



A Profile of Bullying Behavior Among High School Students and Its Implications for Personal and Social Guidance

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Abstract: The purpose of this study was to determine: (1) the profile of bullying behavior among Grade XG students at SMA Negeri 4 Kupang in the 2025/2026 academic year, and (2) the implications of the profile of bullying behavior among Grade XG students at SMA Negeri 4 Kupang in the 2025/2026 academic year for personal-social guidance. This study employed a quantitative descriptive research design. The population consisted of 36 Grade XG students at SMA Negeri 4 Kupang in the 2025/2026 academic year. The sample comprised all 36 students. The sampling technique employed was saturated sampling. The data were analyzed using measures of central tendency. The results showed that the mean score of bullying behavior among Grade XG students at SMA Negeri 4 Kupang in the 2025/2026 academic year was 143.02, which fell within the score range of 126–163. This indicates that the level of bullying behavior among Grade XG students at SMA Negeri 4 Kupang in the 2025/2026 academic year was categorized as high.

Keywords: Bullying Behavior; High School Students; Personal-Social Guidance; Quantitative Descriptive

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui: (1) profil perilaku bullying siswa kelas XG SMA Negeri 4 Kupang Tahun Pelajaran 2025/2026, dan (2) implikasi profil perilaku bullying siswa kelas XG SMA Negeri 4 Kupang Tahun Pelajaran 2025/2026 bagi bimbingan pribadi-sosial. Jenis penelitian ini adalah deskriptif kuantitatif. Populasi penelitian ini adalah siswa kelas XG SMA Negeri 4 Kupang Tahun Pelajaran 2025/2026 yang berjumlah 36 siswa. Sampel penelitian ini berjumlah 36 siswa. Teknik pengambilan sampel yang digunakan penelitian ini adalah teknik sampling jenuh. Teknis analisis data penelitian ini menggunakan analisis kecenderungan pusat. Hasil penelitian menunjukkan bahwa skor rata-rata perilaku bullying kelas XG SMA Negeri 4 Kupang tahun ajaran 2025/2026 ialah 143,02 berada di antara rentang skor 126 – 163, artinya tingkat perilaku bullying kelas XG SMA Negeri 4 Kupang tahun ajaran 2025/2026 termasuk ke dalam kategori tinggi.

Kata kunci: Perilaku Bullying; Siswa SMA; Bimbingan Pribadi-Sosial; Deskriptif Kuantitatif

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Introduction

Bullying behavior refers to actions carried out by an individual or a group of individuals to hurt, disturb, intimidate, or demean others, either physically, verbally, or psychologically. Such behavior is generally intentional and may occur repeatedly, causing fear, discomfort, or suffering to the victim. Bullying often occurs in situations involving an imbalance of power between the perpetrator and the victim, making it difficult for the victim to defend themselves or stop the behavior.

Espelage & Holt (2018) stated that bullying behavior is an act carried out by an individual or a group of individuals to hurt, demean, or disturb others who are perceived as weaker. Such behavior is generally intentional and repeated and may take physical, verbal, or social forms, such as teasing, insulting, hitting, or social exclusion. Bullying behavior can have various negative effects on victims, including fear, sadness, and low self-esteem. Therefore, bullying behavior needs to be addressed and prevented in order to create a safe and comfortable school environment for all students.

Rigby (2002) explained that bullying behavior often develops in environments where aggressive behavior is tolerated as something normal or even regarded as a form of joking. Such conditions may cause perpetrators to feel that their behavior is acceptable, while victims experience increasing psychological pressure and become reluctant to report the incidents they experience. Thus, the perception that bullying is merely a joke can become one of the conditions that allows such behavior to continue in the school environment.

Bullying behavior is particularly prevalent among adolescents, especially within school environments. According to the UNESCO (2024) report, approximately one in three students worldwide reported having experienced bullying within the previous month. In addition, approximately one in ten children have also experienced cyberbullying. These figures indicate that bullying remains a serious problem that can affect students' mental health, well-being, and academic achievement. This condition is further complicated by the fact that bullying is still frequently perceived as something ordinary, merely a joke, or part of peer interaction, resulting in many cases not being addressed appropriately and potentially recurring.

