



Journal of Educational Sciences

Journal homepage: <https://jes.ejournal.unri.ac.id/index.php/JES>



P-ISSN
2581-1657

E-ISSN
2581-2203

The Level of Intensity of Bullying Behavior Using Quantitative Descriptive Research Methods at State Elementary School 008/VII Rangkiling Simpang 1

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ARTICLE INFO

Article history:

Received: 10 Feb 2026

Revised: 26 Feb 2026

Accepted: 27 Feb 2026

Published online: 05 March 2026

Keywords:

Bullying,
Intensity,
Elementary School Students,
Quantitative Descriptive

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Article Doi:

<https://doi.org/10.31258/jes.10.3.p.609-618>

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ABSTRACT

This study aims to identify the intensity of bullying behavior that occurs at SD Negeri 008/VII Rangkiling Simpang 1 using a quantitative descriptive method approach. Bullying is a deviant behavior that can have a negative impact on children's social and psychological development, especially at the elementary school level. This study involved 60 students from grades I to VI who were selected using a saturated sampling technique. The data collection instrument was a closed questionnaire that included several indicators of bullying forms, such as physical bullying, verbal bullying, relational bullying, and cyberbullying. The collected data were analyzed descriptively using percentages to describe the level of intensity of each type of bullying. The results showed that verbal bullying had the highest level of intensity compared to other forms of bullying, followed by relational bullying, physical bullying, and finally cyberbullying. These findings emphasize the important role of schools and parents in creating a safe and comfortable educational environment that supports students' social and emotional development.

1. Introduction

Schools are formal educational institutions that organize structured coaching, learning, and training activities to support students in developing their best potential, both in terms of moral-spiritual, intellectual, emotional, social, and physical-motor abilities (Ruswita et al., 2020). One of the educational institutions in Sarolangun Regency is SD Negeri 008/VII Rangkiling Simpang 1, which has received B accreditation and has a vision and mission to produce students who have completed their education with good character and have superior competencies, so

they are able to compete in the modern and global era (Cahyani et al., 2025). This elementary school has also graduated alumni who have shown progress in their abilities and skills.

Despite progress, students still need to be vigilant. This is based on the fact that a number of students still engage in deviant behavior, such as harassment, bullying, and even physical violence against classmates and younger students (Nurmala et al., 2025). The recent increase in cases of violence against children raises deep concern. Aggressive and oppressive acts of violence, whether physical or verbal, are known as bullying (Choirunnisa et al., 2024). Bullying often escapes our oversight as educators, as school officials, and even the attention of parents. To achieve national education goals, one crucial element is the creation of a conducive, safe school environment free from violence or bullying (Bayu et al., 2024). Often, both parents and schools still consider actions such as teasing, name-calling, fighting, or bullying to be normal among students and not a cause for concern. These issues are only considered serious when the victim experiences physical harm or injury. However, bullying is not limited to physical violence but encompasses various forms of emotional and psychological harm (Susanto et al., 2026).

Bullying is aggressive behavior that is carried out intentionally and aims to injure or harm a person or group of people (Afandi et al., 2025). In elementary school environments, bullying behavior generally arises from feelings of superiority, such as feeling the strongest or the greatest, especially from upper-class students who feel they have more power compared to lower-class students. This is evident from several cases of bullying that often occur at SD Negeri 008/VII Rangkilang Simpang 1, where upper-class students tend to feel dominant and often carry out bullying actions against students from lower classes.

Bullying occurs when an individual or group of individuals continuously attempts to harm a weaker individual, either physically, such as hitting and kicking, or verbally, such as calling names, teasing, insulting, sexually teasing, spreading gossip, or influencing others to avoid the victim (Putri et al., 2025). In the short term, bullying can cause feelings of insecurity, isolation, loss of self-confidence, depression, and even severe mental stress that can potentially lead victims to commit suicide. Meanwhile, in the long term, victims are at risk of experiencing ongoing emotional and behavioral disorders. From the various definitions explained, it can be concluded that bullying is the act of harassing or pressuring another person, which can occur physically or emotionally. This behavior is a form of violence or unpleasant treatment carried out intentionally and repeatedly by a stronger party against a weaker party. Adolescents, both boys and girls, are among the groups that are highly vulnerable to bullying, which can occur in various settings, such as schools, homes, workplaces, social communities, play areas, and other places (Surilena, 2016).

