

BULLYING BEHAVIOR IN SCHOOL REVIEWED FROM FORGIVENESS AND PEER SOCIAL SUPPORT

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Abstract

Bullying has become a significant issue in the Indonesian education system, necessitating efforts to identify its causes. The purpose of this study was to analyze the relationship between forgiveness and peer support and bullying behavior in schools. The research hypothesis is that there is a relationship between forgiveness and peer support and bullying behavior in schools; there is a negative relationship between forgiveness and bullying behavior in schools; and there is a negative relationship between peer support and bullying behavior in schools. The study used a quantitative-correlational approach and involved 102 high school students from Eastern Indonesia who had experienced bullying in schools. Data were obtained using a scale distributed online. Data analysis used multiple regression analysis. The results of this study showed a value ($F(2, 99) = [9.813]$, $p = 0.001$), a significant relationship between forgiveness and peer support and bullying behavior in schools. It is important for schools, parents, and students to understand forgiveness and the role of peers in preventing bullying behavior.

Keywords: Forgiveness, Peer Support, Bullying Behavior, High School

Abstrak

Bullying menjadi isu penting di dalam sistem pendidikan Indonesia, sehingga diperlukan upaya untuk mengidentifikasi penyebabnya. Tujuan penelitian ini untuk menganalisis hubungan forgiveness dan dukungan teman sebaya dengan perilaku bullying di sekolah. Hipotesis penelitian adalah ada hubungan forgiveness dan dukungan teman sebaya dengan perilaku bullying di sekolah; ada hubungan negatif forgiveness dengan perilaku bullying di sekolah; dan ada hubungan negatif dukungan teman sebaya dengan perilaku bullying di sekolah. Penelitian menggunakan pendekatan kuantitatif - korelasional dan melibatkan 102 siswa SMA dari wilayah Indonesia Timur yang pernah mengalami bullying di sekolah. Data diperoleh dengan menggunakan skala yang disebar secara daring. Analisis data menggunakan multiple regression analysis. Hasil penelitian ini menunjukkan nilai ($F(2, 99) = [9,813]$, $p=0,001$), adanya hubungan signifikan antara forgiveness dan dukungan teman teman sebaya dengan perilaku bullying di sekolah. Pentingnya pihak sekolah, orangtua dan siswa untuk memahami forgiveness dan peran teman sebaya dalam rangka mencegah perilaku bullying.

Kata Kunci: Pengampunan, Dukungan Sebaya, Perilaku Bullying, SMA



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INTRODUCTION

Bullying In Indonesia, bullying continues to increase every year, both in quantity and quality, and occurs everywhere, including in schools. In 2019, 11,057 victims reported cases of bullying in schools, and in 2020, there were 11,278 victims. The number of bullying cases in schools continues to grow, with 14,517 victims reporting it in 2021 and an even higher number in 2022, reaching 21,241 victims.¹

Bullying is violence by individuals against other people who are considered weaker with the aim of obtaining satisfaction.² Bullying is also a form of aggression in the context of interpersonal relationships carried out by individuals intentionally, repeatedly and with varying strengths, to hurt the victim, thus causing physical and psychological problems for the victim.³

Bullying can be verbal, physical, and psychological or relational. Verbal bullying is when an individual intentionally uses words or spoken language to hurt, humiliate, or intimidate another person, either in person or in writing or online. Physical bullying is when an individual intentionally uses physical violence, such as hitting, kicking, or other physical actions, that can hurt or injure another person. Psychological or relational bullying (known as relational aggression) is when an individual intentionally manipulates social or emotional relationships to hurt another person.⁴

Bullying Common acts committed by perpetrators include mocking or teasing, threatening, accusing and slandering, and spreading rumors. Hitting, kicking, and pushing are also forms of bullying frequently committed by perpetrators. Yudanti and Nauvalif⁵ revealed that the forms of bullying experienced by victims were physical bullying (55.5%), verbal bullying (29.3%), and psychological bullying (15.2%). The perpetrators' actions were triggered by internal problems of the individual or the individual with their social environment. Those targeted by bullying generally have characteristics such as being loners, sensitive, very cautious, quiet, and shy. Bullying targets are also usually prone to anxiety, restlessness, and low self-esteem.⁶

Bullying influenced by various factors, both internal and external. Forgiveness (internal factor) and peer support (external factor) are thought to have a significant effect on bullying.^{7,8} Forgiveness is a number of behavioral changes to reduce the motivation to take revenge against the

¹ Almaidha Sitompul, "Data Statistik Kasus Perundungan Di Sekolah Dari 2019-2023," *Inilah.Com*, 2023.

