



## The Relationship between Peer Pressure and the Incidence of Bullying in Adolescents

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### Abstract

Aggressive behavior among peers is currently gaining renewed attention within educational institutions. Peers exerting negative pressure can influence deviant behavior, one of which is bullying. The purpose of this study was to determine the relationship between peer pressure and the incidence of bullying among adolescents at SMP X. This study employed a quantitative correlational design with a cross-sectional approach. The study population comprised all adolescents at SMP X, totaling 1.047 individuals. The sample was drawn using the Slovin formula with the proportionate stratified random sampling technique, resulting in a minimum sample size of 289 individuals. Data collection utilized the peer pressure inventory and the adolescent peer relations instrument questionnaires, which were then analyzed using the Spearman rank test with the SPSS application. The results indicated that the incidence of bullying among adolescents was in the high category (54%), with a similarly high level of peer pressure (53%). Furthermore, there was a relationship between peer pressure and bullying incidence among adolescents ( $p=0.000$ ) with a positive direction and a weak correlation between the variables ( $r=0.285$ ). The incidence of bullying among adolescents in the school environment was influenced by peer factors. New strategies from various parties were expected to be developed to prevent bullying among adolescents.

**Keyword:** *adolescent, bullying, incident, peer pressure, relationship*

### **Hubungan antara Tekanan Teman Sebaya dan Kejadian Bullying pada Remaja**

#### *Abstrak*

Perilaku agresif pada teman sebaya saat ini menjadi sorotan kembali dalam lingkup satuan pendidikan. Teman sebaya yang memberikan tekanan negatif akan berpengaruh pada perilaku menyimpang, salah satunya bullying. Tujuan dari penelitian ini adalah mengetahui hubungan tekanan teman sebaya dengan kejadian bullying pada remaja di SMP X. Penelitian ini menggunakan desain kuantitatif korelasional dengan pendekatan cross-sectional. Populasi penelitian ini yaitu seluruh remaja di SMP X berjumlah 1047 orang. Pengambilan sampel menggunakan rumus Slovin dengan teknik proportionate stratified random sampling diperoleh sampel minimal berjumlah 289 orang. Pengumpulan data menggunakan kuesioner peer pressure inventory dan adolescent peer relations instrument kepada responden, selanjutnya dianalisis dengan uji Spearman rank test menggunakan aplikasi SPSS. Hasil penelitian ini menunjukkan angka kejadian bullying pada remaja berada pada kategori tinggi (54%) dengan tekanan teman sebaya yang juga tinggi (53%). Selain itu, ada hubungan antara tekanan teman sebaya dengan kejadian bullying pada remaja ( $p=0,000$ ) dengan arah hubungan positif dan keeratan hubungan lemah antar variabel ( $r=0,285$ ). Kejadian bullying pada remaja di lingkungan sekolah dipengaruhi oleh faktor teman sebaya. Strategi baru dari berbagai pihak diharapkan ada untuk mencegah kejadian bullying pada remaja.

**Kata Kunci:** *bullying, hubungan, kejadian, tekanan teman sebaya, remaja*

## Introduction

Indonesia is one of the countries with a high level of bullying issues. The phenomenon of bullying in the adolescent environment is currently back in the spotlight of public attention. Bullying behavior falls into the category of maladaptive behavior and can arise due to difficulties in social skills and understanding of social interactions (Volk et al., 2018). Bullying is a major problem in adolescent mental health, defined as abusive behavior both physically and psychologically between one another (UNICEF, 2019).

According to data from the Komisi Perlindungan Anak Indonesia (KPAI) in the field of education, there were 3194 cases including bullying found from 2016 to 2020, where the victims of bullying cases were 480 adolescents and the offenders were 437 adolescents. In 2021-2022, there were 279 cases of bullying reported from educational units. According to the United States national survey data in 2021, among students aged 12-18 years, 22.2% reported being victims of bullying, and the highest peak of bullying occurred in middle school students who were most vulnerable (Doumas et al., 2023). A meta-analysis of 80 international studies of adolescents aged 12-18 years reported an average bullying prevalence rate of 35% for involvement in face-to-face bullying and 15% for cyberbullying (Modecki et al., 2014).