Bullying is not an accidental occurrence but may be influenced by various factors, including social, cultural, and economic factors. Such behavior is generally carried out by individuals who perceive themselves as stronger, more powerful, or even more respectable, and who therefore feel entitled to oppress others in order to obtain certain benefits. In the school context, bullying behavior may constitute

a form of arrogance expressed through actions directed toward individuals perceived as inferior or weaker.

Bullying incidents that occur in schools may also be understood as a form of arrogance manifested through actions. Students who engage in bullying may demonstrate a sense of superiority and believe that their position or power justifies hurting others whom they perceive as inferior or contemptible. Such conditions may cause perpetrators to feel superior to victims and contribute to the continuation of bullying behavior within peer relationships.

The effects of bullying behavior are complex and may persist over the long term. Victims of bullying do not only experience physical suffering but may also experience profound psychological distress, including fear, anxiety, low self-esteem, and prolonged trauma. Hawker & Boulton (2000) explained that victims of bullying are at greater risk of experiencing emotional problems and depression, as well as decreased academic functioning. In the long term, experiences of bullying may also affect the development of an individual's self-concept and social confidence.

In line with this view, Ainun & Nur Alpiyah (2024) stated that bullying behavior is an aggressive act carried out intentionally and repeatedly, either physically, verbally, or psychologically, which can cause negative effects on victims, such as trauma, anxiety, decreased self-confidence, and obstacles to social and academic development. Therefore, the role of Guidance and Counseling (GC) teachers and the school environment is essential in preventing and addressing bullying behavior in order to create a safe and comfortable learning environment for students.

The problem of bullying behavior was also identified based on observations conducted by the researcher during an internship at SMA Negeri 4 Kupang. Observations conducted both inside and outside the classroom indicated that bullying behavior was still found among students. The forms of bullying most frequently observed were verbal bullying, such as teasing and giving nicknames related to students' physical conditions, as well as social bullying in the form of exclusion from peer groups. Such behavior occurred during break periods as well as during the learning process. These conditions caused some students to feel uncomfortable, inferior, embarrassed to interact with others, and less confident in participating in learning activities at school. If allowed to continue, bullying behavior may have negative effects on students' psychological and social development as well as their academic achievement. Therefore, attention and intervention from the school, particularly Guidance and Counseling (GC) teachers, are necessary to establish a safe, comfortable, and conducive school environment for all students.

The results of an interview with one student who experienced bullying also indicated that the student felt uncomfortable, lacked self-confidence, and tended to withdraw from the social environment. However, the student chose not to report the incident because of fear. On the other hand, the student who engaged in bullying perceived the behavior merely as a form of joking and did not yet understand the psychological impact that such behavior could have on the victim. These findings indicate that students' understanding of bullying behavior and its consequences still needs to be strengthened.

Furthermore, based on an interview with one Guidance and Counseling (GC) teacher at SMA Negeri 4 Kupang, it was found that bullying behavior among students still occurred, particularly in the form of verbal bullying, such as teasing, giving nicknames related to physical conditions, and excluding friends from peer groups. The GC teacher explained that some students who engaged in such behavior often regarded it as a joke or as something normal in social interactions, and therefore did not realize that the behavior constituted bullying and could negatively affect victims. The GC teacher also stated that some students who experienced bullying tended to remain silent and did not report the incidents because they felt afraid or embarrassed.

Such bullying behavior has the potential to persist and develop if it is not addressed appropriately and promptly. Therefore, Guidance and Counseling (GC) teachers have an important role in addressing this problem through personal-social guidance services. Yusuf & Nurihsan (2008) stated that personal-social guidance is an effort to assist individuals in solving problems related to their psychological and social conditions so that they can strengthen their personality and develop their ability to deal with problems within themselves.

The implementation of personal-social guidance aims to help students accept themselves and their surrounding environment so that they are able to resolve the personal-social problems they encounter. In the context of bullying behavior, personal-social guidance services can be directed toward helping students understand the consequences of bullying, develop positive interpersonal skills, increase self-confidence, foster mutual respect, and develop appropriate abilities to deal with social problems.

