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Bullying Behavior Among Grade X Students at SMK Negeri 1 Ile Ape and Its Implications for the Personal Guidance Program

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Abstract: *The purpose of this study was to identify the forms, causes, and consequences of bullying behavior, as well as to determine its implications for the personal guidance program among Grade X students at SMK Negeri 1 Ile Ape in the 2025/2026 academic year. This study employed a descriptive qualitative approach. The researcher served as the research instrument. The research subjects or informants were selected using purposive sampling, involving 12 participants consisting of 5 students who engaged in bullying, 5 students who experienced bullying, 1 guidance and counseling teacher, and 1 homeroom teacher. Data were collected through semi-structured interviews and documentation studies. The data analysis technique followed the Miles and Huberman model, which consists of three stages: data reduction, data display, and conclusion drawing. Data validity was assessed through source triangulation. The findings revealed that bullying behavior among Grade X students at SMK Negeri 1 Ile Ape in the 2025/2026 academic year included verbal bullying, social (relational) bullying, and physical bullying. Verbal bullying was the most dominant form, involving mockery of physical appearance and insults targeting personal identity, which were generally perceived by perpetrators as merely jokes.*

Keywords: *Bullying; Verbal Bullying; Social Bullying; Physical Bullying; Personal Guidance Program*

Abstrak: *Tujuan dari penelitian ini adalah untuk mengetahui bentuk-bentuk, penyebab, dan akibat perilaku bullying, serta mengetahui implikasinya bagi program bimbingan pribadi pada siswa kelas X SMK Negeri 1 Ile Ape tahun ajaran 2025/2026. Jenis penelitian ini adalah deskriptif kualitatif. Instrumen penelitian ini ialah peneliti itu sendiri. Subjek penelitian atau informan ditentukan melalui teknik purposive sampling, berjumlah 12 orang yang terdiri atas 5 siswa pelaku bullying, 5 siswa korban bullying, 1 guru Bimbingan dan Konseling, dan 1 wali kelas. Teknik pengumpulan data dalam penelitian ini ialah wawancara semi tersruktur dan studi dokumentasi. Teknik analisis data yang digunakan mengacu pada model Miles dan Huberman, yang terdiri atas 3 tahap, yaitu reduksi data, penyajian data, dan penarikan kesimpulan, dengan uji keabsahan data menggunakan triangulasi sumber. Hasil penelitian menunjukkan bahwa perilaku bullying yang terjadi pada siswa kelas X SMK Negeri 1 Ile Ape Tahun Ajaran 2025/2026 meliputi bullying verbal, bullying sosial (relasional), dan bullying fisik, dengan bullying verbal sebagai bentuk yang paling dominan, berupa ejekan terhadap kondisi fisik dan penghinaan identitas yang umumnya dianggap sekadar candaan oleh pelaku.*

Kata kunci: *Perilaku Bullying; Bullying Verbal; Bullying Sosial; Bullying Fisik; Program Bimbingan Pribadi*

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Introduction

Education is an essential means of improving individual quality and developing superior human resources. Fitriati & Tabroni (2023) argue that quality education requires a conducive, safe, and pressure-free learning environment that enables students to develop their potential and talents optimally. However, in practice, school environments continue to face various challenges, one of which is bullying behavior among students.

Kardiana & Westa (2015) explain that bullying is an act of intimidation carried out repeatedly by an individual or group with greater power against an individual perceived as weaker, with the intention of causing physical or emotional harm. In line with this view**,** Sari (2021) states that bullying involves intentional actions or verbal expressions that cause pain, fear, and psychological distress to another individual. Zakiyah et al. (2017) further explains that bullying behavior may take the form of physical, verbal, or psychological acts and can occur either directly or through social media. Based on these perspectives, bullying can be understood as an intentional and repeated form of aggressive behavior that has the potential to harm its victims.

Bullying behavior can be understood through Bandura's social learning theory. According to Bandura (as cited in Agustina et al., 2026), most human behavior is learned through observation and imitation (modeling) of other people's behavior. These observations subsequently form mental representations of how to act, which may serve as behavioral references in future situations. The learning process through modeling can also occur in aggressive behavior, including bullying, which individuals may learn through their family, school, and media environments. Such behavior may continue when it receives reinforcement in the form of rewards or when it does not result in adequate consequences.

