



Factors Driving the Occurrence of Bullying Phenomenon in Schools: Bibliometric Analysis

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ARTICLE INFO	ABSTRACT
<p>Article History: Submitted/Received March 01, 2025 First Revised April 06, 2025 Accepted May 21, 2025 First Available online June 06, 2025 Publication Date June 11, 2025</p> <p>Keyword: Bullying, Causal Factors, Peers, Parenting Style, Mass Media, Social Environment, Self-Esteem, Bibliometric Analysis.</p>	<p><i>The phenomenon of bullying in Indonesia shows an alarming increase, both in schools and online, with serious impacts on the mental health, social development, and academic achievement of victims. This study aims to identify factors that encourage bullying using literature review and bibliometric analysis. Data were obtained through the Publish or Perish application from Google Scholar and Scopus sources with the keywords "bullying" and "factors driving bullying" for the period 2017–2025. Analysis using VOSviewer was conducted to map keyword co-words and citation networks. The results show that there are five main factors that influence the occurrence of bullying, namely: family factors, peers, mass media, social environment, and self-esteem. Unconducive parenting, peer pressure, exposure to violent content in the media, the normalization of violence in the social environment, and low self-esteem are the dominant drivers of bullying behavior in children and adolescents. These findings emphasize that bullying prevention requires comprehensive intervention through synergy between family, school, community, and media monitoring. Efforts to create a safe and supportive environment are essential to reduce the number of bullying cases and protect children's psychological development.</i></p> <p>© 2025</p>

1. INTRODUCTION

Bullying is aggressive behavior manifested by treating others disrespectfully and using violence or coercion to influence others, whether physically, verbally, or psychologically. This behavior is repeated or has the potential to recur, and involves an imbalance of power and authority (Karyanti & Aminudin, 2019). This phenomenon has numerous negative impacts, including mental health problems, low self-esteem, social isolation, the potential risk of dangerous behavior, and can even affect the victim's academic achievement and sense of security in their surroundings.

Bullying can occur due to several influencing factors, namely internal and external factors. Internal factors are those originating from within the individual child, such as their level of weakness and a quiet nature. External factors are those originating from outside the individual child, such as the surrounding environment, family circumstances, and relationships with peers (Nilam, et al; 2021). One of these factors is the formation of adolescents' attitudes, behaviors, and social behaviors, which are influenced by their social environment, including peers. If the peer group they follow exemplifies morally and religiously responsible behavior, the adolescent is more likely to display a positive personality. Conversely, if peers exemplify attitudes and behavior that deviate from prevailing norms and values, the adolescent is more likely to display attitudes and behaviors consistent with their peer group (Abdullah, 2019; Fauziah & Rusli, 2013; Simarmata & Karo, 2019; Tianingrum & Nurjannah, 2020).

Based on the causal factors of bullying, internal factors play a role in a child's development, specifically their mental and emotional health. Mental health is a condition related to the ability to actively adapt to and overcome problems while maintaining self-sufficiency. When a child experiences unpleasant treatment from their environment, they will feel stressed both physically and mentally, which will affect their self-confidence and make it difficult to interact effectively (Nilam et al., 2021).

In 2020, the United Nations Children's Fund (UNICEF) reported that two-thirds of girls and boys aged 13-17 had experienced at least one type of violence in their lifetime, and three-quarters of children and adolescents who had experienced one or more types of violence reported that the perpetrators were peers. According to the 2018 Program for International Student Assessment (PISA), 41% of 15-year-old students had experienced bullying

at least several times a month, with varying types of bullying. At the bottom of the list was the spreading of harmful rumors, with 20% of both girls and boys experiencing this, and at the top, 18% experienced physical bullying, such as being hit or ordered around by other students. A U-Report survey of 2,777 Indonesian youth aged 14-24 found that 45% had experienced online bullying, with 49% of boys reporting this and 41% of girls reporting it. (UNICEF, 2020)

In 2024, the Indonesian Child Protection Commission (KPAI), the Indonesian Education Monitoring Network (JPPI), and SAFEnet released official data showing an increase in the number of bullying cases, both in schools and online. Based on JPPI's annual data, significant developments have occurred, with 91 cases of school violence

recorded in 2020, rising to 142 cases in 2021, and 194 cases in 2022. The sharpest increase in cases of violence in educational settings occurred in 2024, with an increase of over 100%. In 2023, there were 285 cases, and in 2024, the number increased to 573 cases. These figures indicate that bullying remains a dominant form of violence in schools. The Indonesian Child Protection Commission (KPAI) reported that there were 3,800 cases of bullying throughout 2023, nearly half of which occurred in schools and Islamic boarding schools. In 2024, KPAI received 2,057 complaints related to child protection. Although the number of complaints decreased compared to 2023, bullying remains a serious and consistent problem, indicating that the school environment remains a highly vulnerable environment for children.