Bullying according to Olweus' theory, is defined as the intentional and repeated harm of someone who has less power than the aggressor. According to Sejiwa in 2008, bullying can include physical bullying (e.g., pushing), verbal bullying (e.g., name-calling), and psychological bullying (e.g., spreading rumors, obscene gestures, and social exclusion) and cyberbullying. Bullying has been linked to physical and mental health problems such as anxiety disorders and depression, increased risk of self-harm, suicide attempts, poor academic performance, and criminality and delinquency (Francis et al., 2022).

The impact of bullying on adolescents is also something that needs to be considered for adolescent development. At this stage, adolescents will form a self-identity and mingle in the circle of peers which will have an impact on their behavior. Deviant behavior that may occur is bullying behavior in the school environment. In a study conducted in Semarang, the impact of bullying on

adolescents who are victims results in a lack of social interaction, while adolescents who have never received bullying have very good social interaction (Endang et al., 2017). The results of other studies also show that bullying greatly impacts the anxiety of each victimized adolescent at school (Widyarti et al., 2019). Another impact of bullying on adolescents also reveals that the majority who are victims of bullying, some of them have low self-esteem (Rilla, 2018). Bullies have a higher risk of consuming alcohol, drugs, and are four times more likely to engage in criminal behavior in adulthood (Lee et al., 2022).

Bullying behavior in adolescents is influenced by several factors including individual factors, family, school, peers, and mass media (Anderson & Groves, 2013). The individual factors that influence bullying come from within the individual themselves, relating to their intrapersonality. Adolescents with introverted personalities are more likely to be victims of bullying than adolescents with extroverted personalities (Satalina, 2014).

Family dynamics and parenting patterns are very influential in determining the child's personality. There is a positive and significant correlation between authoritarian parenting style and aggression. Adolescents who think their parents have authoritarian parenting show higher levels of aggression. This results in a child having low self-esteem in their circle of friends who have the potential to be involved in bullying (Arzeen et al., 2023).

School factors are related to the school climate. Schools that have a climate that is less supportive/unsafe or in this case the absence of intensive supervision/guidance from the school has the potential for bullying behavior to occur. This is in line with the research which shows a strong relationship between a negative school climate and a high incidence of bullying (Sari et al., 2022). In everyday life, adolescents value their friends more than their parents. In addition, adolescents tend to spend more time with friends than with family (Rogers et al., 2021).

This mass media factor becomes an online facility to model bullying behavior. Every show or news displayed in the form of print and electronic media has a different impact on each individual. The higher the intensity of adolescents in viewing violent shows, this will affect the potential of

adolescents to carry out bullying behavior on others (Krisdianti, 2021). Shehzad's research found that digital harm adversely affects social events, such as bullying which promotes lower self-confidence, and anxiety among adolescents (Shehzad, 2022).

Peers are a contributing aspect of bullying. Many factors in the peer environment influence one's personality. Individuals will feel satisfied if they can join the peer group they choose because peers are now role models for their friends. Peers are also very important in helping adolescents understand their identity and adjust to the outside world. These adolescents interact more with their classmates, leading them to become more independent, mature in thinking, and on a more positive path if they are surrounded by good peers (Palani & Mani, 2016). Peers can be a negative influence if they are unreliable and lack emotional maturity, which will have an effect. This is influenced by peers who do similar things. Adolescents do this in the hope of gaining recognition and acceptance from their peers (Humaira, 2021).

Peer pressure is seen in society as the initial stage of people coming together to form gangs or peer groups. Adolescence is a crucial developmental stage when people begin to search for their identity by joining peer groups or gangs that share similar goals, ages, and activities. This often causes them to see people who are different from them or outside their group as less compatible friends. Peer influence significantly influences instances of bullying behavior. Peer groups, including the growth of self-identity and interpersonal communication skills through interaction with peer groups, are very important in the formation of adolescent personality. This follows the research that peer factors have a significant influence on bullying behavior in adolescents (Bulu et al., 2019).