² Nunung Yuliani, *Fenomena Kasus Bullying Di Sekolah*, 2019.

³ Dan Olweus, "School Bullying: Development and Some Important Challenges," *Annual Review of Clinical Psychology* 9, no. 14 (2013): 1–30, <https://doi.org/10.1146/annurev-clinpsy-050212-185516>.

⁴ Olweus, "School Bullying: Development and Some Important Challenges."

⁵ Alifia Putri Yudanti and Rizky Nauvalif, "Menilik Fenomena 'Bullying' Pelajar Indonesia," *Kompas.Com*, September 25, 2023.

⁶ Olweus, "School Bullying: Development and Some Important Challenges."

⁷ Izqi Fajriati Pramesti, *Pemaafan Diri Pada Pelaku Melukai Diri* (Yogyakarta, 2021).

⁸ Husmiati Yusuf and Adi Fahrudin, "Pb Fahrudin (Faktor Penyebab)," *Jurnal Psikologi Undip* 11, no. 2 (2012): 1–10.

perpetrator or make peace. Forgiveness will enable victims to change negative emotions into positive emotions, and this is realized through social support.⁹

Forgiveness is one way to deal with powerlessness. In this case, the term “forgiveness” usually refers to interpersonal forgiveness, where one person forgives another.¹⁰ Forgiveness is a change in the victim's motivation to “stop” seeking revenge or hating the perpetrator by accepting the situation they experienced and “making peace” with the perpetrator.¹¹ Forgiveness is shown by overcoming feelings of anger (avoidance motivation), preventing feelings of revenge (revenge motivation), and making peace (benevolence motivation).¹²

Victims who have high levels of forgiveness are less likely to become bullies because they choose to let go of their anger and revenge and instead accept and reconcile. Therefore, there is a negative relationship between forgiveness and bullying.¹³

Peer support is social support provided by peers to an individual. Social support occurs when an individual feels helped by those around them, making them feel accepted, safe, loved, and valued.^{14,15} Social support has six aspects, namely reliable relationships, guidance, recognition or appreciation (reassurance of worth), attachment, social integration, and a sense of being needed (opportunity to nature).¹⁶

Peer support can prevent bullying behavior in victims because peer support received by victims will reduce psychological stress caused by bullying, in the form of help and acceptance that makes victims feel safe, loved and appreciated, so that negative emotions related to the bullying they experience do not encourage victims to take revenge by becoming perpetrators of bullying.¹⁷

⁹ Pramesti, *Pemaafan Diri Pada Pelaku Melukai Diri*.

¹⁰ Luke A. Egan and Natasha Todorov, “Forgiveness as a Coping Strategy to Allow School Students to Deal with the Effects of Being Bullied: Theoretical and Empirical Discussion,” *Journal of Social and Clinical Psychology* 28, no. 2 (2009): 198–222, <https://doi.org/10.1521/jscp.2009.28.2.198>.

¹¹ Michael E. McCullough et al., “Interpersonal Forgiving in Close Relationships,” *Journal of Personality and Social Psychology* 73, no. 2 (1997): 321–36, <https://doi.org/10.1037/0022-3514.73.2.321>.

¹² Michael E. McCullough et al., “Writing about the Benefits of an Interpersonal Transgression Facilitates Forgiveness,” *Journal of Consulting and Clinical Psychology* 74, no. 5 (2006): 887–97, <https://doi.org/10.1037/0022-006X.74.5.887>.

¹³ Reni Novrita Sari and Ivan Muhammad Agung, “Pemaafan Dan Kecenderungan Perilaku Bullying Pada Siswa Korban Bullying,” *Jurnal Psikologi* 11, no. 1 (2015): 32–36.