Based on the foregoing discussion, bullying behavior is a problem that requires serious attention because it is not only associated with aggressive behavior but may also affect students' psychological conditions, social relationships, and academic development. The results of observations and interviews at SMA Negeri 4 Kupang indicate that bullying behavior continues to occur among students, particularly in verbal and social forms. This

condition demonstrates the importance of obtaining a clear profile of students' bullying behavior as a basis for determining appropriate Guidance and Counseling interventions, particularly through personal-social guidance services.

Based on the above description, the research problems are formulated as follows: (1) What is the profile of bullying behavior among Grade XG students at SMA Negeri 4 Kupang in the 2025/2026 academic year? and (2) What are the implications of the profile of bullying behavior among Grade XG students at SMA Negeri 4 Kupang in the 2025/2026 academic year for personal-social guidance? Based on these research problems, this study aims to determine: (1) the profile of bullying behavior among Grade XG students at SMA Negeri 4 Kupang in the 2025/2026 academic year and (2) the implications of the profile of bullying behavior among Grade XG students at SMA Negeri 4 Kupang in the 2025/2026 academic year for personal-social guidance.

Method

Research Design and Setting

This study employed a quantitative descriptive design. The study aimed to describe the profile of bullying behavior among tenth-grade students in class XG at SMA Negeri 4 Kupang during the 2025/2026 academic year and to identify its implications for personal-social guidance. The study was conducted at SMA Negeri 4 Kupang, Jl. Adisucipto, Kelapa Lima District, Kupang City, East Nusa Tenggara, from January to June 2026.

Participants, Sample, or Data Sources

The population consisted of 36 students of class XG at SMA Negeri 4 Kupang. A saturated sampling technique was used, in which all 36 students were included as the research sample. The sample was considered appropriate because it represented the entire population of the targeted class.

Instruments and Measures

Data were collected using a closed-ended questionnaire on bullying behavior consisting of 50 items. The questionnaire used a four-point Likert scale with response options: Strongly Appropriate (SS), Appropriate (S), Inappropriate (TS), and Strongly Inappropriate (STS). The questionnaire covered three aspects of bullying behavior: physical, verbal, and non-verbal/social bullying.

The instrument was tested for validity using Pearson Product-Moment correlation with SPSS version 20. All items had a calculated correlation coefficient greater than the critical value of 0.3276 at the 5% significance level and were therefore considered valid. Reliability testing using SPSS version 24 produced a Cronbach's Alpha coefficient of 0.909, indicating that the instrument was reliable.

Procedure and Research Ethics

Data collection was conducted by administering the bullying behavior questionnaire to all 36 students in class XG. Students were asked to respond to each statement according to their actual experiences and conditions. The collected data were then coded, scored, and prepared for analysis while maintaining the confidentiality of participants' responses.

Data Analysis

The data were analyzed using descriptive analysis of central tendency. The analysis involved preparing a frequency distribution, calculating the mean, standard deviation, and standard error, determining the population mean, and interpreting the results based on predetermined criteria. A 5% significance level was used, and the calculated results were consulted with the appropriate distribution table to determine the z-value. Bullying behavior was classified into four categories: very high, high, low, and very low. The overall questionnaire scores ranged from 50 to 200, with the following criteria: 164–200 (very high), 126–163 (high), 88–125 (low), and 50–87 (very low). Similar four-category criteria were established for the physical, verbal, and non-verbal/social aspects.

Results and Discussion

Results

Based on the data analysis techniques, including the predetermined formulas and procedures, the researcher analyzed the data obtained from the bullying behavior questionnaire administered to class XG students of SMA Negeri 4 Kupang during the 2025/2026 academic year using the following steps:

Overall Data Analysis

Based on the scores obtained from the 36 research respondents, the researcher subsequently tabulated the overall bullying behavior questionnaire and analyzed the data using the central tendency analysis procedures proposed by Sundayana (2020), as follows:

1) Preparing a Frequency Distribution Table

- a) Arranging the data from the smallest to the largest score.