In addition to social learning theory, bullying behavior can also be explained through Bronfenbrenner (1979) ecological perspective on human development, which views individual development as being influenced by interconnected environmental systems, ranging from the immediate surroundings to broader social and cultural environments. In relation to bullying behavior, Hong & Espelage (2012) explain that negative interactions within family and school environments can contribute to the emergence of such behavior. Furthermore, social norms and educational policies may either reinforce or prevent bullying. These two perspectives indicate that bullying behavior is not solely associated with individual characteristics but is also influenced by learning processes and social interactions within an individual's environment.

This phenomenon has also been identified among Grade X students at SMK Negeri 1 Ile Ape. Based on an interview with the Guidance and Counseling (GC) teacher on January 5, 2026, information was obtained indicating that bullying behavior occurred repeatedly among Grade X students. Such behavior was not limited to jokes among peers but had developed into acts of intimidation involving verbal, social, and physical forms. Verbal and social bullying were evident in the form of mockery targeting students' physical appearance (body shaming) and the exclusion of certain students from group activities. Meanwhile, physical bullying involved pushing victims and hiding their personal belongings. The GC teacher also reported that these behaviors affected victims' psychological conditions, particularly through decreased self-confidence and reduced participation in learning activities.

In the educational context, bullying can have various negative consequences for students, particularly those who become victims. Usman (2013) explains that victims of bullying are at risk of experiencing low self-confidence, feelings of inferiority, depression, shame, loneliness, declining academic achievement, and social isolation. These consequences indicate that bullying is not merely a problem involving peer relationships but also an issue that can hinder students' psychological, social, and academic development. Therefore, appropriate intervention through school guidance and counseling services is necessary.

One area of guidance and counseling services relevant to addressing this problem is personal guidance. Surya (as cited in Tohirin, 2013) explains that personal guidance is an area of service that assists individuals in facing and resolving various personal problems they experience. In line with this perspective, Amin (2010) states that personal guidance is directed toward strengthening personality and developing individuals' abilities to cope with personal problems, thereby achieving balanced personal development while considering each individual's unique characteristics. Ernawati (2016) also explains that personal guidance aims to help students develop self-respect, manage stress, understand and express their feelings appropriately, solve problems, build self-confidence, and maintain mental health. These abilities are important to develop in both students who engage in bullying and those who become victims so that they can understand themselves, regulate their emotions, respect others, and establish healthy social relationships.

Based on these problems, developing a personal guidance program represents one form of recommendation that can be formulated from the identification of bullying behavior among students. This program is expected to serve as a guideline for

GC teachers in planning and implementing guidance activities that address students' needs. Its implementation can involve collaboration with homeroom teachers to ensure that efforts to prevent and address bullying are carried out systematically and continuously.

Based on the aforementioned discussion, this study aims to identify the forms, causes, and consequences of bullying behavior among Grade X students at SMK Negeri 1 Ile Ape in the 2025/2026 academic year and to formulate its implications for the personal guidance program. This study is expected to provide an overview of bullying phenomena in the school environment and serve as a reference for GC teachers in developing personal guidance programs that correspond to students' needs. Accordingly, the research questions are as follows: What are the forms, contributing factors, and consequences of bullying behavior among Grade X students at SMK Negeri 1 Ile Ape in the 2025/2026 academic year, and what are the implications of such behavior for the personal guidance program?

This study aims to identify and describe the forms, contributing factors, and consequences of bullying behavior among Grade X students at SMK Negeri 1 Ile Ape in the 2025/2026 academic year, as well as to formulate its implications for the personal guidance program as an effort to prevent and address bullying behavior in the school environment.

Method

Research Design and Setting

This study employed a descriptive qualitative research design with a phenomenological approach. This approach was used to gain an in-depth understanding of individuals' experiences and perspectives regarding bullying behavior in the school environment. The study focused on the forms, causes, and consequences of bullying behavior among Grade X students at SMK Negeri 1 Ile Ape, as well as its implications for the personal guidance program. The research was conducted at SMK Negeri 1 Ile Ape, Ile Ape District, Lembata Regency, East Nusa Tenggara, Indonesia. The research site was selected based on preliminary observations and interviews indicating the presence of bullying behavior in the school environment. The study was conducted over six months, from January to June 2026.