¹⁴ Edward P Sarafino and Timothy W Smith, *Health Psychology: Biopsychosocial Interactions*, Seventh (John Wiley and Sons, Inc, 2011).

¹⁵ Nur 'Aisyiah Yusri and Sonya Regina Maris, “Hubungan Dukungan Sosial Teman Sebaya Dengan Problem Solving Siswa SMP,” *Jurnal Psikologi Islam Al-Qalb* 9, no. 2 (2017): 118–26.

¹⁶ Carolyn E. Cutrona et al., “Perceived Parental Social Support and Academic Achievement: An Attachment Theory Perspective,” *Journal of Personality and Social Psychology* 66, no. 2 (1994): 369–78, <https://doi.org/10.1037/0022-3514.66.2.369>.

¹⁷ Zhengwei Wan and Shuyu Huang, “The Relationship between Parental Emotional Warmth and School Bullying: The Chain Mediation Role of Social Support and Emotional Regulation,” *PLoS ONE* 20, no. 5 (2025): 1–11, <https://doi.org/10.1371/journal.pone.0323261>.

This is supported by the findings Puspita and Kustanti¹⁸ that social support is negatively related to bullying. High levels of social support experienced by individuals will reduce bullying behavior, whether by victims or perpetrators.

The hypotheses in this study are (1) there is a relationship between forgiveness and peer support with bullying behavior at school; (2) there is a negative relationship between forgiveness and bullying behavior at school; and (3) there is a negative relationship between peer support and bullying behavior at school.

RESEARCH METHODS

The approach in this research is quantitative correlational, because this research uses numerical data which is analyzed using correlation statistical techniques.¹⁹ This study uses three variables, namely bullying behavior as the dependent variable, and forgiveness and peer support as the independent variables.

The study subjects were 102 high school students in Eastern Indonesia who were aware of bullying and/or had experienced bullying at school. Subjects were selected using purposive sampling.

The research instrument used a Likert scale model 1-4. The School Bullying Behavior Scale consists of 10 items, with a validity coefficient of $r=0.322-0.714$ and a Cronbach's Alpha coefficient= 0.836 . The Forgiveness Scale consists of 12 items, with a validity coefficient of $r=0.300-0.641$ and a Cronbach's Alpha coefficient= 0.812 . The Peer Support Scale consists of 10 items, with a validity coefficient of $r=0.311-0.803$ and a Cronbach's Alpha coefficient= 0.886 .

The multiple linear regression analysis technique was used to test the major hypothesis, determining the relationship between two independent variables (forgiveness and peer support) and one dependent variable (bullying behavior). Meanwhile, the minor hypothesis was tested using Pearson's correlation technique to examine the relationship between forgiveness or peer support and bullying behavior. This statistical technique was used with the Statistical Package for Social Science (SPSS) 25.00 for Windows.

RESULTS AND DISCUSSION

Descriptive Statistics Results

Characteristics of 102 high school students in regional schools in Eastern Indonesia who were the subjects of the research were as follows:

¹⁸ Valentina Diyan Puspita and Erin Ratna Kustanti, "Hubungan Antara Dukungan Sosial Teman Sebaya Dengan Perundungan Pada Siswa SMP PL Domenico Savio Semarang," *Jurnal Empati* 7, no. 4 (2018): 252–59.

¹⁹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D* (Alfabeta, 2019).

Table 1. Respondent Characteristics (n=102)

No.	Characteristics	Frequency	%
Gender			
1.	Man	31	30.4
2.	Woman	71	69.6
Total		102	100.0
Age			
1.	15 years	15	14.7
2.	16 years	20	19.6
3.	17 years	37	36.3
4.	18 years	20	28.4
5.	19 years old	1	1.0
Total		102	100.0
Class			
1.	X	15	14.7
2.	XI	29	28.4
3.	XII	59	56.9
Total		102	100.0

Source: Processed primary data (2024)

Respondents generally had the following characteristics: the majority were female (71 people or 69.6%), aged 17 years (37 people or 36.3%), and were in grade XII (58 people or 56.9%).