Bullying has a devastating impact on children aged 7 to 12, particularly on their mental health, the effects of which can persist into adulthood. Bullies are also at high risk of engaging in violence or other harmful behaviors as they grow older. Meanwhile, victims of bullying often experience various disorders, including

decreased psychological well-being, characterized by feelings of discomfort, fear, low self-esteem, and worthlessness. Furthermore, victims may experience difficulties in social adjustment, such as a fear of going to school, a reluctance to interact socially, decreased academic performance due to difficulty concentrating, and even thoughts of suicide as a means of escaping the pressure of insults or punishment (Budiman et al., 2021).

Based on the results of this study, it can be concluded that victims of bullying are individuals or groups of students who are the targets of unpleasant treatment from other students, either individually or in groups. Generally, victims of bullying show several specific characteristics, such as: 1) having higher levels of anxiety and feelings of inferiority compared to students in general; 2) lacking self-confidence; 3) tending to think negatively about themselves and the situations they face; 4) feeling lonely and left behind in the learning process; and 5) not having close friends in the classroom environment (Suryana et al., 2023).

It's important to remember that every child is unique and their development varies significantly. Environmental factors, genetics, the educational process, and life experiences play a crucial role in shaping a student's character. Therefore, teachers and parents must be able to understand individual differences and provide support tailored to each child's needs and potential, so that their development is not hampered by discriminatory treatment that could trigger bullying (Jarkawi, 2024). Therefore, the role of educators is crucial in monitoring students' activities at school to prevent bullying, as every school inevitably experiences various forms of bullying.

Students' activities, behavior, and interactions are influenced by the school environment and policies. Feeling safe and valued is crucial for achieving good academic performance. Without this, students will become more likely to control their environment and engage in antisocial behavior, such as bullying (Yatinde et al., 2026). With teacher involvement, students will behave better because they feel their behavior is being monitored by teachers. Based on the previous description and the reality found in the field, the researcher was motivated to conduct a study entitled "The Level of Intensity of Bullying Behavior with Quantitative Descriptive Methods at SD Negeri 008/VII Rangkiling Simpang 1." The experience that has been described became the main basis for the researcher in choosing the school as the research location, because there is clear evidence that bullying behavior does occur there.

2. Methodology

This study aims to identify the types of bullying that occur at SD Negeri 008/VII Rangkiling Simpang 1 using a quantitative descriptive approach. This approach is a research method that in the process of collecting, analyzing, and drawing conclusions uses a lot of data in the form of numbers (Machali, 2021). The study was conducted at SD Negeri 008/VII Rangkiling Simpang 1, Mandiangin District, Sarolangun Regency, Jambi, involving 60 students from grades I to VI as

respondents, which covers the entire student population at the school. This study used the student population of SD Negeri 008/VII Rangkiling Simpang 1. Sampling using all members of the population as samples is also called saturated sampling, because it is considered that all data has important value and needs to be analyzed (Sugiyono, 2016). Therefore, the researcher used this technique so that the data obtained is representative and comprehensive.

Data collection was conducted through a questionnaire, a method used by providing a series of written questions or statements to respondents to answer. In the context of classroom learning, respondents refer to students, while teachers act as the compilers of the questionnaire instruments (Damayanti et al., 2024). The instrument in this study was designed by the researchers using a Likert scale model, a scale useful for measuring attitudes, views, and perceptions of individuals or groups. The use of a Likert scale in this questionnaire is intended to obtain valid and reliable data (Santika et al., 2023). The instrument consists of 18 statements, each with four answer choices on a Likert scale, namely: 1 (never), 2 (rarely), 3 (sometimes), and 4 (often) (Suryana et al., 2023). The questionnaire indicators are presented in Table 1:

Table 1. Bullying Behavior Questionnaire

No	Statement	Type of Bullying	Scale (1–4)
1.	I have seen a friend being hit by another student.	Physical	1–4
2.	I have pushed or choked a friend at school.	Physical	1–4
3.	I have been physically hurt by a classmate.	Physical	1–4
4.	I have hit someone in anger.	Physical	1–4
5.	I have mocked or insulted a friend.	Verbal	1–4
6.	I have given offensive nicknames to classmates.	Verbal	1–4
7.	I have been teased repeatedly by classmates.	Verbal	1–4
8.	I have said hurtful words to another student.	Verbal	1–4
9.	I have excluded a friend from group activities.	Relational	1–4
10.	I have ignored a classmate on purpose.	Relational	1–4
11.	I have spread rumors about a friend.	Relational	1–4
12.	I have persuaded others not to be friends with someone.	Relational	1–4
13.	I have sent unpleasant messages to a friend via phone.	Cyberbullying	1–4
14.	I have written negative comments about someone online.	Cyberbullying	1–4
15.	I have shared embarrassing photos of a friend.	Cyberbullying	1–4
16.	I have received threatening messages from classmates.	Cyberbullying	1–4
17.	I feel afraid because of classmates' online behavior.	Cyberbullying	1–4
18.	I feel uncomfortable due to repeated teasing at school.	Verbal	1–4

Each respondent provided an assessment for each statement, resulting in a minimum score of 18 (if all items were answered with a score of 1) and a maximum score of 72 (if all items were answered with a score of 4). Based on the research findings, the researcher used data analysis techniques obtained through distributing questionnaires to students as a data collection method. In this study, data analysis was conducted using percentage analysis. The formula used refers to (Arikunto 2018) as follows:

$$P = \frac{F}{N} \times 100\%$$

Description:

F = frequency whose percentage is being sought

N = number of frequencies/number of individuals

P = percentage number

3. Results and Discussion

Bullying is a form of behavior carried out intentionally to harm or harm the victim, either physically or mentally. Forms of bullying can be classified into four categories: physical bullying, verbal bullying, relational bullying, and cyberbullying (Ruswita et al., 2020). According to Andrew Mellor, Ratna Djuwita, and Komarudin Hidayat in the seminar "Bullying: A Hidden Problem in the World of Education in Indonesia" held in Jakarta in 2009, bullying can occur due to the influence of the family environment, school, mass media, culture, and social groups (Lestari, 2016). Based on the data analysis, verbal bullying emerged as the form of bullying with the highest intensity among students. This finding indicates that verbal aggression such as teasing, mocking, giving offensive nicknames, and insulting peers has become a relatively common interaction pattern in the school environment. Verbal bullying tends to occur more frequently because it is easier to perform, less visible to teachers, and often perceived by students as a form of joking rather than violence. This perception contributes to the normalization of verbal aggression in peer relationships. The intensity and percentage of various forms of bullying (physical, verbal, relational, and cyberbullying) perpetrated by students at SD Negeri 008/VII Rangkiling Simpang 1 are shown in Figure 1:

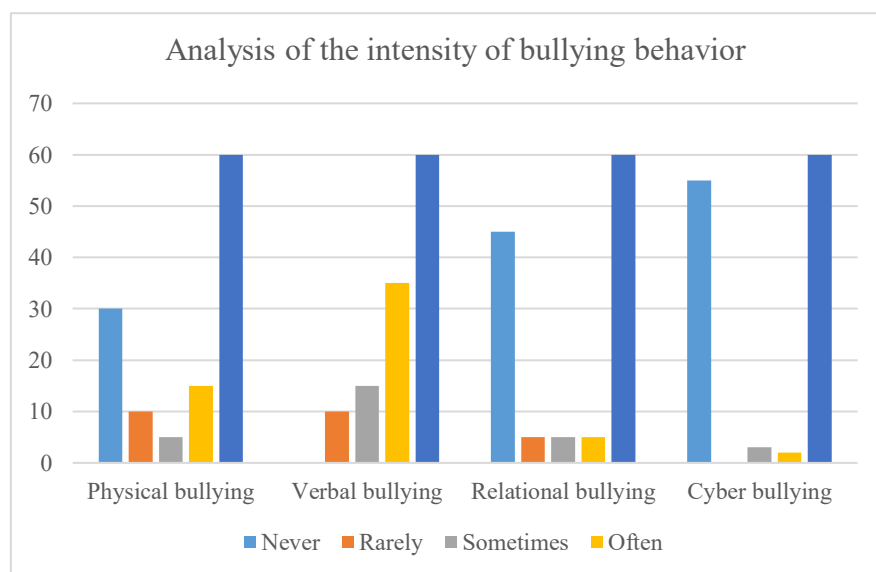


Figure 1. Analysis of the intensity of bullying behaviors (Physical, Verbal, Relational, and Cyberbullying)