Participants, Sample, or Data Sources

The research informants were selected using purposive sampling based on their relevance to the research focus. A total of 12 informants participated in this study, consisting of five Grade X students identified as bullying perpetrators, five students who had experienced or were experiencing bullying, one guidance and counseling (GC) teacher, and one homeroom teacher. Students who engaged in bullying and those who experienced bullying were selected as primary informants because they had direct experiences related to the phenomenon under investigation. Meanwhile, the GC teacher and homeroom teacher served as supporting informants to provide information about students' behavior, case management, and the effects of bullying on students' development and learning activities.

Instruments and Measures

The primary research instrument was the researcher, who was responsible for planning, collecting, processing, and analyzing the data. Supporting instruments included an interview guide, an audio recorder, a camera, and a documentation checklist. The interview guide was developed based on the research focus and adapted to the characteristics of each informant group. The interview questions covered the forms of bullying behavior, contributing factors, consequences experienced by victims and perpetrators, and the school's responses to bullying incidents. The documentation study involved examining student case records and other documents relevant to the research focus.

Procedure and Research Ethics

Data were collected through in-depth interviews and documentation studies. Open-ended, face-to-face, semi-structured interviews were conducted with all 12 informants, with each interview lasting approximately 30–45 minutes. The interviews took place from May 25 to June 10, 2026, at locations mutually agreed upon with the informants. Interviews with students who engaged in bullying focused on the forms, motives, and background of their behavior. Interviews with students who experienced bullying explored their experiences, feelings, and the consequences they encountered, including the effects on their learning activities. Interviews with the GC teacher focused on the general conditions of bullying behavior and the school's intervention efforts. Meanwhile, interviews with the homeroom teacher explored the academic development and behavior of students involved in bullying, both as perpetrators and victims.

The documentation study was subsequently conducted by identifying and collecting documents related to student bullying cases, particularly the student case records available at the school. These documents served as supporting information to complement and compare the interview findings. Throughout the research process, informants' identities were to be kept confidential, and the information obtained was used for research purposes.

Data Analysis

Data analysis followed the Miles and Huberman model, which consists of three stages: data reduction, data display, and conclusion drawing. During data reduction, the researcher selected,

focused on, and categorized information obtained from interviews and documentation according to the research objectives. The data were then classified into categories covering the forms of bullying behavior, contributing factors, consequences, and implications for the personal guidance program. During data display, the categorized information was organized into narrative descriptions to present the relationships among the findings systematically. Finally, conclusions were drawn by interpreting the overall research findings to address the research questions and formulate their implications for the personal guidance program.

Results and Discussion

Results

Forms of Bullying Behavior

Based on the research findings regarding bullying behavior among Grade X students at SMK Negeri 1 Ile Ape in the 2025/2026 academic year, several forms of bullying were identified, including physical bullying, verbal bullying, social (relational) bullying, and cyberbullying.

Physical Bullying

Physical bullying refers to a form of bullying involving direct physical contact that causes bodily harm to the victim, such as hitting, pushing, threatening, and forcing victims to hand over money (extortion). Based on the interview findings, these actions generally occurred repeatedly in areas with limited supervision, such as during break times or when victims were about to leave school. Perpetrators often targeted victims whom they considered unlikely to fight back or report the incidents, with the intention of demonstrating power or obtaining personal benefits, such as money. Compared with other forms of bullying, physical bullying produces more immediate and visible effects, ranging from fear and feelings of insecurity at school to trauma that causes victims to avoid certain areas within the school environment.

KB5 stated:

"I am often hit, pushed, threatened, and forced to give money to the perpetrators during break times or when going home from school."

PB5 admitted:

"I wanted to get money easily and felt stronger than my friend. At that time, I did not think about the consequences for the victim."

PB5 further added:

"At first, I felt that it was normal and even felt powerful. However, after receiving guidance and counseling, I realized that my actions were wrong."

The homeroom teacher explained:

"In several cases, physical bullying was identified in the form of pushing and taking other students' belongings without permission, although its frequency was not as high as verbal bullying."