Table 2. Respondents' Responses Regarding Bullying Behavior, Forgiveness and Social Support

No.	Category		Frequency	%
Victim of Bullying				
1.	32.51 – 40.00	Very high	3	2.9
2.	27.51 – 32.50	Tall	8	7.8
3.	22.51 – 27.50	Currently	29	28.4
4.	17.51 – 22.50	Low	46	45.1
5.	10.00 – 17.50	Very Low	16	15.7
Total			102	100.0
<i>Forgiveness</i>				
1.	39.01 – 48.00	Very high	10	9.8
2.	33.01 – 39.00	Tall	33	32.4
3.	27.01 – 33.00	Currently	45	44.1

4.	21.01 – 27.00	Low	7	6.9
5.	12.00 – 21.00	Very Low	7	6.9
Total			102	100.0
Peer Support				
1.	39.01 – 48.00	Very high	29	28.4
2.	33.01 – 39.00	Tall	38	37.3
3.	27.01 – 33.00	Currently	19	18.6
4.	21.01 – 27.00	Low	13	12.7
5.	12.00 – 21.00	Very Low	3	2.9
Total			102	100.0

Source: Processed primary data (2024)

The table above shows that bullying rates in schools tend to be low, indicating that the majority of high school students tend to be low in bullying other students. The high school students involved in this study generally experienced moderate to very high levels of forgiveness. Some high school students in Eastern Indonesia felt they had a high level of forgiveness that served as a learning driver in their daily lives. Furthermore, the high school students in this study had moderate to very high levels of peer support. They generally had a good sense of social skills, which allowed them to provide support to their peers.

Classical Assumption Test Results

Before the hypothesis test, a classical assumption test was carried out which gave the following results:

Table 3. Assumption Test Results

No.	Classical Assumptions	Results	Standard	Information
1.	Normality Test	0.200	$p > 0.05$	Normal Data Distribution
2.	Multicollinearity Test			
a.	<i>Forgiveness</i>	1,030	VIF < 10	Multicollinearity Free
b.	Peer Support	1,030		
3.	Heteroscedasticity Test			
a.	<i>Forgiveness</i>	0.893	$p > 0.05$	Free of Heteroscedasticity
b.	Peer Support	0.067		

Source: Processed primary data (2024)

The table above shows that the classical assumptions including normality, multicollinearity and heteroscedasticity are met, namely (1) the data has a normal distribution because the p value > 0.05 ; (2) is free from multicollinearity because each independent variable has a VIF value

<0.10; and (3) is free from heteroscedasticity because each independent variable does not affect the absolute residual (each has a p value>0.05).

Hypothesis Test Results

The major hypothesis is shown from the results of the F test as follows:

Table 4. Results of Major Hypothesis Tests
ANOVA

		Sum of				
Model		Squares	df	Mean Square	F	Sig.
1	Regression	443,742	2	221,871	9,813	.000b
	Residual	2238.464	99	22,611		
	Total	2682.206	101			

a. Dependent Variable: Bullying Victims

b. Predictors: (Constant), Peer Social Support, Forgiveness

Source: Processed primary data (2024)

The table above shows that the major hypothesis is accepted, namely "there is a significant relationship between forgiveness and peer support and bullying behavior at school" because the F value = 9.831 and p value <0.05. The Adjusted R2 value = 0.016, which means the magnitude of forgiveness and peer support in predicting bullying behavior at school is 1.6%. These results indicate that there are other independent variables outside the model that have an influence on bullying behavior at school.

The major hypothesis is shown from the results of the r test as follows:

Table 5. Minor Hypothesis Test Results

No.	Relationship between variables	r	p
1.	Forgiveness ↔ Bullying Behavior	-0.312	0.001
2.	Peer Support ↔ Bullying Behavior	0.204	0.020

Source: Processed primary data (2024)

The table above shows that the first minor hypothesis is accepted, namely "there is a significant negative relationship between forgiveness and bullying behavior in schools" because the r value = -0.312 and p value <0.05. A high level of forgiveness in an individual will reduce their tendency to engage in bullying behavior in schools, and vice versa.

The second minor hypothesis was rejected because, "although the relationship between peer support and bullying behavior at school is significant, the direction of the relationship is positive." This result indicates that high levels of peer support experienced by individuals will actually increase bullying behavior at school, and vice versa.