Peer pressure can be defined as pressure and encouragement from individuals of the same age group to make or force individuals to do something (Palani & Mani, 2016). According to Clasen and Brown's 1985 theory, peer pressure has five aspects including peer involvement, school involvement, family involvement, conformity to peer norms, and misconduct. The results regarding peer pressure on risky behavior carried out by adolescents are very significant (Andayani & Ekowarni, 2016). Adolescents are more influenced by what their

peers think than what their peers do. Peers can play a key role in enhancing self-identity and in shaping the life course of adolescents who are in transition from childhood to adulthood (Diananda, 2019). Even peers can prevent the effects of interpersonal life stress on suicidal symptoms (MacKin et al., 2017).

The findings also show that relationships with peers can influence bullying behavior (Budiman et al., 2022). Peer relationships can have both good and bad effects. Peer relationships can have both good and bad effects. There is a relationship between peer social support and bullying behavior (Diyani et al., 2018). Bullying is more common when people perceive their peers' social support to be poor, and vice versa. All members of the peer group must adhere to certain rules to be considered capable of following group standards. The consequence of any person acting differently is the possibility of rejection by the group. This is in line with the research findings which state that peers influence adolescents' potential to engage in violent acts, leading them to choose bullying behavior from the group (Kornienko et al., 2018).

Regarding the impact arising from bullying, as a nurse, it is certainly necessary to take part in providing treatment for these problems. Nurses can act as educators and counselors. In this context, nurses can provide counseling on the impact of bullying, and can become a consultant for someone who is a victim of bullying, especially for victims whose physical and psychological health has been disturbed. Therefore, nurses can collaborate with other professions to provide treatment and recommendations (Dang et al., 2021; Edrina Moss et al., 2016).

The percentage frequency of verbal bullying is high in almost all cities/districts in West Java Province (Borualogo & Gumilang, 2019). This shows that the incidence of verbal bullying is common. Even in some areas in West Java, it reached more than 23% for the frequency of occurrence more than 3 times. Cases of verbal bullying in Pangandaran Regency reached the highest percentage of 27.4% with a frequency of occurrence more than 3 times, followed by Karawang (24.9%), Sumedang (23.9%), Majalengka (23.8%) and Cirebon (23.7%) (Borualogo & Gumilang, 2019).

Therefore, the researcher intends to examine the relationship between peer pressure and the incidence of bullying in adolescents at SMP X.

SMP X was chosen as the research site because it is located in the center of Pangandaran City which has function as an office near the Lapang Merdeka. SMP X is one of the superior junior high schools in Pangandaran and has been accredited A. The number of students according to data from the school amounted to 1047 students with a total of 33 study groups from classes VII, VIII, and IX.

Judging from the characteristics of students who attend schools in urban areas tend to show higher levels of self-confidence when compared to students in rural areas. This is also reinforced by the support provided from the family background where the level of education, income, and employment of parents in urban areas is usually higher than in rural areas (Koricich et al., 2018). So that this has the potential to trigger an attitude of arrogance in the individual to commit acts of bullying, where the powerful intimidate the weak. According to research conducted by Yuliani in 2018, there were cases of bullying behavior at the secondary school level with the age range of the subjects ranging from 11-15 years, where during adolescence there are patterns of emotional and psychosocial changes both cognitively and intellectually.

Based on preliminary studies that have been conducted through observations and interviews with 9 students at SMP X, several phenomena need special attention. The results of the preliminary study found that students had given bad nicknames to other students (such as calling friends with bad nicknames) and had cursed other students (such as calling friends animal names, or insulting friends). As well as researchers encountered several students who behaved deviantly such as skipping class during learning activities and still wearing their school uniforms so that this could reduce the image of the school in the eyes of the public. This is also reinforced by the results of interviews with student teachers at SMP X, that bullying cases at SMP X do exist, but are still at a mild level. Examples include glaring at other students, making fun, and hate speech to friends (physical insults). Based on the narrative from the school, for the handling of several cases including bullying is directly handled by the counseling guidance teacher, which will bridge the existing problems and involve the parents concerned in the mediation process.

