a phenomenon according to the conditions occurring in a specific population or sample (Sugiyono, 2017). This approach was chosen to illustrate students' perceptions of bullying behavior as they exist, as seen from three aspects: cognitive, affective, and conative. **Population and Sample:** The population in this study was all 58 students at Luqmanul Hakim Integrated Islamic Junior High School, Bandung. Given the relatively small and limited population, the sampling technique used was saturated sampling, where all members of the population were sampled. Thus, the sample size for this study was 58 students.

Data collection in this study utilized three techniques: questionnaires, documentation studies, and observation. The questionnaire used a Likert scale developed by the researcher by integrating theories and concepts of bullying with indicators of cognitive, affective, and conative perception. The Likert scale used is the same as that described by Sugiyono (2017), which measures the attitudes, opinions, and perceptions of an individual or group of people regarding social phenomena.

Students' perceptions of bullying behavior were measured through three aspects.

The cognitive aspect was measured through students' understanding of the concept and impact of bullying; the affective aspect through students' emotional responses to bullying; and the conative aspect through students' behavioral tendencies in dealing with bullying, as outlined in a questionnaire.

The measuring instrument used for this study was tested through validity and reliability. The validity tests used were face validity and content validity through expert judgment. Reliability in this study was tested using Cronbach's Alpha in SPSS (Statistical Product and Service Solution), with the following calculation results:.

Table 1. Reliability Value of Measuring Instruments

<i>Reability Statistics</i>	
<i>Cronbach's Alpha</i>	<i>N of Items</i>
.0918	68

Source: Research Results 2025

The results of the reliability test obtained an alpha value of 0.9. An alpha value exceeding 0.9 indicates that the instrument has a very high level of reliability and can be used as a measuring tool in research..

RESEARCH RESULT

The results of this study are presented based on Walgito's three main aspects of perception: cognitive, affective, and conative. This division aims to understand how students view, feel, and respond to bullying behavior in the school environment in greater depth and comprehensively. Statements in this aspect consist of positive and negative items. To maintain consistent data interpretation, negative items were processed using a reverse scoring technique. Thus, respondents who answered "disagree" or "strongly disagree" to negative statements received a high score. This

high score does not necessarily mean the respondent agrees with the content of the negative statement, but rather indicates that the student has a positive perception, namely, rejecting the false statement.

Cognitive Aspect

The cognitive aspect plays a crucial role because it encompasses an individual's understanding and knowledge of a phenomenon. Through the cognitive aspect, students' level of insight regarding bullying behavior can be determined. This cognitive aspect was measured through an item-by-item analysis of respondents' responses..

Table 2. Cognitive Aspect Score Recapitulation

No.	Pernyataan	Skor Aktual	Skor Ideal	%
1.	Saya paham bahwa <i>bullying</i> adalah tindakan yang dapat merugikan orang lain	204	232	87,9
2.	<i>Bullying</i> merupakan tindakan anti sosial dan melanggar hukum serta hak asasi manusia	213	232	91,8
3.	Saya berpikir bahwa <i>bullying</i> hanya terjadi jika melibatkan kekerasan fisik.	182	232	78,4
4.	Pelaku <i>bullying</i> adalah orang yang memiliki masalah pada dirinya sendiri.	194	232	83,6
5.	Pelaku <i>bullying</i> adalah orang yang mencari perhatian dengan cara yang tidak pantas	189	232	81,5
6.	fakta pelaku <i>bullying</i> merupakan orang yang lemah, bukan orang yang keren, dan tidak bisa membanggakan	211	232	90,9
7.	Pelaku <i>bullying</i> merupakan seseorang yang tidak memiliki kepercayaan diri	173	232	74,6
8.	Korban <i>bullying</i> biasanya siswa yang terlihat lemah atau tidak dapat membela dirinya	181	232	78,0
9.	Korban <i>bullying</i> merupakan seseorang yang pendiam atau sering menyendiri untuk menghindari keramaian	178	232	76,7
10.	Menghina atau mengejek teman merupakan <i>bullying</i> yang dilakukan secara verbal (lisan)	210	232	90,5
11.	Memberikan julukan nama yang tidak pantas merupakan <i>bullying</i> yang dilakukan secara verbal (lisan)	197	232	84,9
12.	Mempermalukan seseorang di depan umum merupakan <i>bullying</i> yang dilakukan secara verbal (lisan)	195	232	84,1
13.	Memukul merupakan bentuk <i>bullying</i> fisik	215	232	92,7
14.	Mendorong merupakan bentuk <i>bullying</i> fisik	202	232	87,1
15.	Menendang merupakan bentuk <i>bullying</i> fisik	213	232	91,8
16.	Memandang sinis, penuh ancaman, atau merendahkan teman merupakan <i>bullying</i> psikologis atau relasional	192	232	82,8
17.	Menyebarkan rumor negatif merupakan bentuk <i>bullying</i>	194	232	83,6
18.	Mengelurkan orang dari kelompok pertemanan adalah salah satu bentuk <i>bullying</i>	190	232	81,9
19.	Menghindari, mengabaikan, atau mendiamkan teman merupakan <i>bullying</i> psikologis atau relasional	183	232	78,9
20.	Saya memahami bahwa <i>bullying</i> tidak dapat menyebabkan gangguan mental bagi teman yang terkena <i>bullying</i>	201	232	86,6