DISCUSSION

The Relationship between Forgiveness and Peer Support with Bullying Behavior in Schools

The hypothesis stating that "there is a relationship between forgiveness and peer support and bullying behavior in schools" was proven. These results show that forgiveness and peer support are factors in bullying behavior in schools, where forgiveness is an internal factor and peer support is an external factor. These results support the hypothesis of Sari & Azwar²⁰, the factors of bullying behavior in schools consist of internal and external factors. This result is also in accordance with the opinion of Krisnana, et al.,²¹ the factors that contribute to bullying behavior in adolescents include individual factors, family factors, peer factors, school environment, mass media, and community environment. These individual factors include forgiveness, while peer factors include social support.

The results of this study also support the opinion of Yusuf and Fahrudin²² factors influencing bullying behavior include individual factors, family factors, peer factors, school factors, and media factors. Forgiveness is an individual factor; while peer support is a peer factor.

The Relationship Between Forgiveness and Bullying Behavior in Schools

The hypothesis stating that "there is a negative relationship between forgiveness and bullying behavior in schools" is proven. Higher levels of forgiveness will reduce the tendency of victims to become perpetrators of bullying in schools. Forgiveness becomes a mechanism for bullying victims to cope with the pain caused by bullying by not holding on to pain, anger/hatred, and revenge, but instead replacing them with reconciliation, thus reducing the tendency to become perpetrators of bullying. This opinion, as expressed by Flanagan, et al.,²³ forgiveness is an effective coping mechanism for adolescents. Forgiveness enables adolescents to maintain a positive cognitive state and positive interpersonal interactions, thus enabling them to let go of resentment, feel better, and improve their relationships with others. Individuals with high levels of forgiveness tend to engage in more effective coping and are less likely to resort to revenge strategies in response to bullying.

²⁰ Yuli Permata Sari and Welhendri Azwar, "Fenomena Bullying Siswa: Studi Tentang Motif Perilaku Bullying Siswa Di SMP Negeri 01 Painan, Sumatera Barat," *Ijtima'iyya: Jurnal Pengembangan Masyarakat Islam* 10, no. 2 (2017): 333–67, <https://doi.org/10.24042/ijpmi.v10i2.2366>.

²¹ Ilya Krisnana et al., "Adolescent Characteristics and Parenting Style as the Determinant Factors of Bullying in Indonesia: A Cross-Sectional Study," *International Journal of Adolescent Medicine and Health*, 2019, 1–9, <https://doi.org/10.1515/ijamh-2019-0019>.

²² Yusuf and Fahrudin, "Pb Fahrudin (Faktor Penyebab)."

²³ Kelly S. Flanagan et al., "The Potential of Forgiveness as a Response for Coping with Negative Peer Experiences," *Journal of Adolescence* 35 (2012): 1215–23, <https://doi.org/10.1016/j.adolescence.2012.04.004>.

Bullying victims are more likely to become bullies themselves, citing self-protection and a sense of security from their environment. They also become bullies because they want revenge or because they imitate the behavior they receive.²⁴ Therefore, to prevent victims from becoming perpetrators of bullying, it is necessary to develop internal mechanisms to overcome feelings of hurt or anger that can trigger acts of revenge by forgiving the victim.²⁵ This opinion is supported by Lazarus & Folkman²⁶ there are situations where problem-focused strategies cannot be implemented to eliminate the impact of stressors (e.g., bullying), so the handling strategy focuses on emotions (e.g., forgiveness). Bullying victims find it difficult to take direct action (problem-focused strategies) because of the power imbalance between the bully and the victim, making it difficult to completely eliminate the stressor of bullying in schools. Therefore, emotion-focused strategies (e.g., forgiveness) are an ideal choice for bullying victims in the hope of preventing victims from becoming perpetrators.²⁷

Victims of bullying can use forgiveness to help regulate their emotions (through emotional alignment). These students may also receive additional benefits in the form of an increased sense of agency and control through emotional regulation. This emotional control, in turn, allows victims to gain control over the situation. Therefore, victims of bullying who use forgiveness to manage their negative emotions are better able to cope with bullying and thus prevent themselves from becoming bullies themselves.²⁸ This opinion is strengthened by Hunter & Boyle²⁹, individuals are able to cope effectively with problems when they have a great deal of control over their circumstances.

