The Impact of School Climate and Social Support on Bullying Tendencies in Vocational High School Students

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ABSTRACT: Bullying is aggressive behavior involving a power imbalance between the victim and the perpetrator. A negatively perceived school climate can increase maladaptive behaviors, including bullying. Social support, encompassing a sense of being valued, loved, and cared for also play a critical role in reducing bullying. This quantitative study aims to examine the influence of school climate and social support on bullying tendencies among vocational high school students. Using a cross-sectional online survey, 343 students participated as respondents. Multiple regression analysis revealed an F-value of 13.757 with a significance level of 0.000 (<0.05), indicating a significant influence of school climate and social support on bullying tendencies. The findings suggest that despite a generally high level of social support (mean = 34.57, SD = 2.99) and school climate (mean = 37.47, SD = 3.47), some students still experience moderate levels in these variables. Additionally, a notable number of students continue to report high bullying tendencies, highlighting the need for targeted interventions to improve school environments and strengthen social support systems.

INTRODUCTION

Adolescence, typically between ages 11 to 20, is a transitional period marked by physical, cognitive, emotional, and social development (Sumanto et al., 2020). This stage often brings emotional instability and

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anxiety influenced by environmental factors, particularly in schools (Umami, 2019). In schools, bullying – a form of aggressive behavior targeting weaker individuals – has become a global issue affecting both boys and girls in various settings, including schools, homes, and workplaces (Munawaroh & Christiana, 2021)

Bullying behavior is prone to occur in vocational high schools, both during learning hours and outside of school. Initial observations revealed physical violence, such as pulling a chair to cause injury, as well as verbal bullying in the form of teasing in class. Instigating actions to get away from the victim is also common, often triggered by trivial matters and leading to fights. This phenomenon emphasizes the importance of paying attention to the school's social environment to prevent bullying and protect students.

Bullying in the school environment is currently a global problem. School is where adolescents spend most of their time, and has a significant influence on their development. In addition to the greater duration of time spent at school, adolescents also interact more with school friends than with family (Ningrum et al., 2019) Bullying is a serious problem in the world of education because the perpetrator commits aggressive actions for no apparent reason against the victim, which is often caused by the perpetrator's lack of empathy (Nuraini et al., 2024) Bullying actions can cause victims to experience trauma, difficulty socializing, and withdraw from the social environment (Visty, 2021)

Currently, bullying is often found in the school environment, the Ministry of Health states that this action is common among gangs, at school, and in the community. In adolescence, bullying cases are very vulnerable because individuals are in the process of finding their identity in the surrounding environment (Adriel & Indrawati, 2019)

Adolescents often face various problems at home, school and the social environment (Agoestina, 2023) explains that schools are formal educational institutions provided by the government, serving as a place to learn and shape morals, character, and develop interests and talents. In Indonesia, various education models are divided into two categories, namely general education and religious education aimed at shaping character, especially in the context of Islamic education. The main goal is to create the personality of students who are honest, responsible, respectful of others, fair, non-discriminatory, egalitarian and have a spirit of hard work (Sumanto et al., 2020) Cases of bullying both in the educational

environment and social media have reached 2,473 reports and continue to increase (KPAI, 2020) Bullying is a situation where a person or group of people abuse power by committing acts of violence (Yonatan Alex, 2020) The types of violence include psychological violence such as ostracism, verbal violence such as ridicule, and physical violence such as beatings (Amalia et al., 2019)

Nowadays, bullying can also greatly affect school climate. When schools create a supportive, safe, and inclusive environment, adolescents tend to feel more comfortable. This can affect the safe, valued, respected, and supportive situation of the school, which is called school climate.