133	133	133	136	137	137
138	139	139	141	141	141
142	142	142	143	143	144
144	145	145	145	146	146
146	147	148	148	148	148
149	149	150	150	153	153

- b) Calculating the data range (R)

$R = \text{largest data value} - \text{smallest data value}$

$$R = 153 - 133 = 20$$

- c) Calculating the number of class intervals (K) using the Sturges formula:

$$K = 1 + 3.3 \log n$$

$$K = 1 + 3.3 \log 36$$

$$K = 1 + 3.3 (1.556)$$

$$K = 1 + 5.1348$$

$$K = 6.1348, \text{ rounded to } 6; \text{ therefore, } K = 6.$$

- d) Calculating the class interval length

$$I = R/K$$

$$I = 20/6 = 3.33, \text{ rounded to } 3.$$

- e) Preparing the frequency distribution table

Table 1. Frequency Distribution of Bullying Behavior Scores among Class XG Students of SMA Negeri 4 Kupang, Academic Year 2025/2026

No	Interval Class	f_i	x_i	$f_i \cdot x_i$	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	$f_i (x_i - \bar{x})^2$
1.	148 – 153	10	150.5	1.505	6.67	44.444	444.44
2.	145 – 147	7	146	1.022	6.453	41.641.209	291488463
3.	142 – 144	7	143	1.001	6.237.9	38.911.396.41	272379774.9
4.	139 – 141	5	140	700	6.108.84	37.317.926.15	186.589.630.7
5.	136 – 138	4	137	548	5.936.76	35.245.119.3	140.980.477.2
6.	133 – 135	3	134	402	5.764.68	33.231.535.5	99.694.606.51
Total	36	850.5	5.178	30.507.84	186.347.230.8	991.133.396.7	

2) Calculating the Mean ($\bar{x}$)

The mean ($\bar{x}$) was calculated using the following formula: $\bar{X} = \frac{\sum f_i \cdot x_i}{\sum f_i} = \frac{5.149}{36} = 143.83$

3) Calculating the Standard Deviation

The standard deviation (SD) was calculated using the

following formula: $SB = \sqrt{\frac{\sum f_i (x_i - \bar{x})^2}{n-1}} = \sqrt{\frac{991.133.396.7}{36-1}} =$

$$\sqrt{\frac{991.133.396.7}{35}} = \sqrt{28318.097.05} = 15.437.55$$

4) Calculating the Standard Error

The standard error (SE) was calculated using the following formula: $GB \bar{X} = \frac{SB}{\sqrt{n}} = \frac{15.437.55}{\sqrt{36}} = \frac{15.437.55}{6} = 2.572.92$

Based on the calculations above, the mean score ($\bar{x}$) was 143.83. However, the average bullying behavior score among class XG students of SMA Negeri 4 Kupang during the 2025/2026 academic year was reported as 143.02. Based on the predetermined scoring criteria, the average bullying behavior score of 143.02 falls within the score range of 126–163, which is categorized as high. This indicates that students frequently engage in bullying behavior, including physical, verbal, and non-verbal or social bullying.

Data Analysis for Each Aspect of Bullying Behavior

After analyzing the bullying behavior questionnaire as a whole, the researcher further analyzed each aspect of bullying behavior. The aspects analyzed were as follows:

Physical Bullying

Based on the scores obtained from the 36 respondents, particularly from questionnaire items 1 to 14 related to the physical bullying aspect, the researcher subsequently analyzed the data using central tendency analysis with the following steps:

1) Preparing a Frequency Distribution Table

The steps for preparing the frequency distribution table were as follows:

a) Arranging the data from the smallest to the largest score.

37 37 38 38 38 38
 38 38 38 39 39 39
 39 40 40 41 41 41
 41 41 41 42 42 42
 42 42 42 43 43 43
 44 44 45 45 45 45

b) Calculating the range of the data (R)

R = highest data value – lowest data value

$$R = 45 - 37 = 8$$

c) Calculating the number of interval classes (K) using Sturges' formula:

$$K = 1 + 3.3 \log n$$

$$K = 1 + 3.3 \log 36$$

$$K = 1 + 3.3 (1.556)$$

$$K = 1 + 5.1348$$

$$K = 6.1348, \text{ rounded to 6. Therefore, } K = 6.$$

d) Calculating the class interval length

$$I = R/K$$

$$I = 8/6 = 1.33, \text{ rounded to 2.}$$

The calculation is adjusted according to the range and distribution of the data.