Bullying victims will respond to the pain they experience, which is a stress reaction involving negative emotions, such as anger, hatred, hostility, resentment, fear, and anxiety. These negative emotions are often expressed in non-adaptive ways, such as revenge or retaliation, seeking justice or restitution, demanding an apology, forgiving to justify the pain, denial, or avoidance. This will actually reduce the victim's mental health and put them at risk of becoming bullies. Therefore,

²⁴ Sari and Azwar, "Fenomena Bullying Siswa: Studi Tentang Motif Perilaku Bullying Siswa Di SMP Negeri 01 Painan, Sumatera Barat."

²⁵ Sari and Agung, "Pemaafan Dan Kecenderungan Perilaku Bullying Pada Siswa Korban Bullying."

²⁶ Richard S Lazarus and Susan Folkman, *Stress, Appraisal, and Coping* (Springer, 1984).

²⁷ Egan and Todorov, "Forgiveness as a Coping Strategy to Allow School Students to Deal with the Effects of Being Bullied: Theoretical and Empirical Discussion."

²⁸ Egan and Todorov, "Forgiveness as a Coping Strategy to Allow School Students to Deal with the Effects of Being Bullied: Theoretical and Empirical Discussion."

²⁹ Simon C. Hunter and James M.E. Boyle, "Appraisal and Coping Strategy Use in Victims of School Bullying," *British Journal of Educational Psychology* 74 (2004): 83–107, <https://doi.org/10.1348/000709904322848833>.

efforts to reduce and overcome stress reactions that focus on emotions (such as forgiveness) will be effective for bullying victims.³⁰

Forgiveness adolescents are fully capable of engaging in and accepting forgiveness. As cognitive and emotional maturity continues, forgiveness makes adolescents more flexible in responding to negative experiences from their peers. Adolescents become more adept at observing, reflecting on, and considering their internal affective experiences. As such, they are better able to understand and intentionally implement increasingly complex coping responses to address their emotions.³¹ Adolescents will develop more independent cognitive strategies and increased intentionality of action through planned problem-solving. Adolescents will also develop flexibility in coordinating behavioral, cognitive, and emotional forms in problem-solving. Forgiveness becomes a strategy for coping with negative experiences from peers by focusing on emotional experiences and coordinating coping skills (social competence).³²

Forgiveness negatively related to bullying behavior because the forgiveness possessed by victims of bullying will encourage them to be able to let go of painful memories and not want to harbor feelings of revenge, so the tendency to become perpetrators of bullying is low.³³ Study of García-Vázquez, et al.,³⁴ supporting this, forgiveness can indirectly reduce bullying behavior. This result is consistent with the findings by Islamiyati, et al.,³⁵ Sari & Agung,³⁶ and Egan & Todorov³⁷

The Relationship between Peer Support and Bullying Behavior in Schools

This study hypothesized that peer support would be negatively related to bullying behavior at school, but in fact the relationship between the two variables was positive. This indicates that the higher the peer support an individual feels, the more likely it is to encourage them to bully at school.

³⁰ Everett L. Worthington and Michael Scherer, "Forgiveness Is an Emotion-Focused Coping Strategy That Can Reduce Health Risks and Promote Health Resilience: Theory, Review, and Hypotheses," *Psychology and Health* 19, no. 3 (2004): 385–405, <https://doi.org/10.1080/0887044042000196674>.

³¹ Flanagan et al., "The Potential of Forgiveness as a Response for Coping with Negative Peer Experiences."

³² Worthington and Scherer, "Forgiveness Is an Emotion-Focused Coping Strategy That Can Reduce Health Risks and Promote Health Resilience: Theory, Review, and Hypotheses."

³³ Yuliana Yosefina Inuhan et al., "Forgiveness and Subjective Well-Being in Victims of Bullying at a Vocational High School," in *Proceedings of the 2nd Annual International Conference: Reimagining Guidance and Counselling in the VUCA Era (AICGC 2023)*, ed. L. Kurniawan et al, no. Advances in Social Science, Education and Humanities Research 845 (Atlantis Press, 2024), https://doi.org/10.2991/978-2-38476-234-7_18.