School climate is a factor that influences the occurrence of bullying. School climate that is perceived negatively by students can increase the tendency for maladjusted behavior including bullying (Ideswal et al., 2020) Teachers' harsh attitudes towards students, unpleasant learning atmosphere, inconsistent rules and policies as well as teachers' lack of attention to students' conditions and behavior in class or in their social interactions can contribute to this (Agoestina, 2023)

In addition to perceptions of a positive school climate, shows that individuals with low self-control tend to have difficulty controlling urges that can trigger deviant behavior, including bullying. Conversely, individuals with high self-control are able to refrain from deviant behavior. Therefore, to reduce cases of bullying, positive perceptions of school climate and support for good student self-control are needed (Harefa & Rozali, 2020)

Previous research conducted (Sari et al., 2022) This study revealed that there is a significant negative relationship between self-esteem and bullying behavior. These results indicate that self-esteem can predict bullying behavior. School climate also shows a significant negative relationship with bullying behavior in Mamiyai Al-Ittihadiyah Medan, which means that school climate plays a role in predicting bullying behavior. Overall, self-esteem and school climate have a significant relationship with bullying behavior. In addition, research conducted also found. By Varela et al (2021) School climate includes three dimensions: (1) safety, through conflict prevention and resolution programs; (2) engagement, including good relationships among school elements and academic and non-academic participation, including parents; and (3)

environment, including rules, classroom management, and adequate school facilities (Mbado & Ama, 2024).

Therefore, the influence of bullying also affects social support, which can affect individuals who are victims of bullying to get strong social support from people around them to help overcome the negative effects of bullying. This is called social support.

Social support plays a very important role in the social life of every student. It is hoped that with social support, students will be better able to overcome the psychological pressure they face. Sugiarto (2021) said, positive interactions with peers teach children to give and receive, important for socialization and reducing aggression. Social support from friends, family, and teachers helps victims of bullying deal with the situation, make the perpetrator aware, and encourage positive behavior. This support includes affection, appreciation, advice, and attention, which is needed for victims to feel valued and cared for (Sestiani & Muhid, 2022).

Social support includes emotional support, such as affection, appreciation, advice, and information that helps victims behave positively. Victims of bullying really need support from family, friends, companions, or other people who can help them. Social support is feedback that shows that a person is valued, loved, respected, and cared for in communication (Sulfemi & Yasita, 2020) Positive social support can help cope with psychological distress, especially in difficult situations, by providing assistance that reduces stress and strengthens physical health and immune function (Hartati et al., 2022).

This study describes the effect of school climate and social support on the tendency to bully, so this research has the uniqueness of the first this study is the first research on the effect of school climate and social support, the second is a focus on the tendency to bully in schools based on some data exposure, literature review, previous research results and the uniqueness of this study, the authors are interested in analyzing the effect of school climate and social support on bullying tendencies in the school environment.

In the even semester of 2024/2025, bullying cases were observed at a school in Sungai Penuh, including physical violence and behaviors like inciting others to isolate victims. These incidents occurred both during and outside school hours, often triggered by trivial matters that led to fights. Verbal bullying, such as mocking classmates, and physical bullying, like

pulling a chair to cause injury, were also reported. This highlights the need for greater attention to the school's social environment to prevent harmful bullying behavior.

The purpose of this study is to analyze how school climate and social support influence the tendency to bully at school. Research on bullying variables and possible factors has been conducted. This was found in several databases of scientific publications, but so far, the author has found few studies examining the influence of school climate and social support on the tendency to bully at school, especially studies that investigate the effect simultaneously.

This research provides valuable insights for educational institutions to prevent bullying by understanding both the perpetrator's aggression and the victim's long-term impacts, including academic and psychological effects. Since bullying often occurs hidden from adult supervision, a careful approach is required to uncover unreported cases. The study also highlights the role of environmental factors, such as school climate and social support, in reducing bullying. By fostering a safer and more inclusive school environment, this research aims to contribute to creating supportive schools for all students.

The uniqueness of this study lies in its comprehensive approach in analyzing the relationship between school climate and social support on the tendency to bully at school, with a special emphasis on the local context at Vocational High School 4 Sungai Penuh. In addition, this study will also examine the role of friendship group interactions and the impact of social media use on the phenomenon of bullying. Thus, this study offers a more comprehensive perspective than previous studies that tend to examine these variables separately, thus providing a deeper understanding of the influence of social environmental factors at school on bullying behavior among students.