Based on Figure 1, physical bullying was generally identified at a moderate intensity level. Although a proportion of students reported never engaging in physical bullying, a noticeable number still demonstrated involvement in such behavior. This indicates that physical aggression, while not dominant, remains present in peer interactions and requires preventive attention. From these findings, it can be concluded that the average intensity of verbal bullying behavior is high. The graph above shows the intensity of relational bullying behavior among 60 respondents, with 45 respondents in the category of never engaging in relational bullying behavior, 5 in the category of rarely engaging in relational bullying behavior, 5 in the category of sometimes engaging in relational bullying behavior, and 5 in the category of frequently engaging in relational bullying behavior. Based on these data, it can be concluded that the average level of intensity of relational bullying behavior is in the low category. Furthermore, the graph shows that of the 60 respondents, 55 were in the category of never engaging in cyberbullying, none were in the category of rarely engaging in cyberbullying, three were in the category of sometimes engaging in cyberbullying, and only two respondents were in the category of frequently engaging in cyberbullying. Based on these results, the average intensity of cyberbullying behavior can be categorized as very low. The data result of analysis as shown in Figure 2:

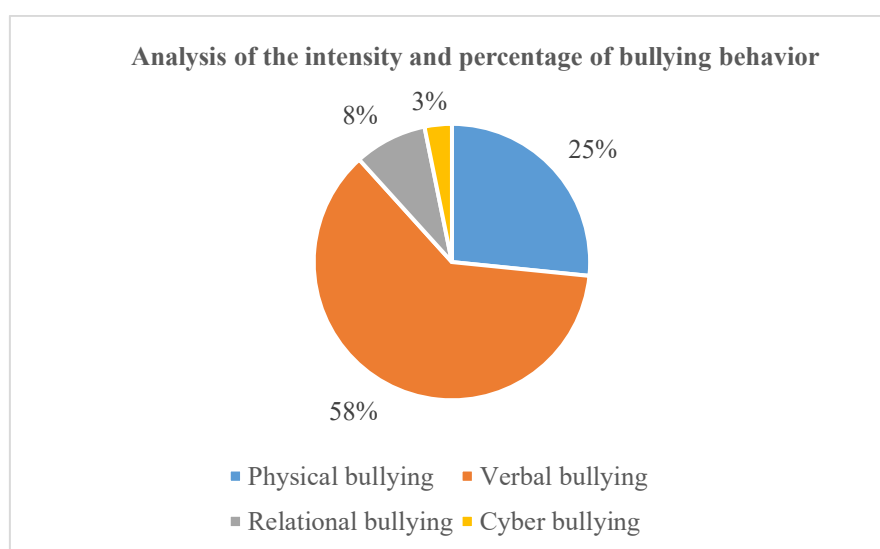


Figure 2. Analysis of the intensity and percentage of bullying behavior (Physical, Verbal, Relational, and Cyberbullying)

Based on the data analysis presented in Figure 1 and Figure 2, bullying behavior among students at SD Negeri 008/VII Rangkiling Simpang 1 was identified across four categories with varying intensity levels. The dominance of verbal bullying found in this study is consistent with previous research highlighting that communication-based aggression is the most frequently occurring form of bullying in elementary school environments. This condition reflects a peer culture in which harmful joking is socially tolerated and often unrecognized as violence. Bullying behavior among students at SD Negeri 008/VII Rangkiling Simpang 1 was identified across four categories with varying intensity levels. Verbal bullying emerged as the most dominant form of bullying behavior. This finding indicates

that verbal aggression such as teasing, mocking, insulting, and assigning offensive nicknames has become a relatively common interaction pattern among students. The dominance of verbal bullying found in this study is consistent with previous research highlighting that communication-based aggression is the most frequently occurring form of bullying in elementary school environments. This condition reflects a peer culture in which harmful joking is socially tolerated and often unrecognized as violence.