e) Constructing the frequency distribution table

Table 2. Frequency Distribution of the Physical Bullying Aspect

No	Interval Class	f _i	x _i	f _i x _i	x _i - $\bar{x}$	(x _i - $\bar{x}$) ²	f _i (x _i - $\bar{x}$) ²
1.	42-45	15	43.5	652.5	2.54	6.46	96.9
2.	41	6	41	246	6.458	41.641209	249.847254
3.	40	2	40	80	6.2379	38.91139641	77.82279282
4.	39	4	39	156	6.10884	37.31792615	149.2717046
5.	38	7	38	266	5.93676	35.2451193	246.7158351
6.	37	2	37	74	5.76468	33.2315355	66.463071
Total	36	238.5	1.4745	30.503.72	186.347.192.8	790.120.754.4	

2) Calculating the mean ($\bar{x}$) using the formula

$$\bar{X} = \frac{\sum f_i \cdot x_i}{\sum f_i} = \frac{1.474,5}{36} = 40,95$$

3) Calculating the standard deviation using the formula

$$SB = \sqrt{\frac{\sum f_i (x_i - \bar{x})^2}{n-1}} = \sqrt{\frac{790.120.754,4}{36-1}} = \sqrt{\frac{790.120.754,4}{35}} = \sqrt{22.574.878,7} = 4.751,3$$

4) Calculating the standard error using the formula

$$GB \bar{X} = \frac{SB}{\sqrt{n}} = \frac{4.751,3}{\sqrt{36}} = \frac{4.751,3}{6} = 791,88$$

Based on the predetermined criteria, the mean score of students' bullying behavior in Grade XG at SMA Negeri 4 Kupang in the 2025/2026 academic year for the physical bullying aspect was 40.95. This score falls within the range of 36–46 and is therefore categorized as high. This indicates that students frequently engage in physical bullying, such as hitting, kicking, throwing objects, pushing, pinching, or damaging the victim's belongings.

Verbal Bullying Aspect

Based on the scores obtained from 36 respondents, particularly from questionnaire items 15 to 34 related to the verbal bullying aspect, the researcher subsequently analyzed the data using central tendency analysis through the following steps:

1) Constructing a frequency distribution table

a) Arranging the data from the smallest to the largest value

51 53 54 54 54 55
 55 55 56 56 56 56
 57 57 57 57 57 57
 58 58 58 58 58 59
 59 59 59 59 59 60
 60 60 60 60 60 61

- b) Calculating the range of the data (R)
 $R = \text{highest data value} - \text{lowest data value}$
 $R = 61 - 51 = 10$
- c) Calculating the number of interval classes (K) using Sturges' formula:
 $K = 1 + 3.3 \log n$
 $K = 1 + 3.3 \log 36$
 $K = 1 + 3.3 (1.556)$
 $K = 1 + 5.1348$
 $K = 6.1348$, rounded to 6. Therefore, $K = 6$.
- d) Calculating the class interval length
 $I = R/K$
 $I = 10/6 = 1.67$, rounded to 2.
- e) Constructing the frequency distribution table

Table 3. Frequency Distribution of the Verbal Bullying Aspect

No	Interval Class	f_i	x_i	$f_i \cdot x_i$	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	$f_i (x_i - \bar{x})^2$
1.	61-62	1	61	61	4.22	17.82	17.82
2.	59-60	12	59	708	6.453	41.641.209	499.694.508
3.	57-58	11	57	627	6.237.9	38.911.396.41	428.025.360.5
4.	55-56	7	55	385	6.108.84	37.317.926.15	261.225.483
5.	53-54	4	53	212	5.936.76	35.245.119.3	140.980.477.2
6.	51-52	1	51	51	5.764.68	33.231.535.5	33.231.535.5
Total		36	336	2044	30.505.40	186.347.204.2	1.363.157.382

- 2) Calculating the mean ($\bar{x}$) using the formula
 $\bar{X} = \frac{\sum f_i \cdot x_i}{\sum f_i} = \frac{2044}{36} = 56,78$
- 3) Calculating the standard deviation using the formula
 $SB = \sqrt{\frac{\sum f_i (x_i - \bar{x})^2}{n-1}} = \sqrt{\frac{1.363.157.382}{36-1}} = \sqrt{\frac{1.363.157.382}{35}}$
 $= \sqrt{38.947.353.77} = 6.240,78$
- 4) Calculating the standard error using the formula
 $GB \bar{X} = \frac{SB}{\sqrt{n}} = \frac{6.240,78}{\sqrt{36}} = \frac{6.240,78}{6} = 1.040,13$