Based on combined data from the Indonesian Child Protection Commission (JPPI) and the Indonesian Child Protection Commission (KPAI), physical bullying, which accounts for 55% of the incidents, is the most common form of bullying, including hitting, kicking, or other forms of physical violence. Verbal bullying follows in second place at 29.3%, encompassing insults, teasing, or exclusion that cause emotional distress to victims. Furthermore, cyberbullying is equally concerning. According to SAFEnet, the first three months of 2024 showed an increase of 480 cases of cyberbullying from the previous year.

Data published by SAFEnet in 2024 showed that 26% of victims were elementary school students, 25% were junior high school students, and 18.75% were senior high school students. This data, by educational level, shows that the majority of bullying victims come from elementary school, indicating that children in their early years are the most vulnerable to bullying. (GoodStats, 2025)

Bullying has serious long-term negative impacts on victims, ranging from the risk of mental disorders such as depression, anxiety, and prolonged trauma to the most severe, suicidal thoughts. In addition to psychological distress, bullying also impacts victims' academic achievement. Children who are victims of bullying tend to lose their enthusiasm for learning and motivation, and even suffer from reduced concentration, which significantly impacts their performance and activeness at school..

One recent case involved the death of Timothy Anugerah Saputra, a Udayana University (Unud) student on Tuesday, October 15, 2025. According to TV One News, he was a seventh-semester Sociology student at the Faculty of Social and Political Sciences (FISIP). He was found dead after allegedly jumping from the fourth floor of his faculty building.

This case suddenly went viral on social media after allegations emerged that he was the victim of bullying by his peers. This suspicion arose after screenshots of a conversation circulated showing abusive taunts from his peers. Even after his death, these individuals used the case as a joke on social media.

Recall that some time ago, in February 2024, another case that shocked social media was the assault that resulted in the death of a student at an Islamic boarding school in Kediri, East Java. According to information circulated by BBC News, a 14-year-old student named Bintang Balqis Maulana died, allegedly as a result of abuse by her seniors at the Al Hanifiyyah Tartilul Quran Islamic Boarding School (PPTQ) in Kediri

Regency, East Java. Bintang Balqis Maulana, a native of Karangharjo Village, Banyuwangi, had moved to Kediri to attend school. However, an unfortunate incident occurred that resulted in her death.

The caretaker of PPTQ Al Hanifiyyah admitted that she initially received news that the victim had slipped in the bathroom on Friday and confirmed that Bintang Balqis Maulana's death was not the result of abuse. On Saturday, Bintang's body was delivered by the Islamic boarding school and the alleged perpetrator. However, when the body was removed, blood was found dripping from the victim's coffin. The family requested that the shroud be removed to view the body. When she saw the body in person, like the victim, Mia Nur Khasanah was shocked when she saw bruises all over her sister's body, her nose looked broken, and there was a wound like a noose on her neck which convinced her that her sister had not just fallen in the bathroom, but that there had been an element of abuse.

This case demonstrates that bullying is no joke, but can ultimately lead to the death of the victim. If not addressed seriously, its impact will undermine ongoing education and hinder the development of an intelligent generation with a strong awareness of the importance of psychological well-being. Therefore, cooperation from all parties is essential to ensure that every child's right to grow up in a safe environment without fear is fully fulfilled.

In response to the recent surge in bullying cases, research is needed to examine the factors that contribute to bullying in individuals. This research will help us understand the factors that lead to bullying, and by understanding these factors, we can prevent bullying and mitigate its negative impact.

2. METHODS

This article uses a literature review and bibliometric analysis methods to describe the results of journal publications. For bibliometric analysis, the Publish or Perish application was used to collect data from the collected articles, then processed into a schematic form using VOSviewer. We searched for articles using Google Scholar and Scopus. The criteria for collecting articles used were using the keywords bullying and factors driving bullying. The publication year of the articles was limited to 2017-2025 to obtain relevant and up-to-date findings. The collected data were then analyzed using VOSviewer software for keyword co-occurrence analysis and citation analysis. The resulting conceptual map attempts to group the factors driving bullying in schools within a comprehensive theoretical framework.