21.	Saya memahami bahwa korban yang terkena <i>bullying</i> dapat menurunkan prestasi akademiknya di sekolah	176	232	75,9
22.	Saya percaya bahwa <i>bullying</i> tidak akan berdampak serius bagi teman yang terkena <i>bullying</i>	207	232	89,2
23.	Saya tahu bahwa <i>bullying</i> dapat menyebabkan korban menjadi lebih sering bolos karena takut untuk menghadapi pelaku	186	232	80,2
24.	Saya mengetahui bahwa faktor dorongan dari teman dapat menyebabkan terjadinya <i>bullying</i>	184	232	79,3
25.	Saya tahu bahwa salah satu alasan seseorang menjadi pelaku <i>bullying</i> adalah karena mereka pernah mengalami <i>bullying</i> sebelumnya	169	232	72,8
26.	Ketika saya menjadi korban <i>bullying</i> , saya paham bahwa balas dendam bukanlah solusi yang tepat untuk mengatasi <i>bullying</i>	185	232	79,7
Perbandingan Skor Aktual dan Skor Ideal		6.032	83.3	

Likert Scale of Perceptions of Bullying

Source: 2025 Research Results

Based on Table 2, it can be seen that the item with the highest score is statement number 13, "Hitting is a form of physical bullying," with a total score of 215 and a percentage of 92.7%. Meanwhile, the lowest score is statement number 25, which reads "I know that one of the reasons someone becomes a bully is because they have experienced bullying before." This item obtained a score of 169, with a percentage of 72.8% of the ideal score. Overall, the accumulated score for the cognitive aspect reached 5,024 out of an ideal score of 6,032. The score obtained is included in the high category as can be seen in the following continuum line.:

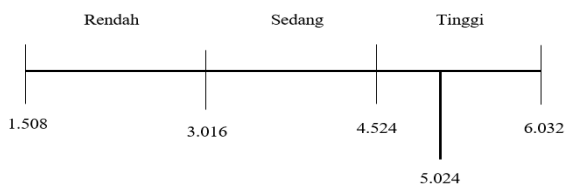


Figure 1: Cognitive Aspect Continuum Line

Based on Figure 1, respondents' perceptions of bullying behavior in the cognitive aspect showed a score of 5.024. This score indicates that respondents' cognitive perceptions of bullying fall into the high category on the cognitive aspect continuum. This indicates that most respondents have a good understanding of bullying, recognizing that it is inappropriate

and unacceptable behavior. Therefore, although cognitive understanding is generally quite good, further efforts are needed to raise awareness among respondents whose understanding is less than optimal.

Affective Aspect

The affective aspect is a dimension related to feelings of like or dislike toward an object or behavior. This aspect is closely related to the value system and cultural norms adopted by an individual. In the context of this study, the affective aspect was used to examine students' emotional responses to bullying. This affective aspect was measured through a per-item analysis of respondents' responses.