METHOD

Researchers used a correlational survey method that aims to analyze the effect of school climate and social support on the tendency to bully vocational high school in Sungai Penuh city, Jambi province. The study involved 343 students from Vocational High Schools (SMK) who were selected using a simple random sampling technique. This approach ensures that every student has an equal chance of becoming a respondent,

so that the data obtained is able to represent the population as a whole. The data were then analyzed using descriptive and inferential statistical approaches. Descriptive statistics were used to describe the general condition of school climate and social support variables, while multiple regression analysis was used to evaluate the influence of both variables on bullying tendencies.

The demographic characteristics of respondents can be seen in table 1. The majority of respondents were dominated by men as many as 265 students, while women were 78 students. Based on class, class 1 is dominated by 127 students, followed by class 2 as many as 99 students, and class 3 as many as 116 students. Furthermore, in the age category, the most age range is 15 years old as many as 118 students, followed by 16 years old as many as 87 students, and 17 years old 138 students.

Table 1. Characteristics of study respondents

Variable	Category	Frequency	Percentage
Gender	Man	265	77,25 %
	Woman	78	22,74 %
Class	I	127	37,02 %
	II	99	28,86 %
	III	116	33,81 %
Age	15 year	118	34,40 %
	16 year	87	25,36 %
	17 year	138	40,23 %

There are three scales were investigated namely bullying scale, school climate scale, and social support scale. The bullying scale expanded in this research was the modification some of the description developed by Jenkins et al. (2022). The modification was made to adapt them to the perceived context of learners in schools. Specifically, the items on the bullying scale consist of 20 statements measured using a four-point Likert-type scale (1-Agree, 2-Strongly agree, 3-Disagree, 4-Strongly disagree). Internal consistency testing.

The school climate research scale developed by Sembiring & Tarigan (2023) was adapted. This scale allows to measure the level of school climate in students through relevant questions. The final scale consists of 12 items using four response options (1 Agree, 2 Strongly agree, 3 Disagree, 4 Strongly disagree). Accordingly, the social support scale consists of 11 items

(Panzeri et al., 2023). It encompassed the assessment of perceived support in the context of emergency. Development and validation of the psycho social support scale is to measure social support in respondents. Respondents were asked to respond to statements using a four-point Likert scale (1 = agree, 2 = strongly agree, 3 = disagree, 4 strongly disagree).

RESULT AND DISCUSSION

Data processing in this study began with descriptive analysis, which was used to determine the results on each variable. Table 2 shows the results of descriptive processing. In the bullying variable, an average of 34.18 with a standard deviation of 15.93 was obtained, which is classified as very low. These results indicate that there are still students who experience high levels of bullying. On the social support variable, the average obtained is 34.57 with a standard deviation of 2.99, which is categorized as high. However, there are still 34 respondents who have a moderate level of social support from the total population. Furthermore, on the school climate variable, an average of 37.47 with a standard deviation of 3.47 was obtained, which is classified as high, although based on the frequency distribution, there are still students who are in the medium category.

Table 2. Descriptive analysis

Variable	Mean (SD)	Category				
		Very low	Low	Currently	hall	Very hing
School climate	37.47 (3,47)	0 (0)	7 (2.04)	37 (10.78)	257 (74.92)	42 (12.24)
Social support	34,57 (2,99)	0 (0)	2 (0.58)	34 (9.91)	250 (72.88)	57 (16.61)
Bulying	34,18 (15,93)	231 (67.34)	24 (6.99)	19 (5.33)	69 (20.11)	0 (0)

Researchers tested the requirements of the analysis in the form of normality, multicollinearity, and heteroscedasticity tests. Table 3 illustrates the test results. In normality testing, the significance value of the x1 variable is 0.000, the significance value of the x2 variable is 0.000 and the significance of the y variable is 0.000, so it is stated that all data tested are normally distributed x1, x2 and y. In multicollinearity testing, the VIF value is 1,060>10 so that the VIF value is 1,060>10. In multicollinearity testing, the VIF value is 1,060> 10 so that there is no multicollinearity between variables.