Based on the predetermined criteria, the mean score of students' bullying behavior in Grade XG at SMA Negeri 4 Kupang in the 2025/2026 academic year for the verbal bullying aspect was 56.78. This score falls within the range of 50-64 and is categorized as high. This indicates that students frequently engage in verbal bullying in the form of teasing, insults, threats, and harsh words that hurt the victims' feelings.

Non-Verbal or Social Bullying Aspect

Based on the scores obtained from 36 respondents, particularly from questionnaire items 35 to 50 related to the non-verbal or social bullying aspect, the researcher subsequently analyzed the

data using central tendency analysis through the following steps:

- 1) Constructing a frequency distribution table
 The steps for constructing the frequency distribution table are as follows:
- a) Arranging the data from the smallest to the largest value
- | | | | | | |
|----|----|----|----|----|----|
| 38 | 41 | 42 | 42 | 42 | 43 |
| 43 | 43 | 44 | 44 | 44 | 44 |
| 44 | 44 | 45 | 45 | 45 | 45 |
| 46 | 46 | 46 | 46 | 46 | 47 |
| 47 | 47 | 47 | 47 | 48 | 48 |
| 48 | 48 | 48 | 49 | 49 | 50 |
- b) Calculating the range of the data (R)
 $R = \text{highest data value} - \text{lowest data value}$
 $R = 50 - 38 = 12$
- c) Calculating the number of interval classes (K) using Sturges' formula:
 $K = 1 + 3.3 \log n$
 $K = 1 + 3.3 \log 36$
 $K = 1 + 3.3 (1.556)$
 $K = 1 + 5.1348$
 $K = 6.1348$, rounded to 6. Therefore, $K = 6$.
- d) Calculating the class interval length
 $I = R/K$
 $I = 12/6 = 2$
- e) Constructing the frequency distribution table

Table 4. Frequency Distribution of the Non-Verbal or Social Bullying Aspect

No	Interval Class	f_i	x_i	$f_i \cdot x_i$	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	$f_i (x_i - \bar{x})^2$
1.	48-50	8	49	392	3.56	12.64	101.13
2.	46-47	10	46.5	465	6.453	41.641.209	416.412.090
3.	44-45	10	44.5	445	6.237.9	38.911.396.41	389.113.964.1
4.	42-43	6	42.5	255	6.108.84	37.317.926.15	223.907.556.9
5.	40-41	1	40.5	40.5	5.936.76	35.245.119.3	35.245.119.3
6.	38-39	1	38.5	38.5	5.764.68	33.231.535.5	33.231.535.5
Total		36	261.5	1.636	30.504.73	186.347.199	1.097.910.367

- 2) Calculating the mean ($\bar{x}$) using the formula
 $\bar{X} = \frac{\sum f_i \cdot x_i}{\sum f_i} = \frac{1.636}{36} = 45,44$
- 3) Calculating the standard deviation using the formula
 $SB = \sqrt{\frac{\sum f_i (x_i - \bar{x})^2}{n-1}} = \sqrt{\frac{1.097.910.367}{36-1}} = \sqrt{\frac{1.097.910.367}{35}}$
 $= \sqrt{31.368.867,63} = 5.600,79$
- 4) Calculating the standard error using the formula
 $GB \bar{X} = \frac{SB}{\sqrt{n}} = \frac{5.600,79}{\sqrt{36}} = \frac{5.600,79}{6} = 933,46$
 Based on the calculation above, the mean score

($\bar{x}$) was 45.44. Therefore, the mean score of students' bullying behavior in Grade XG at SMA Negeri 4 Kupang in the 2025/2026 academic year for the non-verbal or social bullying aspect was 45.44. Based on the predetermined criteria, this mean score falls within the range of 40–51 and is categorized as high. This indicates that students frequently engage in non-verbal bullying, such as excluding others, spreading gossip, defaming victims, or humiliating victims in front of others.