Table 3. Summary of Affective Aspect Scores

No.	Pernyataan	Skor Aktual	Skor Ideal	%
1.	Saya merasa sedih saat melihat teman saya dibully	187	232	80,6
2.	Saya merasa marah ketika melihat seseorang yang di-bully di sekitar saya	186	232	80,2
3.	Saya merasa takut untuk melaporkan <i>bullying</i> karena khawatir akan balas dendam dari pelaku	185	232	79,7
4.	Saya merasa tidak nyaman ketika berada di lingkungan yang mendukung perilaku <i>bullying</i>	204	232	87,9
5.	Saya merasa bersimpati kepada korban <i>bullying</i> dan ingin membantu mereka	199	232	85,8
6.	Saya merasa tidak berdaya ketika melihat <i>bullying</i> terjadi di sekitar saya	171	232	73,7
7.	Saya merasa bahwa memberikan nama panggilan yang tidak pantas kepada teman adalah hal yang wajar	182	232	78,4
8.	Saya merasa sulit berteman dengan pelaku <i>bullying</i> karena takut diperlakukan seperti teman yang mereka bully	159	232	68,5
9.	Saya merasa bahwa ada beberapa siswa yang pantas menerima <i>bullying</i> sebagai hukuman	174	232	75,0
10.	Saya merasa marah ketika melihat teman saya menjadi korban <i>bullying</i>	199	232	85,8
11.	Saya merasa tidak ada masalah jika saya ikut serta dalam tindakan <i>bullying</i> terhadap teman yang saya tidak suka	194	232	83,6
12.	Saya merasa korban <i>bullying</i> perlu didukung oleh teman-temannya agar mereka tidak merasa sendirian	193	232	83,2
13.	Saya merasa puas ketika melihat teman diberikan pelajaran (di bully)	198	232	85,3
14.	Saya merasa takut jika suatu hari nanti saya mengalami perundungan	133	232	57,3
15.	Saya merasa bahwa semua siswa bertanggung jawab untuk melawan <i>bullying</i>	196	232	84,5
16.	Saya merasa kecewa ketika guru atau orang dewasa tidak	211	232	90,9

	menanggapi laporan tentang <i>bullying</i>			
17.	Saya merasa senang jika ada program anti- <i>bullying</i> di sekolah saya	210	232	90,5
18.	Saya merasa tidak aman jika pelaku <i>bullying</i> tidak dihukum dengan adil	196	232	84,5
19.	Saya merasa bangga jika saya berhasil membantu menghentikan tindakan <i>bullying</i>	203	232	87,5
20.	Saya merasa kekerasan fisik adalah bentuk <i>bullying</i> yang mengerikan	200	232	86,2
21.	Saya tidak menyukai orang yang mencari perhatian dengan cara membully	204	232	87,9
22.	Saya tidak menyukai seseorang yang mengejek orang lain	184	232	79,3
Perbandingan Skor Aktual dan Skor Ideal		4.168	5.104	81,7

Likert Scale Perceptions of Bullying

Source: 2025 Research Results

Based on Table 3, it can be seen that the highest-scoring item is statement 16, "I feel disappointed when teachers or adults don't respond to reports of bullying," with a total score of 211 and a percentage of 90.9%. Meanwhile, the lowest-scoring item is statement 14, which reads, "I feel afraid that one day I will experience bullying." This item received a score of 133, or 57.3% of the ideal score. Overall, the cumulative score for the affective aspect reached 4,168 out of an ideal score of 5,104. This score falls into the high category, as seen in the following continuum::

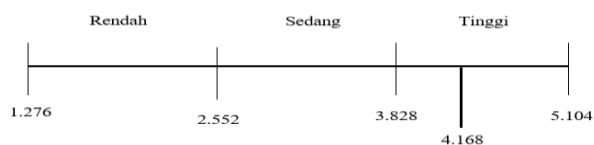


Figure 2: Affective Aspect Continuum Line

Based on Figure 2, students' perceptions of bullying behavior in the affective aspect showed a score of 4.168. This score indicates that respondents' affective perceptions of bullying fall into the high category on the affective aspect continuum. This indicates that most respondents have positive feelings or attitudes about bullying behavior, recognizing that it is unacceptable and has a negative impact on victims. This awareness can contribute to a

tendency to reject or avoid bullying behavior in their social environment. Therefore, although affective understanding is generally quite good, further efforts, such as education and anti-bullying campaigns, are needed to strengthen students' emotional awareness of the negative impacts of bullying and increase their empathy for victims.

Conative Aspect

The conative aspect refers to an individual's tendency or intention to act or behave toward a particular object or situation. In the context of perceptions of bullying behavior, this aspect reflects the extent to which students have the drive or desire to reject, avoid, or prevent bullying in their environment. Measurement of the conative aspect was conducted through an item-by-item analysis of respondents' responses.