Based on some of the research above, peer pressure is very important to the incidence of bullying in adolescents at SMP X because this will

have an impact on how adolescents will behave in the future. Therefore, this is the background for researchers to conduct research related to these variables and become the focus of this study. Based on the description above, the researcher feels the need to examine the "The relationship between peer pressure and the incidence of bullying in adolescents".

## Methods

This type of research uses a quantitative approach with a correlational method and a cross-sectional approach. The population in this study was 1047 students at levels VII, VIII, and IX. The sample in this study was 289 students in SMP X. The research sampling technique uses Probability Sampling Proportionate Stratified Random Sampling technique which has been calculated previously using the Slovin formula. This study uses the Peer Pressure Inventory instrument from Clasen and Brown with 25 question items and the Adolescent Peer Relations Instrument from Parada with 18 question items. Researcher classified the categories for the Peer Pressure Inventory and the Adolescent Peer Relations instruments into "high" and "low" groups, utilizing the median value as the cutoff point for differentiation. This approach ensures a balanced distribution of respondents across both categories, allowing for a more precise analysis of peer pressure and bullying experiences among adolescents. This study has received a research ethics permit from the ethics commission of Padjadjaran University with ethics number 731/UN6.KEP/EC/2023.

Univariate and bivariate analyses were used in analyzing the data of this study. The purpose of univariate analysis is to describe each characteristic of the research variables (Notoatmodjo, 2018). In addition, bivariate analysis was used in this study to determine the correlation or relationship between two variables, namely the relationship between peer pressure and the incidence of bullying. The test method used is the Spearman correlation test using the SPSS version 25 for Windows application to measure the level of relationship in data with an ordinal scale. In the Spearman correlation test, the relationship between the two variables is declared significant if it has a p-value of less than 0.05. The r-coefficient value is used to show the direction of the correlation between the two variables.

## Result and Discussion

**Table 1.** Demographic Data of Respondents

Demographic Characteristics	Total (n=289)	
	f	%
<b>Gender</b>		
Female	219	76
Male	70	24
<b>Class</b>		
VII	97	33,6
VIII	97	33,6
IX	95	32,9
<b>Age</b>		
12 years old	11	3,8
13 years old	71	24,6
14 years old	94	32,5
15 years old	113	39,1
<b>Live Together</b>		
Father and Mother	255	88,2
Father	8	2,8
Mother	12	4,2
Guardian	14	4,8
<b>Have best friends</b>		
Yes	274	94,8
No	15	5,2
<b>Number of best friends</b>		
1-10	243	88,7
11-20	31	11,3
>20	0	0

(Source: Primary Data, 2023)

Based on the 289 respondents who have been analyzed (Table 1). Most of the respondents who participated in the study were female (76%). In the frequency distribution analysis, almost half of them were 15 years old, namely 113 respondents (39%). The majority of respondents have friends (94.8%) with the number of friends ranging from one to ten people as many as 243 respondents. And the majority of respondents in this study lived with their father and mother (88%).

The description of the incidence of bullying in adolescents at SMP X is presented using a frequency distribution table. Furthermore, the description of the incidence of bullying in adolescents is divided into 2 categories, namely high and low. The median value of bullying incidence is 32. The following is the distribution of bullying incidence among adolescents in SMP X:

**Table 2.** Data Distribution of Variables Studied (n=289)

Categories of Bullying Incidents	f	%
High	155	54
Low	134	46
<b>Category Role of Bullying Incident</b>		
Offender	11	3,8
Victim	278	96,2
<b>Category of Peer Pressure</b>		
High	154	53
Low	135	47

(Source: Primary Data, 2023)

Table 2 shows the distribution of data regarding the incidence of bullying. Based on these data, the incidence of bullying is mostly included in the category of values above the median with a percentage of 54% and a frequency of 155 respondents. And there are respondents with scores below the median, when viewed from a percentage of 46% with a total of 134 respondents. This suggests that a substantial proportion of the sample encounters significant levels of bullying.