Table 1. Theoretical Framework

Author, Title, Year of Publication	Objective	Methods	Conclusion
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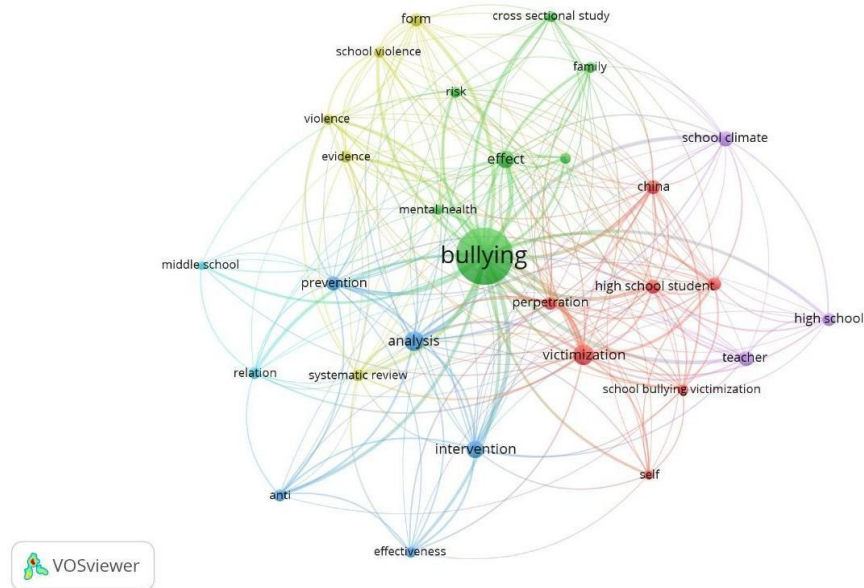
<p><i>Analisis Faktor-Faktor Penyebab Perilaku Bullying pada Remaja</i> (Andris Noya, <i>et al</i>; 2024)</p>	<p>This article aims to identify the factors that contribute to bullying behavior in adolescents. Because of this phenomenon, schools are no longer a comfortable place for learning and character building.</p>	<p>Quantitative method (Using questionnaires)</p>	<p>From data collected using a quantitative approach, the three biggest factors driving bullying are peer factors, family parenting patterns, and the influence of social media.</p>
<p><i>Analisis Faktor-Faktor yang Mempengaruhi Terjadinya Perilaku Bullying</i> (Yulrina Ardhiyanti; 2024)</p>	<p>This article aims to explore the phenomenon of bullying in schools, specifically its causes, so that it can be addressed.</p>	<p>Literature review</p>	<p>After reviewing a collection of research conducted on this issue, it was concluded that family, peer groups, mass media, the surrounding environment, and self-esteem factors influence bullying.</p>
<p>Adolescent Characteristics and Parenting Style as the Determinant Factors of Bullying in Indonesia: A Cross-Sectional Study (Ilya Krisnana, <i>et al</i>; 2019)</p>	<p>This article focuses on the correlation between the phenomenon of bullying and parenting styles as potential determinants of bullying behavior in adolescents.</p>	<p>Quantitative method</p>	<p>The study concluded that adolescents, especially middle-aged adolescents and those in rural areas, can be both perpetrators and victims of bullying. A balanced authoritarian parenting style plays a crucial role in preventing bullying behavior.</p>

<p><i>Faktor-Faktor Psikologis Penyebab Perilaku Bullying</i> (Muhammad Chaidar, <i>et al</i>; 2024)</p>	<p>This article aims to explore the psychological factors that contribute to bullying behavior among adolescents.</p>	<p>Qualitative methods and literature studies</p>	<p>The conclusion based on the research results is that bullying is triggered by internal factors (parenting style, personality) and external factors (family, friends, school, media). Prevention requires good parenting, communication, educational punishment, and socialization.</p>
<p>Understanding Bullying Cases in Indonesia (Ihsana Sabriani Borualogo, <i>et al</i>; 2022)</p>	<p>This article reviews research on bullying in Indonesia, highlighting parenting and culture, and emphasizing the importance of political and social action to address the impact of bullying.</p>	<p>Quantitative method</p>	<p>It can be concluded that cases of bullying in Indonesia continue to increase, both in schools and between siblings. Parenting plays a significant role, requiring comprehensive intervention and coordination (from family, school, government), as well as education.</p>

3. RESULTS AND DISCUSSION

3.1 Results

The network cluster visualization shows a network of keywords related to bullying and other keywords relevant to the topic. The largest terms are the most frequently occurring, and the network colors indicate different focuses but remain relevant to the main theme. Keep in mind that some words may be scattered across inappropriate clusters, but they are still relevant to the topic.