Table 4. Summary of Conative Aspect Scores

No.	Pernyataan	Skor Aktual	Skor Ideal	%
1.	Saya akan menolong teman saya jika melihatnya menjadi korban <i>bullying</i>	199	232	85,8
2.	Saya tidak merasa takut untuk melaporkan kasus <i>bullying</i> kepada guru atau orang tua jika melihat tindakan <i>bullying</i> terjadi di sekolah	201	232	86,6
3.	Saya berusaha memilih teman yang baik dan menghindari lingkungan yang bisa menyebabkan <i>bullying</i>	186	232	80,2
4.	Saya akan menjauhi lingkungan atau kelompok yang mendukung atau membiarkan terjadinya <i>bullying</i>	184	232	79,3
5.	Saya akan berusaha untuk tidak menjadi pelaku <i>bullying</i> , meskipun teman-teman saya melakukannya	198	232	85,3
6.	Jika saya di bully saya akan diam dan tidak membalas	167	232	72,0
7.	Saya akan mengajak teman-teman saya untuk tidak melakukan <i>bullying</i> di lingkungan sekolah	195	232	84,0
8.	Saya akan memberikan dukungan moral kepada teman yang mengalami <i>bullying</i>	196	232	84,5
9.	Jika saya melihat seseorang di-bully, saya akan segera mencari bantuan dari guru atau orang dewasa	190	232	81,9
10.	Ketika saya melihat teman yang saya tidak suka sedang dibully saya tidak akan membantunya dan tidak akan melaporkan kepada guru	162	232	69,8
11.	Saya akan menegur teman saya jika mereka melakukan <i>bullying</i> kepada orang lain, meskipun itu sulit	189	232	81,5
12.	Saya akan mengajak teman-teman untuk tidak melakukan <i>bullying</i> kepada siapapun	190	232	81,9

13.	Saya akan mencari bantuan dari orang dewasa atau guru jika saya tidak mampu menghentikan <i>bullying</i> sendiri	189	232	81,5
14.	Saya akan mengikuti program atau kegiatan sekolah yang bertujuan untuk mencegah <i>bullying</i>	191	232	82,3
15.	Saya akan menghindari untuk ikut serta dalam ejekan atau candaan yang menyakiti perasaan orang lain	186	232	80,2
16.	Saya akan berusaha untuk menjadi teman yang baik bagi korban <i>bullying</i> agar mereka tidak merasa sendirian	187	232	80,6
17.	Saya akan mendukung kebijakan sekolah yang bertujuan untuk mengurangi kasus <i>bullying</i>	198	232	85,3
18.	Saya akan menegur orang yang mengejek orang lain	181	232	78,0
19.	Saya akan menampar balik apabila ada teman yang menampar saya	113	232	48,7
20.	Saya akan mengeluarkan kata-kata kasar apabila melihat atau bertemu dengan teman yang saya benci	176	232	75,8
Perbandingan Skor Aktual dan Skor Ideal		3.678	4.640	79,3

Likert Scale Perceptions of Bullying

Source: 2025 Research Results

Based on Table 4, it can be seen that item number 2, "I am not afraid to report bullying to my teacher or parents if I see bullying occurring at school," received a score of 201 and a percentage of 86.6%. Meanwhile, the lowest score was statement number 19, which read, "I would slap someone back if a friend slapped me." This item received a score of 113, representing 48.7% of the ideal score. Overall, the accumulated score for the conative aspect reached 3.6787 out of an ideal score of 4.640. This score falls into the high category, as seen in the following continuum:

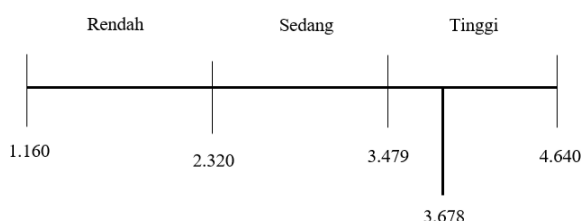


Figure 3: Conative Aspect Continuum

According to Figure 3, respondents' perceptions of bullying behavior in the conative aspect showed a score of 3.678. This score indicates that respondents' conative perceptions of bullying fall into the high category, approaching the medium category on the

conative aspect continuum. This indicates that most respondents tend to act positively in response to bullying behavior, such as reprimanding the perpetrator, supporting the victim, or seeking help from adults. This awareness indicates that most respondents have taken preventive and responsive actions to deal with bullying in their social environment. Therefore, although general understanding of conative aspects is quite good, further efforts are needed, such as assertiveness skills training, intervention simulations in bullying situations, and anti-bullying campaigns that emphasize the importance of concrete actions in preventing and effectively addressing bullying.