Verbal Bullying

Verbal bullying refers to a form of bullying carried out through words without involving physical contact, but it can still cause deep emotional and psychological harm to victims. Based on the interview findings, this form most frequently occurred through mockery targeting victims' physical appearance, such as skin color, hair texture, and body weight, as well as identity-based insults, including calling someone by their parents' names as a form of ridicule. These actions were generally repeated in front of other people, particularly during classroom learning activities or break times, which increased victims' feelings of embarrassment and psychological distress because their classmates witnessed the incidents. Interestingly, perpetrators often considered such actions merely jokes or normal habits. Some even admitted that calling others by insulting nicknames was already common in their home environments and was therefore perceived as normal when brought into the school environment. However, behind the assumption that such behavior was "just a joke," victims experienced serious consequences, including embarrassment, feelings of inferiority, loss of self-confidence, and reluctance to attend school.

KB3 stated:

"One of my unpleasant experiences was being bullied at school. The treatment I received from my friends involved being mocked by being called by my parents' names. I felt sad about being treated that way."

A similar experience was expressed by KB4:

"In class, I am often made fun of and laughed at by my friends because of my physical appearance. They frequently call me insulting and offensive nicknames. They often shout things like 'Hey, you black-skinned person' and 'the curly-haired one' in front of many people."

PB2 also admitted:

"I often make fun of my friends by calling them by their parents' names. I do this when we are in the classroom. To me, it is just a joke among friends."

The GC teacher added:

"The most common form of bullying is verbal bullying, such as mocking, insulting physical

appearance, giving degrading nicknames, and repeatedly making sarcastic remarks about friends."

The GC teacher further explained:

"Many students engage in bullying because they imitate their peers' behavior in order to be accepted within a group and avoid being excluded."

Social (Relational) Bullying

Social or relational bullying refers to a form of bullying carried out by excluding victims or damaging their social relationships rather than through verbal insults or physical violence. Based on the interview findings, this form occurred through deliberately avoiding and disliking victims, spreading negative comments that discouraged other students from befriending them, and sharing victims' personal photographs to humiliate and exclude them from friendship groups. Perpetrators generally took advantage of group dynamics by involving other students in avoiding the victims, resulting in victims losing their place within the school's social environment. The consequences tended to be long-term because victims not only lost friendships but also withdrew from their social environment and experienced difficulties trusting others again.

KB2 stated:

"My friends avoid me and dislike me. They also spread my personal photographs, causing many of my friends to no longer want to be friends with me."

PB1 admitted that the actions had caused the victim to be excluded by other students:

"After my friend's photograph was shared and made fun of, other friends joined in mocking them, which eventually caused them to be excluded from social interactions."

The homeroom teacher explained:

"Social bullying is generally carried out by excluding students from friendship groups or study groups, making them feel uncomfortable in the classroom."

Causes of Bullying Behavior

The research findings indicate that bullying behavior is influenced by several interconnected factors, including peer influence, excessive joking habits, the desire for recognition and power, personal revenge or emotional conflicts, previous experiences of being a victim, as well as family factors, social media, and the school environment.

Peer Influence

Peer influence is one of the primary factors contributing to bullying behavior. Support, laughter, and positive responses from peers make perpetrators feel that their actions are accepted or even considered amusing, encouraging them to repeat such behavior. Furthermore, some victims reported that bullying became more severe because the perpetrators' friends supported or participated in similar actions.

KB1 stated:

"I do not know exactly why I became a target of bullying. However, I feel that it is because I am quiet and they think I will not fight back. The perpetrators' friends also join in laughing and making comments, which causes the bullying to continue."

A similar experience was expressed by KB4:

"Some friends also make fun of me so that they can be accepted into their friendship group."

PB1 admitted:

"I did it as a joke and to get my friends' attention. After the photograph was uploaded, my friends responded in a way that made me feel that my actions were funny."

The GC teacher explained:

"Many students engage in bullying because they imitate their peers' behavior in order to be accepted within a group and avoid being excluded."

Revenge and Personal Emotions

Personal conflicts and difficulties in controlling emotions also contribute to the emergence of bullying behavior. Some perpetrators engage in bullying as a way of expressing hurt, disappointment, anger, or a desire to take revenge against their victims.