In examining the roles within bullying incidents, a considerable majority of the respondents, 96.2%, identified as victims. Conversely, only a minor segment, 3.8%, reported themselves as offenders. These findings imply a predominant victimization trend within the group, with a notably small fraction engaging in bullying behavior.

Based on these data, the number of peer pressure in adolescents is mostly included in the category of values above the median with a percentage of 53% and a frequency of 154 respondents. And there are respondents with scores below the median, when viewed from a percentage of 47% with a total of 135 respondents. Although there is a relatively balanced distribution, the data indicates a slight prevalence of high peer pressure among the respondents.

**Table 3.** Distribution of the Relationship between Peer Pressure and the Incidence of Bullying

Variable	Coefficient of Correlation	Sig. (2-tailed) (P-value < 0,05)
Peer Pressure the Incidence of Bullying	0,285	0,000

(Source: Primary Data, 2023)

**Table 4.** Cross Tabulation of the Relationship between Peer Pressure and the Incidence of Bullying (n=289)

Peer Pressure	the Incidence of Bullying				Total	
	High		Low		n	%
	f	%	f	%		
High	102	35,3	52	18	154	53
Low	53	18,3	82	28,4	135	46,7

**Spearman's rho test; p=0,000 (r)=0,285**

(Source: Primary Data, 2023)

Table 3 shows the results of the correlation test to determine the relationship between two variables using the Spearman Rank Test. Based on the data above, the Sig. (2-tailed) on the Spearman test is 0.000. If the p-value is less than 0.05,  $H_a$  is accepted and  $H_o$  is rejected, which means that there is a significant relationship between the independent and dependent variables. So it can be interpreted according to the research variable that "there is a relationship between peer pressure and the incidence of bullying in adolescents at SMP X".

Table 4 explains the cross-tabulation of the relationship between peer pressure and bullying. Based on the data above, it can be seen from the results of the Spearman's rho test that the direction of the relationship is positive or unidirectional. This means that when one variable is high, the other variable is also high. In this study, if peer pressure is high, then the incidence of bullying is high, and vice versa. Judging from the data above, for the incidence of bullying in the high category, peer pressure in the high category is greater than peer pressure in the low category from the total number of respondents (35.3%: 18.3%). The frequency of respondents with high peer pressure and high incidence of bullying is 102 respondents. With the closeness of the relationship seen from the correlation coefficient (r) of 0.285, it means that it can be interpreted that the closeness of the relationship between the two variables is weak.

### Description of Bullying and Peer Pressure in Adolescents

The phenomenon of bullying and peer pressure among adolescents is a critical social issue that significantly impacts their psychological and emotional well-being. Adolescence is a developmental stage characterized by heightened sensitivity to social interactions and a strong desire for acceptance within peer groups. During this period, individuals are particularly vulnerable to negative peer influences, which can manifest as

bullying behavior or succumb to peer pressure, both of which can lead to adverse effects on mental health, self-esteem, and overall social development. A total of 289 respondents participated in this study, resulting in data that 54% of respondents had a high-level category regarding the incidence of bullying in adolescents. This shows that the number of bullying incidents including victims and offenders occur in the junior high school environment. Bullying is a negative action that occurs over a long period and is repeated by one or more people against others (Olweus, 2013). This is following research that the incidence of bullying is more prevalent in the secondary school environment compared to elementary school (Pouwels et al., 2018).

Based on demographic characteristics, the results showed that the highest number of respondents in the incidence of bullying was 15 years old as much as 39.1%, where this age is included in the early adolescent age range. At this age there is a pattern of emotional changes in growth and development and existence from parents to peers. Research also revealed that in the early adolescent phase, adolescents tend to have low emotional regulation (Maharani & Prastuti, 2021).