DISCUSSION

Cognitive Aspect

The cognitive aspect relates to an individual's knowledge or information about an object, reflecting how they understand, interpret, and respond to that object. The cognitive aspect indicates the extent to which an individual is able to recognize and comprehend the characteristics, causes, and impacts of a phenomenon, which then influences their thinking and initial attitudes toward the object. The object of this study is bullying behavior, which aims to determine whether respondents are familiar with or aware of what bullying behavior looks like.

The cognitive aspect in this study, based on data from 58 respondents, is in the high category. This is evident from the percentage of 83.3%, indicating that the majority of respondents have a good level of understanding and are able to manage their knowledge within a cognitive framework related to bullying behavior. Based on the research results, most students understand that

bullying is wrong and can harm others. They are also able to recognize the definition of bullying, the various forms of bullying behavior, and the factors that contribute to such behavior.

Respondents in this study were students aged 12 to 16, who are psychologically in a dynamic phase of emotional and cognitive development. Adolescence is a period of identity discovery and the formation of moral concepts, including awareness of social values such as justice, empathy, and acceptable behavioral norms (Erikson, 1968). Given this age background, high cognitive achievement is a positive indicator that the majority of adolescents in this study were able to absorb information and process it into a sufficient understanding of bullying as deviant behavior.

This explanation aligns with Walgito's (2010) theory of cognitive perception, which states that a person's perception is formed through sensory processes and processed within the cognitive system based on previous experiences and knowledge. In this context, students' learning experiences, both through formal education and social interactions, significantly contribute to the formation of an understanding of bullying, enabling them to identify bullying as unacceptable. This indicates that most students do not support bullying because they already possess sufficient understanding and knowledge to view bullying as negative behavior. This knowledge is ultimately key to developing a stance against bullying, both in the school environment and in their general social interactions.

The statement item with the lowest score on the cognitive aspect (72.8%) was "I know that someone is a bully because they were bullied in the past." The 72.8% of respondents

on the lowest item indicated that they lacked adequate understanding and knowledge regarding bullying behavior. Although this statement item falls into the high category on the continuum, this understanding and knowledge are important to consider in building awareness so that they can become key actors in bullying prevention.

However, the results of this study indicate that no respondents fell into the low cognitive aspect. This means that all respondents had a minimally adequate level of understanding regarding bullying behavior. However, some items still received low scores. The item with the lowest score, 72.8%, in this aspect still requires attention, as their suboptimal level of understanding can pose a risk of forming perceptions of bullying. This aligns with research conducted by Astuti (2018), which showed that students' lack of understanding of the forms and impacts of bullying can lead to such behavior being perceived as normal, harmless, or even as part of common social interactions at school. If not given appropriate intervention, students in this category can be influenced by their environment and have the potential to become perpetrators or supporters of bullying unconsciously.

Aspek Afektif

The affective aspect relates more to a person's feelings or emotions toward an object, which can manifest as positive or negative reactions. These feelings develop along with individual experiences and are often influenced by cultural factors, the social environment, and the value system adopted. The feelings in this study refer to how respondents emotionally assess bullying behavior.

The affective aspect, based on the results of a study of 58 respondents (81.7%), showed that the majority of students fell into the high category. This indicates that emotionally, students have negative feelings about bullying behavior that occurs in their school and social environments. In other words, students tend to dislike and reject bullying behavior.

Student responses in this study indicated that they felt uncomfortable, concerned, pity, and even angry when they saw their friends become victims of bullying. This feeling of empathy indicates emotional sensitivity to social injustice and the suffering experienced by others. This attitude is an important foundation in preventing and combating bullying behavior, because students not only know that bullying is wrong (cognitively) but also feel that such actions are unacceptable (affectively).

Walgito (2010) explains that affective or emotional attitudes are influenced by personal experiences and ingrained values within an individual. This indicates that students have formed negative perceptions of bullying because they emotionally feel that these actions hurt others and create injustice.

Overall, from an affective perspective, students have strong feelings about bullying behavior. This can be seen from the answers chosen by respondents to the statements given by the researcher regarding bullying behavior, which fall into the high category on the continuum.

However, the lowest score on the affective aspect is shown in Table 3, with 57.3% responding to the statement "I feel afraid that one day I will be bullied." A low score on this statement indicates that most students feel afraid or anxious about the possibility of

becoming victims of bullying. This fear reflects the feelings of insecurity experienced by students in their social environment, both at school and in daily interactions. When students feel they lack a sense of security or control over their feelings or sufficient social support, they are more likely to develop excessive fear and anxiety about bullying situations..