KB2 stated:

"In my opinion, the perpetrator bullied me because they felt jealous and wanted revenge after I got a new boyfriend."

PB4 admitted:

"I shared my friend's personal photograph because I felt hurt and disappointed after our relationship ended."

PB5 added:

"Sometimes, I take out my anger or frustration on friends whom I consider unable to fight back."

Family Factors, Social Media, and the School Environment

In addition to individual factors, bullying behavior is also influenced by family conditions, social media use, and the school environment. The GC teacher and homeroom teacher explained that a lack of empathy, poor emotional control, unsupportive parenting practices, irresponsible social media use, seniority culture, and inadequate supervision within the school environment contribute to bullying behavior. Furthermore, differences in physical appearance, academic abilities, and family

backgrounds are often used by perpetrators as reasons for targeting certain individuals.

The GC teacher stated:

"Bullying behavior is influenced by various factors, such as low empathy, poor emotional control, social media influence, parenting practices, and pressure from peer groups."

The GC teacher further added:

"Parenting practices greatly shape a child's character. Bullying perpetrators often imitate aggressive communication patterns at home, such as those found in broken families, verbal abuse by parents, or neglect. They may take out their frustrations or seek attention at school that they do not receive at home."

The homeroom teacher also explained:

"Aggressive student characteristics, disharmonious family conditions, irresponsible social media use, and a less disciplined classroom environment can increase the likelihood of bullying."

Consequences of Bullying Behavior

The research findings indicate that bullying behavior has significant consequences for both victims and perpetrators. These consequences include psychological problems, disrupted social relationships, declining learning processes and academic achievement, as well as consequences for the perpetrators themselves.

Psychological Consequences

Psychological consequences refer to the emotional and mental effects experienced by victims as a result of the bullying they have endured. Based on the interview findings, victims generally experience embarrassment, sadness, anger, anxiety, and helplessness, which may develop into feelings of inferiority and a loss of self-confidence. Such emotional distress often causes victims to become more withdrawn, prefer being alone, and distance themselves from their surroundings. In some cases, perpetrators themselves only recognize the extent of the psychological harm caused by their actions after observing changes in victims' behavior, such as becoming gloomy and losing self-confidence.

KB1 stated:

"I feel embarrassed, sad, angry, inferior, anxious, afraid, and helpless. I have also become more withdrawn and often spend time alone."

A similar experience was expressed by KB4:

"I feel sad, embarrassed, and extremely distressed. I have become quieter, often lower my head, and lack self-confidence."

The GC teacher explained:

"Bullying causes students to experience anxiety, stress, decreased self-confidence, and feelings of worthlessness. In certain cases, students even show symptoms of depression and fear of coming to school."

Consequences for Social Relationships

Bullying behavior also affects victims' social relationships. Victims find it difficult to trust their friends, choose to distance themselves from social interactions, reduce their social engagement, and feel unsafe at school. These changes cause victims to spend more time alone and become reluctant to participate in activities with their peers.

KB5 stated:

"I have become quieter, less confident, avoid places frequently visited by the perpetrators, and reduce my interactions with friends because I feel unsafe."

KB2 also explained:

"Some friends still make fun of me, but others provide support and encouragement."

The homeroom teacher explained:

"Students who become victims tend to withdraw from their friendship groups, find it difficult to trust their friends, and experience disruptions in their social relationships within the classroom."

Consequences for Learning Processes and Academic Achievement

Bullying behavior also affects victims' learning processes. Victims experience difficulties concentrating during lessons, lose their motivation to study, feel anxious in the classroom, and become reluctant to participate in learning activities. In some cases, these conditions lead to declining academic achievement, failure to complete assignments, and even reluctance to attend school.

KB1 stated:

"I have difficulty concentrating while studying, have lost my motivation to learn, and my academic performance has declined."

The same experience was expressed by KB4:

"I have difficulty concentrating, often want to go home as soon as possible, rarely complete assignments, do not dare to appear in front of the

class, and frequently skip school, causing me to fall behind in my lessons."

KB5 also stated:

"I have difficulty focusing during lessons, which has caused my motivation to study and academic performance to decline."