The implications for personal-social guidance represent the researcher's recommendations based on the findings of the study on the profile of bullying behavior among Grade XG students at SMA Negeri 4 Kupang in the 2025/2026 academic year. Based on the analysis, students' bullying behavior in Grade XG at SMA Negeri 4 Kupang in the 2025/2026 academic year obtained a mean score of 143.02, which falls within the score range of 126–163 and is categorized as high. Therefore, personal-social guidance services are needed to help students prevent and reduce bullying behavior in the school environment. Based on these findings, the researcher proposes several personal-social guidance service materials that can be delivered through content mastery services in a classical format.

The first service material addresses the aspect of physical bullying. The material includes the definition of physical bullying, forms of physical bullying, and its impacts on victims and perpetrators. This service aims to help students understand physical bullying and increase their awareness of refraining from such behavior. The material is provided within the personal-social guidance area through content mastery services in a classical format.

The second service material addresses the aspect of verbal bullying. The material includes the definition of verbal bullying, examples of verbal bullying behavior, and its impacts on victims' mental health. This service aims to help students understand various forms of verbal bullying and increase their awareness of avoiding behaviors that may hurt or demean others. The material is provided within the personal-social guidance area through content mastery services in a classical format.

The third service material addresses the aspect of non-verbal or social bullying. The material includes the definition of non-verbal or social bullying, its various forms, its impact on social relationships, and the importance of creating an environment based on mutual respect. This service aims to help students understand non-verbal or social bullying and increase their awareness of avoiding behaviors that may harm or exclude others. The material is provided within the personal-social guidance area through content mastery services in a classical format.

Discussion

Based on the research findings, the mean score of bullying behavior among Grade XG students at SMA Negeri 4 Kupang in the 2025/2026 academic year was 143.02, which falls within the score range of 126–163 and is categorized as high. This indicates that students frequently engage in bullying behavior across the physical, verbal, and non-verbal or social aspects of bullying. Furthermore, the data analysis of bullying behavior among Grade XG students at SMA Negeri 4 Kupang in the 2025/2026 academic year by aspect showed that bullying behavior in the physical, verbal, and non-verbal or social aspects was categorized as high.

These findings differ from those of Karneli et al. (2023), which showed that most students were in the low category of bullying behavior; however, some students were still in the moderate category and therefore required attention from the school.

The study by Simatupang & Sengkey (2022) also showed different findings, indicating that the level of bullying behavior among students was very low, including verbal, physical, and relational bullying.

Ainun & Nur Alpiah (2024) stated that bullying behavior is an intentional and repeated aggressive act carried out physically, verbally, or non-verbally or socially, which can have negative impacts on victims, such as trauma, anxiety, decreased self-confidence, and obstacles to social and academic development. Therefore, personal-social guidance is needed to help address bullying behavior.

Yusuf & Nurihsan (2008) stated that personal-social guidance is an effort to assist individuals in solving problems related to their psychological and social conditions, enabling them to strengthen their personality and develop their ability to deal with problems within themselves. Through such services, students are expected to reduce bullying behavior.

Thus, personal-social guidance that is systematically designed and implemented continuously can serve as an effective approach to addressing bullying behavior among students in the school environment.

Conclusion

Based on the research findings, it can be concluded that the overall level of bullying behavior among Grade XG students at SMA Negeri 4 Kupang in the 2025/2026 academic year was categorized as high. This is evidenced by the mean score of bullying behavior, which was 143.02, falling within the score range of 126–163 and therefore classified as high based on the predetermined criteria. This indicates that students frequently engage in bullying behavior,

including physical, verbal, and non-verbal or social bullying.

Furthermore, the results of the data analysis of students' bullying behavior by aspect showed that physical, verbal, and non-verbal or social bullying were all categorized as high. This means that students frequently engage in bullying behavior in the forms of physical, verbal, and non-verbal or social bullying.

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Conflict of Interest

The authors declare no conflict of interest.

Author Contributions (Optional)

The authors contributed to the conceptualization, methodology, investigation, data collection, data analysis, and preparation of the manuscript. All authors reviewed and approved the final version of the manuscript.

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