Konatif Aspect

Based on the results of a study of 58 respondents, it was found that the conative aspect of students' perceptions of bullying behavior was in the high category, with a percentage of 79.3%. This indicates that the majority of students have a strong tendency to take concrete action to reject or oppose bullying behavior when they witness it at school or in their social environment.

According to Walgito (2010), the conative aspect relates to a person's intention and tendency to act, and is the final stage of the perception process, or a continuation of the cognitive and affective aspects. This aspect is a concrete form of individual perception, where understanding and feelings toward an object are actualized in concrete actions, whether consciously or unconsciously. This aspect also plays a role in determining how a person responds to a situation or environmental stimuli, but positive understanding and attitudes do not necessarily lead to appropriate action.

Although this aspect is in the high category, the conative aspect shows the lowest percentage compared to the cognitive and affective aspects. This aligns with Walgito's statement that even if an individual has a good understanding and emotional attitude toward a problem, this does not necessarily result in appropriate action. The low conative aspect

compared to the other two aspects may reflect certain barriers that prevent students from fully responding effectively to bullying situations.

Overall, students' responses to the statements regarding their perceptions of bullying behavior in the conative aspect indicate that this aspect is in the high category, indicating that most students tend to avoid bullying and resist or respond to it.

However, the statement in the conative aspect with the lowest score is shown in Table 4. The statement, "If my friend slapped me, I would slap back," scored 48.7%. This indicates students' tendency to respond to conflict aggressively and impulsively, responding to violence with violence. If students exhibit this attitude, negative conative behavior will be reinforced. This can also be exacerbated by social and environmental influences that perceive retaliation as a legitimate or normal form of self-defense. Consequently, students are prevented from learning to resolve conflicts constructively, leading to impulsive behavior. A social environment that supports or tolerates violence reinforces this attitude, leading students to resort to violence as a solution to problems.

This fact is in line with the results of the researcher's observations in the field when filling out the questionnaire, which showed that there were still students who said that they had to retaliate if they were treated rudely by someone, this act of retaliation was considered by some students as a form of self-defense, and they felt it was inappropriate to just stay silent or not respond when they received rude treatment from their peers.

Implications of Research Results

These findings can provide a basis for social workers to understand students' understanding,

attitudes, and behavioral tendencies toward bullying, thus enabling more targeted interventions. The high level of student perception in the cognitive, affective, and conative aspects indicates significant potential for encouraging positive behavioral change if accompanied by appropriate interventions. However, the lower conative scores compared to the other two aspects indicate challenges in transforming students' understanding and empathy into concrete actions.

Therefore, designed social interventions need to emphasize strengthening students' conative aspects through participatory approaches, such as role-playing, group discussions, and case studies. This approach can foster students' courage and ability to report or stop bullying. Furthermore, cross-functional collaboration between teachers, social workers, parents, and students is crucial to creating a supportive, responsive, and violence-free school environment. A bullying prevention workshop is needed to achieve this collaboration.

This program can be a concrete form of school-based social intervention. This workshop aims to change students' perceptions of bullying behavior through role-playing activities, counseling, and case studies.

CONCLUSION

Based on the results of a study of 58 students at Luqmanul Hakim Integrated Islamic Junior High School in Bandung City, it was found that students' perceptions of bullying behavior were high across three perceptual aspects: cognitive, affective, and conative. This indicates that most students have a positive understanding, attitude, and tendency to act in response to bullying. However, several weaknesses were

identified in certain indicators that require special attention.

In the cognitive aspect (83.3%), students generally understood the forms, impacts, and necessity of bullying prevention, although they still lacked a grasp of the root causes of perpetrators becoming bullies. The affective aspect (81.7%) demonstrated strong empathy and concern for victims, although some students were not fully aware of the risk of becoming victims. Meanwhile, the conative aspect scored the lowest (79.27%), indicating that although students are aware and concerned, not all have a strong tendency to actively prevent or stop bullying. For example, some students still respond to violence with retaliation. This low conative aspect indicates the need for strengthening students to be assertive, report bullying, and become agents of change in creating a safe school environment.

These findings provide an important basis for designing bullying prevention programs such as the Bullying Prevention Workshop, which has the potential to be implemented with support from schools.

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