The homeroom teacher explained:

"Bullying causes students to lose concentration and learning motivation, reduces school attendance, and negatively affects their academic performance."

Implications of Grade X Students' Bullying Behavior at SMK Negeri 1 Ile Ape for the Personal Guidance Program

Based on the overall research findings presented above, including the forms, causes, and consequences of bullying behavior among Grade X students at SMK Negeri 1 Ile Ape, the researcher identified several fundamental issues that have clear implications for the need to develop a planned, structured, and implementable personal guidance program. The program can be delivered by the Guidance and Counseling (GC) teacher in collaboration with the school principal, homeroom teachers, and parents. These implications are formulated based on the three causes and three consequences of bullying behavior identified in the field, along with proposed personal guidance service materials that need to be provided, as follows.

Peer Influence on Bullying Behavior

The research findings indicate that support, laughter, and positive responses from peer groups are among the main factors encouraging students to engage in bullying behavior. Perpetrators feel that their actions are accepted and even considered amusing by their peers, causing the behavior to be repeated. Meanwhile, some victims experience greater emotional distress because they are also laughed at by the perpetrators' friends. These findings imply that the personal guidance program should equip students with an understanding of the dangers of following groups that engage in bullying and with the skills to resist negative peer pressure. The proposed materials include understanding the impact of participating in bullying groups and developing assertive skills to reject peer pressure. The first material is intended for Grade X students, particularly those who may be at risk of becoming perpetrators, and can be delivered through group guidance. The second is intended for all Grade X students at SMK Negeri 1 Ile Ape and can be provided through classroom-based information services. Through these services, students are expected to understand that supporting or participating in bullying reinforces its negative effects on victims and may also result in consequences for themselves. Students are also expected to develop assertive behavior when rejecting negative invitations from peers and to build healthy friendships without belittling others.

Revenge and Inability to Manage Emotions

The research findings indicate that personal conflicts, feelings of hurt, disappointment, and the desire for revenge encourage some students to express their emotions by bullying peers whom they believe will not fight back. These findings imply that the personal guidance program should equip students with the ability to manage their emotions in healthy ways and resolve personal conflicts without verbal or physical violence. The proposed materials are emotional management and self-control, as well as peaceful resolution of personal conflicts. Emotional management and self-control are intended for students who show tendencies toward bullying behavior and can be delivered through individual counseling. Through this service, students are expected to recognize and manage feelings of anger, disappointment, or jealousy in healthy ways without directing them toward others through bullying. Meanwhile, peaceful resolution of personal conflicts is intended for all Grade X students at SMK Negeri 1 Ile Ape and can be delivered through classroom-based information services. This material aims to develop students' skills in resolving conflicts or personal misunderstandings through appropriate communication, without resorting to revenge or actions that hurt others.

Family, Social Media, and an Unfavorable School Environment

The findings reveal that low levels of empathy, unsupportive parenting practices, irresponsible use of social media, seniority culture, and inadequate supervision within the school environment are factors contributing to bullying behavior. These findings imply that the personal guidance program should include efforts to strengthen students' empathy, as well as collaboration with parents and homeroom teachers in supervising students' social interactions and social media use. The proposed materials include developing empathy and social awareness, as well as healthy social media literacy and cooperation between parents and the school in supervision. Developing empathy and social awareness is intended for all Grade X students at SMK Negeri 1 Ile Ape and can be delivered through group guidance. Through this material, students are expected to understand and recognize the effects of bullying on victims' feelings and lives, thereby developing greater sensitivity and avoiding actions that may hurt others. Meanwhile, healthy social media literacy and cooperation between parents and the school in supervision are intended for students' parents, homeroom teachers, and the GC teacher. This material can be delivered through group-based consultation services to help parents and teachers

develop the understanding and practical skills needed to monitor students' social interactions and social media use in healthy and responsible ways.