Furthermore, heteroscedasticity testing on school climate variables resulted in a significance of 0.000 and social support of 0.889, so it can be concluded that no heteroscedasticity occurs.

Table 3. Classical assumptions

No	Classical assumptions	sig	decision
1.	XI normality testing	0.000	Normal
2.	X2 normaity testing	0.000	Normal
3.	Y normality testing	0.000	Normal
4.	Multicollinearity test	1,060	Multicollinearity does not accur
5.	Heteroscedasticity testing on variabel X1	0.000	Heteroscedasticity does not accur
6.	Heteroscedasticy testing on variabel X2	0.889	Heteroscedasticity does not accur

After all the requirements of the analysis have been met, then the researchers conducted hypothesis testing using simple regression to analyze the partial effect of school climate and social support on bullying tendencies and multiple regression to see the effect together. Table 4 reveals the regression analysis of the effect of school climate on bullying tendencies. Table 4 shows the t value of 5.251, which means that there is a significant effect of school climate on bullying tendencies.

Table 4. Simple regression test of school climate on bullying tendency bullying

Model	Sig.
1(Constant)	.155
School climate	0000

The second hypothesis tested in this study is that school climate affects bullying tendencies. This was also done using a simple regression test. Table 5 shows the t value obtained is 1.336 with a significance value of 0.182, so it can be said that social support has a significant effect on bullying tendencies.

Table 5. Simple regression test of social support on bullying

Model	Sig.
1 (Constant)	.037
Social support	.182

The next test examines the effect of school climate and social support simultaneously on bullying tendencies. It was conducted using multiple regression analysis. Table 6 illustrates the test results.

The results of multiple regression analysis of school climate and social support on the tendency to bully.

Table 6. Social support on the tendency to bully

Model	Sig.
1Regression	.000[b]
Residual	
Total	

Based on table 6, the F-test is 13,757 at a significant level of 0.000 <0.05, then ho is rejected, meaning that the regression coefficient is significant. Based on these calculations, it can be concluded that there is an effect of school climate and social support on the tendency to bully vocational high school students.

The results of this analysis show that there is a high school climate on bullying behavior in schools. A positive school climate can reduce the incidence of bullying. Schools that support the values of mutual respect and open communication tend to have lower rates of bullying. In addition. These results emphasize the importance of creating an inclusive and supportive environment in schools to prevent bullying, the results of this study are in line with (Sembiriing & Thomas Tarigan, 2023) The results of data processing show that the school climate at SMA Santa Maria Kabanjahe is classified as conducive (high), while bullying behavior is low. In addition, there is a significant correlation between school climate and bullying behavior. The data also showed that school climate has a negative influence on bullying behavior.

Widyastika & Anisah (2023) agree with these results indicate a significant relationship between school climate and schadenfreude with bullying. The higher the school climate and schadenfreude, the higher the level of bullying. Conversely, the lower the school climate and schadenfreude, the lower the level of bullying. Another study (Rotun, 2021) The results showed a significant relationship between school climate and bullying behavior in students of SMK Negeri 1.

Other studies also mention (Sari et al., 2022): (1) There is a significant negative relationship between self-esteem and bullying behavior. These results indicate that self-esteem has predictive power for

bullying behavior. (2) There is a significant negative relationship between school climate and bullying behavior at Mamiyai Al-Ittihadiyah Medan. From this result, it is known that there is still a contribution from other factors or variables to the formation of bullying behavior. Maharani & Borualogo (2022) said The results showed that the school climate component contributed to the subjective well-being (SWB) of junior high school students who were victims of cyber bullying.