The explanation of each network color is as follows:

The green network includes the keywords bullying, effect, mental health, family, cross-sectional study, and risk. This cluster shows the impact of bullying, links it to the risk of bullying, and links it to mental health and family well-being. The blue network includes the keywords middle school, prevention, analysis, intervention, relationship, effectiveness, and anti. This cluster demonstrates efforts to prevent and address bullying; first conducting analysis, then intervening in the bullying phenomenon that occurs and preventing it from occurring. The red network includes the keywords perpetration, high school student, victimization, school bullying victimization, self, and China. This cluster shows who is involved and affected by bullying; in bullying, there is a perpetrator (perpetrator) and a victim (victim). As mentioned, bullying often occurs in school environments, especially during the school years when children begin to enter adolescence. The purple network includes the keywords high school, teacher, and school climate. This cluster indicates an environment that encourages bullying. School climate is a major factor in bullying; school regulations and responses to bullying behavior will determine the intensity of bullying. The yellow network includes the keywords form, school violence, violence, evidence, and systemic review. This cluster represents a form of bullying. Violence, whether physical, verbal, or psychological, often occurs as bullying in school environments.

3.2. Discussion

The results obtained from the analysis taken from various relevant articles are as follows: According to Ariesto (2009), troubled families or parents with authoritarian parenting styles who frequently punish their children excessively often give rise to bullying behavior. Children learn from stressful and aggressive home environments and imitate these behaviors in others. If their experimental behavior lacks firm consequences from their environment, they learn that "those with power are allowed to behave aggressively, and this aggressive behavior can increase their status and power." This is how a child develops bullying behavior.

Parenting styles that are too strict or too liberal make children vulnerable to becoming perpetrators or victims of bullying, as they lack clear boundaries, lack family warmth, and lack the ability to regulate their emotions. Studies show that children are more often physically bullied by siblings than by friends at school, but they tend to remain silent for fear of escalating the problem or being disbelieved by their parents. This lack of parental response and support makes children feel insecure. Therefore, good parenting is crucial for preventing bullying, including within the home.

Bullying is rampant among children and adolescents. This period is called adolescence, a transitional period from childhood to adulthood marked by puberty. During this time, adolescents experience a period of change and are often emotionally unstable. They are preoccupied with their appearance, strive for acceptance among new friends, and begin to distance themselves from their parents (Ilya Krisnana et al., 2019). Because of their unstable emotions, they are vulnerable to the influence of others, and the most powerful influence for adolescents is their peers or peers of the same age (Andris Noya, 2024). Adolescents engage in bullying because they want to prove their worthiness in a particular group, even if they themselves are uncomfortable or disapprove of the behavior (Yulrina Ardhiyanti, 2024).

The development of bullying behavior is also strongly influenced by mass media, such as social media and violent shows. A survey conducted by Kompas (Saripah, 2006) showed that 56.9% of children imitate scenes from films they watch. They generally imitate movements (64%) and words (43%). Unhealthy social media use, such as uploading unrealistic photos, can trigger negative comments and bullying (Bahri, et al; 2022). Consuming violent content such as videos, films, and games with fighting scenes can encourage a child to imitate similar actions. Perpetrators usually enjoy playing war or fighting games, and some even watch boxing or smackdown videos (Utami, 2019). This is evidenced by the recording and distribution of violent videos by peers, which demonstrate how media reinforces aggressive behavior (Haslan, et al; 2021).

The social environment has a significant impact on the occurrence of bullying. Culture and environmental norms shape the attitudes of children and adolescents, including their responses to bullying. According to Ihsana Borualogo et al. in their article "Understanding Bullying Cases in Indonesia" (2022), children and adolescents consider physical bullying normal due to its high frequency in schools. Children and adolescents also lack the courage to report bullying experiences they experience or witness to their parents or teachers because parents and teachers hold a higher position than children and adolescents, thus creating a social gap between the two members of society. Children and adolescents will also avoid direct confrontation to protect themselves and to maintain harmony and peace in the community.

Factors affecting self-esteem include negative or low self-esteem, which causes individuals to feel worthless. They have difficulty making friends, making them easily offended and angry. As a result, they tend to bully or hurt their friends. Regarding self-esteem, they believe that bullying makes them appear superior, earns respect, and receives recognition. They bully because they see their friends being bullied, which makes them feel equal and as if they have normal characteristics and behaviors (Theodore & Sudarji, 2019).

4. CONCLUSION

As we know, bullying cases have been on the rise recently in our communities, with various factors contributing to this phenomenon. Based on our bibliometric analysis, we found that family, peers, mass media, social environment, and self-esteem are the most influential factors contributing to bullying. An uncomfortable home environment and parental parenting styles are fundamental factors that cause children to feel inadequate in developing their behavior, which impacts the behavior they display toward their peers and social environment, and impacts their self-esteem. Furthermore, mass media is crucial, as uncontrolled media use can lead children to act as they please, sometimes unknowingly becoming perpetrators of cyberbullying. Therefore, it is crucial for us to create a sense of security in our environment to reduce the factors that contribute to bullying.

5. ACKNOWLEDGMENT

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6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article.

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