Psychological Effects on Bullying Victims

The research findings indicate that victims of bullying generally experience shame, sadness, anger, anxiety, and a loss of self-confidence, which make them more withdrawn and socially isolated. These findings imply that the personal guidance program should provide psychological support for victims to help restore their self-confidence and raise perpetrators' awareness of the psychological consequences of their actions. The proposed materials include restoring the self-confidence and mental well-being of bullying victims, as well as raising perpetrators' awareness of the psychological effects of bullying. The first material is intended for students who have experienced bullying and can be delivered through individual counseling. This service aims to provide psychological support to help victims rebuild their self-confidence, manage feelings of anxiety and shame, and regain a sense of safety within the school environment. The second material is intended for students who engage in bullying and can also be delivered through individual counseling. Through this service, perpetrators are expected to understand the psychological effects experienced by victims as a result of their actions, thereby developing empathy and a sense of responsibility to avoid repeating such behavior.

Effects on Victims' Social Relationships

The research findings indicate that bullying victims have difficulty trusting their peers, tend to distance themselves from social environments, and reduce their social interactions because they feel unsafe at school. These findings imply that the personal guidance program should help victims rebuild healthy social relationships and create an inclusive peer environment in the classroom. The proposed materials include rebuilding trust and social relationships, as well as group guidance on positive and inclusive friendships. Rebuilding trust and social relationships is intended for students who have experienced bullying and can be delivered through individual counseling. Through this service, victims are expected to rebuild healthy friendships and feel safe when interacting within the school environment. Meanwhile, group guidance on positive and inclusive friendships is intended for all Grade X students at SMK Negeri 1 Ile Ape and can be delivered through group guidance services. This material aims to help students understand the importance of respecting differences and creating an inclusive friendship environment in which no student is excluded from classroom interactions.

Effects on the Learning Process and Academic Achievement

The research findings indicate that bullying victims experience difficulties concentrating, lose their motivation to learn, and show a decline in academic achievement due to anxiety and discomfort in the classroom. These findings imply that the personal guidance program should be accompanied by ongoing academic support for students affected by bullying. The proposed materials include restoring learning motivation and concentration, as well as continuous academic monitoring and assistance. Restoring learning motivation and concentration is intended for students who have experienced bullying and can be delivered through individual counseling. This service aims to provide students with strategies to manage anxiety during learning activities and rebuild their learning motivation and concentration. Meanwhile, continuous academic monitoring and assistance are intended for the GC teacher and homeroom teachers and can be delivered through consultation services. Through this service, the GC teacher and homeroom teachers are expected to monitor the academic progress of students affected by bullying regularly and provide the necessary assistance.

Overall, the six implications outlined above emphasize that bullying among Grade X students at SMK Negeri 1 Ile Ape is a multidimensional issue involving both its contributing factors and its consequences. Therefore, the proposed personal guidance program should not operate independently but should incorporate both preventive and curative approaches. Its implementation requires continuous collaboration among the school principal, Guidance and Counseling teacher, homeroom teachers, and parents.

Discussion

The research findings indicate that bullying behavior among Grade X students at SMK Negeri 1 Ile Ape consists of verbal bullying, social (relational) bullying, and physical bullying, with verbal bullying being the most dominant form. This finding is consistent with the views of Nopita et al. (2025), who emphasize that verbal bullying is the most frequently occurring form of bullying in school environments and has a significant impact on reducing students' self-confidence. This is also supported by Hasibuan et al. (2024), who state that verbal bullying requires special attention from Guidance and Counseling teachers because of its profound psychological effects, even though it does not leave visible physical marks. Similar conditions were observed in the field, where victims such as KB3 and KB4 experienced repeated insults targeting their physical appearance

and family identity, while the perpetrator (PB2) regarded such actions merely as jokes.

Furthermore, social or relational bullying was also identified in the form of social exclusion and the distribution of victims' private photographs. This finding is consistent with the concept proposed by Oksarnalia et al. (2025), who explain that social exclusion as a form of relational bullying causes more severe disruptions to psychological well-being because it attacks the basic human need to be accepted within a group. Physical bullying identified in this study, such as pushing, threatening, and forcing victims to hand over money, is also consistent with Sejiwa's classification (as cited in Kurnia & Aeni, 2018), which describes physical bullying as the most easily identifiable form of bullying but one that still causes serious consequences. Interestingly, the preliminary findings also indicated a tendency toward cyberbullying. This suggests that the field findings were not entirely limited to Sejiwa's three classical classifications (as cited in Kurnia & Aeni, 2018), but also reflected the development of bullying behavior in response to students' current digital social interactions. Thus, this study both reinforces and enriches existing theories, particularly by demonstrating the dominance of verbal bullying at the vocational high school level. This finding differs slightly from that of Febriani & Kadarisman (2025), at the junior high school level, where verbal and physical bullying were found to be equally dominant, indicating possible differences in bullying patterns across educational levels.