³⁴ Fernanda Inéz García-Vázquez et al., "The Effects of Forgiveness, Gratitude, and Self-Control on Reactive and Proactive Aggression in Bullying," *International Journal of Environmental Research and Public Health* 17, no. 5760 (2020): 1–14, <https://doi.org/10.3390/ijerph17165760>.

³⁵ Gina Islamiyati et al., "The Influence of Humility and Forgiveness on Bullying Behavior in Islamic Student," *G-Couns: Jurnal Bimbingan Dan Konseling* 9, no. 1 (2024): 323–36, <https://doi.org/10.31316/gcouns.v9i1.6532>.

³⁶ Sari and Agung, "Pemaafan Dan Kecenderungan Perilaku Bullying Pada Siswa Korban Bullying."

³⁷ Egan and Todorov, "Forgiveness as a Coping Strategy to Allow School Students to Deal with the Effects of Being Bullied: Theoretical and Empirical Discussion."

This is possible because the peer support received by individuals takes the form of negative conformity or support that actually encourages individuals to retaliate by committing bullying so that they are no longer perceived as weak or able to defend themselves. In this study, the respondents were high school students who are categorized as adolescents, so the peers who provided support were also categorized as adolescents. Adolescents are individuals who have less control over their environment than adults, so when responding to bullying experienced by friends, they will actually have an emotional reaction of revenge as support for acceptance, influence, or protection of their friends. This opinion is supported by the findings of Sari & Azwar³⁸, victims turn into perpetrators of bullying because of the previous perception of being victims of bullying because they have an appearance or behavior that is "inappropriate" to what is generally found in the environment (not in accordance with group conformity).

The relationship between peer support and bullying behavior shows that the social environment has an influence on the occurrence of bullying.³⁹ The social environment, especially the peer environment, can provide emotional support as well as social pressure that can influence adolescent behavior,⁴⁰ such as bullying.

The relationship between peer support and bullying behavior at school which is not in accordance with the research hypothesis shows that peer support is something that is complex, inconsistent and varied in its application.⁴¹ For example, the effect of peer support on adolescent behavior is influenced by social factors and the desire for acceptance. Meanwhile, the effect of peer support on adult behavior is influenced by personal factors, long-term goals, and greater understanding.

CONCLUSION

This study concluded that forgiveness and peer support are factors in school bullying behavior. Individuals with high levels of forgiveness are less likely to engage in bullying at school. Meanwhile, high levels of peer support actually increase the likelihood of individuals engaging in bullying at school.

³⁸ Sari and Azwar, "Fenomena Bullying Siswa: Studi Tentang Motif Perilaku Bullying Siswa Di SMP Negeri 01 Painan, Sumatera Barat."

³⁹ Krisnana et al., "Adolescent Characteristics and Parenting Style as the Determinant Factors of Bullying in Indonesia: A Cross-Sectional Study."

⁴⁰ Yunita Embong Bulan et al., "Pengaruh Lingkungan Sosial Terhadap Perkembangan Mental Remaja," *TAUJIHAT: Jurnal Bimbingan Konseling Islam* 3, no. 2 (2022): 99–115, <https://doi.org/10.21093/tj.v3i2.6481>.

⁴¹ Kalina Mikolajczak-Degrauwe et al., "Strengths, Weaknesses, Opportunities and Threats of Peer Support among Disadvantaged Groups: A Rapid Scoping Review," *International Journal of Nursing Sciences* 10 (2023): 587–601, <https://doi.org/10.1016/j.ijnss.2023.09.002>.

Referring to the findings, (1) students need to receive adequate information and training on forgiveness as a strategy to prevent students from retaliating against bullying at school. Students also need to receive the right information and understanding regarding forms of positive social support so as not to provide support that can actually increase bullying behavior; (2) schools need to provide psychoeducation to students regarding efforts to prevent bullying at school, especially regarding the role of forgiveness and peer support; (3) for similar research in the future, it is recommended to include independent variables outside the model, such as self-esteem, empathy and anti-bullying practices at school.

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