Cyberbullying demonstrated the lowest intensity level among all categories. This finding is influenced by limited gadget ownership, restricted internet access, and parental supervision among elementary school students. Nevertheless, this condition should be interpreted cautiously. As digital technology becomes more accessible to younger learners, the potential risk of cyberbullying may increase, requiring early preventive literacy and digital ethics education. This action can occur on various media such as social media, instant messaging applications, online games, or even via mobile phones. This bullying is usually carried out repeatedly with the aim of hurting, humiliating, or emotionally pressuring the victim. This form of bullying includes spreading false information, uploading photos to embarrass the victim, sending threats, and writing negative, hateful comments (Prihandini et al., 2024).

This study aims to measure the intensity level of bullying behavior that occurs in SD Negeri 008/VII Rangking Simpang 1. Data were collected through distributing questionnaires to students from grades I to VI, with a total of 60 respondents representing the entire student population at the school. The questionnaire instrument contained 18 statements covering four categories of bullying, namely: 1) physical bullying, 2) verbal bullying, 3) relational bullying, and 4) cyberbullying. The collected data were analyzed using percentage-based descriptive statistical methods and classified into very low, low, medium, and high categories.

Overall, the findings indicate that bullying behavior still exists within the school environment, shaped by peer interaction culture, supervision patterns, and students' understanding of violence. The findings of this study confirm that the research objective has been systematically achieved. By employing a quantitative descriptive approach, this study was able to map the intensity level of bullying behavior across multiple categories in a measurable and structured manner. The classification of bullying into physical, verbal, relational, and cyberbullying provides a comprehensive overview of behavioral patterns occurring within the school environment. This mapping is essential as it enables educators and stakeholders to identify priority areas requiring immediate intervention. In addition, this study contributes empirically to the body of knowledge on bullying behavior at the elementary school level, particularly within rural or semi-urban Indonesian educational contexts. Previous studies have often focused on secondary education, whereas this research highlights that bullying behavior has already formed at earlier developmental stages. This contribution reinforces the importance of early detection and prevention strategies in primary education settings.

Referring to the research objective of measuring bullying intensity, the results provide practical implications for school management. Schools can utilize the intensity mapping produced in this study as a diagnostic reference in designing targeted anti-bullying policies. For instance, the dominance of verbal bullying indicates the urgency of integrating communication ethics and empathy education into classroom learning activities. Preventive programs should not only focus on physical violence but also address verbal aggression, which often goes unnoticed. From the counseling perspective, the findings highlight the need to strengthen school guidance and counseling services. Counselors can develop intervention programs such as peer mediation, assertive communication training, and socio-emotional learning sessions. Early counseling interventions are crucial to prevent the escalation of bullying behavior and to support victims' psychological well-being. Furthermore, school policy reinforcement is necessary to ensure sustainable bullying prevention. The establishment of anti-bullying task forces, structured supervision during recess, and the involvement of parents through regular educational seminars are strategic steps that can be implemented. Such institutional approaches align with the study's objective of not only identifying bullying intensity but also providing a foundation for preventive action.

4. Conclusion

This study aimed to measure the intensity level of bullying behavior among students at SD Negeri 008/VII Rangking Simbang 1 using a quantitative descriptive approach. Based on the findings, it can be concluded that bullying behavior still occurs within the school environment in various forms and intensity levels. Verbal bullying was identified as the most dominant form of bullying in students' daily interactions, indicating that aggressive communication patterns are still often perceived as normal joking behavior. Physical bullying was found at a moderate level and requires serious attention due to its potential to cause direct harm. Meanwhile, relational bullying and cyberbullying were identified at lower levels; however, both remain important to monitor because of their psychological and long-term impacts on victims. The research objective was successfully achieved, as this study was able to provide an empirical overview of bullying intensity based on students' responses. The findings highlight the importance of strengthening preventive efforts within the school environment, including enhancing teacher supervision, providing counseling services, fostering character education, and involving parents in anti-bullying programs. It is expected that the results of this study can serve as a reference for schools and future researchers in developing effective bullying prevention strategies and in creating a safe, supportive, and inclusive educational environment for all students.

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How to cite this article:

Sutrisno. (2026). The Level of Intensity of Bullying Behavior Using Quantitative Descriptive Research Methods at State Elementary School 008/VII Rangking Simpang 1. *Journal of Educational Sciences*, 10(3), 609-618.