The research findings reveal that the main causes of bullying behavior are peer influence, revenge and the inability to manage emotions, as well as family, social media, and school environmental factors. The finding regarding peer influence is consistent with Sejiwa's view (as cited in Kurnia & Aeni, 2018), which states that the desire to be accepted by a group and the normalization of aggressive behavior within peer groups can encourage individuals to engage in bullying. This is also supported by Yusraa et al. (2025), who explain that adolescents who do not receive support or supervision from their peers are more likely to engage in bullying or allow it to occur. PB1's admission that the peer group considered the behavior amusing confirms that social support from peers, rather than functioning as healthy social control, can instead serve as reinforcement for bullying behavior itself.

The second cause, namely revenge and the inability to manage emotions, as revealed by PB4 and PB5, is consistent with the personality factors proposed by Sejiwa (as cited in Kurnia & Aeni, 2018), which suggest that individuals with low self-control and limited empathy are more likely to become perpetrators of bullying. Meanwhile, the family, social media, and school environmental factors identified in the field further support Sejiwa's theory regarding family and school factors (as cited in Kurnia & Aeni, 2018), in which unsupportive parenting practices and inadequate school supervision create conditions that allow bullying behavior to develop. The GC teacher's statement regarding aggressive communication patterns brought from home into the school environment is also relevant to the findings of Luahambowo & Luaha, (2025), who demonstrate that failure to address aggressive behavior and bullying promptly can worsen the situation and make it increasingly difficult to manage over time.

The research findings indicate that bullying behavior results in psychological consequences, disruptions to victims' social relationships, and declines in their learning processes and academic achievement. Psychological consequences, including shame, sadness, anxiety, and loss of self-confidence, as expressed by KB1 and KB4, are consistent with Usman (2013) view that the effects of bullying include low self-confidence, depression, shame, loneliness, and feelings of alienation. This finding is also supported by Zhao et al. (2023), whose study involving 95,545 participants quantitatively demonstrated that students who experience bullying are at a higher risk of emotional difficulties, such as anxiety, depression, and psychological trauma. The more severe the bullying experienced, the greater the risk of psychological problems. The consistency between the qualitative findings of this study and those of the large-scale quantitative study indicates that the psychological effects of bullying are a phenomenon that remains consistent across different contexts and research methods.

Regarding social relationships, victims' withdrawal from peer environments and difficulty trusting others are consistent with the findings of Sartika et al. (2023), who found that students who experience bullying tend to have difficulty interacting with peers and experience a decline in the quality of their social relationships within the school environment. Meanwhile, with regard to the learning process, victims experience difficulties concentrating and declining academic achievement. These findings are consistent with Ummah et al. (2025), who explain that bullying victims experience psychological disturbances that directly affect their learning motivation and academic achievement. They are also relevant to Visty (2021) findings that the effects of bullying are experienced not only by victims but also by perpetrators, who are at risk of experiencing emotional instability and difficulties controlling their behavior. Thus, the three consequences identified in the field are consistent with the multidimensional nature of bullying, encompassing psychological, social, and academic aspects. These findings emphasize that bullying intervention should not

focus solely on victims but should also address perpetrators.

Conclusion

Based on the research findings and discussion concerning bullying behavior among Grade X students at SMK Negeri 1 Ile Ape in the 2025/2026 Academic Year and its implications for the personal guidance program, it can be concluded that the forms of bullying identified include verbal bullying, social (relational) bullying, and physical bullying.

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Conflict of Interest

The authors declare no conflict of interest.

Author Contributions (Optional)

The authors contributed to the conceptualization, research design, methodology, investigation, data collection, data analysis, and interpretation of the findings. The authors also participated in writing the original manuscript, reviewing, and editing the final version of the article. All authors have read and approved the final manuscript.

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