Individuals who feel emotionally supported tend to have a higher sense of empathy, better self-esteem, and a more effective ability to resolve conflicts in a healthy manner, thereby reducing the urge to engage in aggressive behavior. Conversely, a lack of social support can increase the risk of bullying because individuals may feel isolated, insecure, or affected by negative environments that encourage such behavior as a form of gaining power or validation. Examined the effect of school climate and social support simultaneously on the tendency to bully. The results of this study are in line with (Sestiani & Muhid, 2022) namely The results showed that thanks to high social support, children have high self-confidence, because with high social support children feel valued and loved by others, so this can develop their own self-confidence for victims.

Another study (Harefa & Rozali, 2020) said that there is an effect of social support on self-concept in adolescent victims of bullying, the hypothesis is accepted. This means that social support has a role to determine the formation of self-concept in adolescent victims of bullying, positive or negative. Teenagers Adolescent victims of bullying who receive high social support such as receiving attention from parents, receiving help from peers, receiving advice from teachers, will cause positive feelings. Other studies also said (Susanti & Wulanyani, 2019) showed that peer social support and self-control together had no effect on the emergence of bullying. This is due to other factors that may influence the emergence of bullying not being studied such as family dynamics, gender, school climate and culture Sulfemi & Yasita (2020) said there is a significant relationship between social support from friends and bullying behavior, where social support has a prevention risk of 0.258 times greater than students who do not receive social support.

Sestiani & Muhid (2022) said the results showed that high social support makes children have greater self-confidence, because with strong social support, children feel valued and loved by others, so this can build

self-confidence in victims. The results of this study (Harefa & Rozali, 2020) Based on the results of the simple linear regression test, it is known that there is an effect of social support on self-concept in adolescent victims of bullying. In addition, it is known that gender, age, and educational background have no relationship with self-concept in adolescent victims of bullying.

Based on the results of this research analysis that has been carried out in this study, it can be concluded that the school climate variable has a significant effect on the tendency of bullying, as well as the results of social support also have a significant effect on the tendency of bullying, the results of the path coefficient also show that the school climate and social support also have an influence on the tendency of bullying. A positive school climate and strong social support, whether from peers, teachers, or family, have an important role in suppressing bullying tendencies at school. A supportive school climate, where the values of empathy, cooperation and mutual respect are upheld, creates a safe environment for students to learn and interact without fear of bullying. Social support also helps students develop self-confidence, good social skills, and the ability to manage conflict constructively, which in turn reduces the urge to engage in bullying behavior. Conversely, a non-conducive school environment and lack of social support increase the risk of bullying as students feel less protected and more vulnerable to negative influences.

Similar research, namely (Sari et al., 2022) This study revealed that there is a significant negative relationship between self-esteem and bullying behavior, with the coefficient. These results indicate that self-esteem is able to predict bullying behavior. School climate also has a significant negative relationship with bullying behavior at Mamiyai Al-Ittihadiyah Medan.

Another study, namely (Pragholapati et al., 2020) this study revealed that the research involving 83 respondents revealed a significant relationship between bullying behavior and social skills in adolescents at SMK X Bandung City. The majority of adolescents were found to be at high risk of being bullied. Interestingly, this study also showed that most adolescents had social skills at moderate to high levels.

This study also (Firmawati & Sudirman, 2021) revealed that the average p-value of the difference in anxiety levels before and after the psychoeducational intervention. The main factor affecting anxiety reduction is self-concept, while family and peer support act as control variables. To reduce anxiety in adolescent

victims of bullying, cognitive strengthening, ongoing counseling guidance, and the application of anxiety management are needed to improve adaptive coping skills.

CONCLUSION

School should create a positive culture through strengthening the values of tolerance, and education and mutual respect in the school environment. Socialization and education program related to bullying, such as seminars, group discussions, and teacher training, can help raise the awareness of students, students and parents. Second, establish a safe and anonymous reporting system, so that victims or witness of bullying feel comfortable reporting incidents without fear of negative repercussions. Third strengthen surveillance in bullying-prone areas, such as canteens, hallways and school ground, to prevent direct acts of *bullying*.

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