Based on the research findings seen from the gender characteristics of the respondents, it shows that the incidence of bullying is high in female adolescents, as many as 117 people (76%). This is in line with research which the most victims of bullying are female rather than male (Sulistiowati et al., 2022). Other research also states that girls experience more types of indirect bullying (e.g. exclusion) compared to boys (Kyrrestad et al., 2023). Judging from the facts in the field, adolescent boys experience more physical forms such as hitting, while girls experience more forms of humiliation such as being called bad names .

The results showed that the incidence of bullying was high for the characteristics of living

with a father and mother as many as 141 people (91%). Bullying can also occur due to a family that does not get along, problems that occur within the family can also cause bullying behavior such as: parental disharmony, parental divorce, socio-economic problems, and lack of communication (Astuti, 2008).

Bullying can take many forms in adolescents, including verbal, physical, and social bullying (Parada, 2000). The findings of this study show that verbal bullying is the most common type of bullying. This is reinforced by the survey results which show that 155 respondents, or around 53.6%, admitted that they sometimes experienced sarcasm in the form of words. Meanwhile, for physical bullying cases, almost all respondents with a frequency of 256 (88.6%) had never been physically hurt. This shows that cases of physical bullying in adolescents at SMP X are relatively low. As for social bullying cases, 179 respondents (61.9%) stated that sometimes there were students who did not want to be friends with them, and 203 respondents (70.2%) stated that sometimes there were students who gossiped about them.

Based on the results of research conducted on 289 adolescent respondents at SMP X, it was found that peer pressure or peer pressure was 53% of respondents in the high category or with a value above the median. This shows that the pressure exerted between peers occurs a lot within the scope of junior high school. Therefore, this will have an impact on the formation of adolescent character in the future, because if adolescents have a high dependence on their peers, the higher the bullying behavior in these early adolescents (Putri et al., 2021).

Peer pressure can be influenced by friends who have a close relationship (Brown et al., 2008). Peers include friends who encourage, and invite their colleagues to undesirable and desirable behaviors. The results showed that peer pressure occurs a lot in an environment that has friends or close friends. In this study, the majority of adolescents with high peer pressure had friends as many as 95.5% with a range of around one to ten friends (81.2%). The closeness of adolescents to their peers affects their own behavior. This is because according to the researcher's observation adolescents tend to be more open with their close friends or best friends. This statement is reinforced by question item number 10 that 95 respondents (32.9%) often spend time with their friends.

Peer pressure can cause an individual stress and feel intimidated. Peers who receive negative pressure such as bullying experience stress disorders (Fadilah et al., 2023). Therefore, positive support is needed, one of which is from peers. Positive peer support will provide positive pressure and have an impact on good adolescent behavior. Conversely, if adolescents do not get positive support, they will form deviant behavior and tend to harm themselves and others.

### **The Relationship between Peer Pressure and the Incidence of Bullying in Adolescents**

Based on the results of the analysis using the Spearman Rank Test statistical test, peer pressure and the incidence of bullying in adolescents are significantly correlated. In other words, peer pressure can have an impact on the occurrence of bullying among adolescents. These results support the idea that peer pressure can impact bullying. Negative peer pressure can affect how a person develops their personality and behavior. The findings of this study are also in line with the research of Bulu et al., in 2019, who found that bullying behavior in early adolescents was significantly influenced by peer influence.

Based on the research data, the p-value of the correlation test is 0.000, where if the p value < p alpha ( $0.000 < 0.05$ ), it means that  $H_a$  is accepted and  $H_o$  is rejected. In this study,  $H_a$  is accepted, meaning that there is a significant relationship between the independent and dependent variables. So it can be interpreted according to the research variables that there is a relationship between peer pressure and the incidence of bullying in adolescents at SMP X. There is a significant relationship between peer pressure and bullying behavior (Nurhidayah et al., 2021). The results of previous studies reveal the fact that there is a unidirectional relationship between peers and bullying behavior in adolescents (Iska Sari & Budiman, 2021). This is in line with the findings of the research results conducted by researchers, that the results of the peer pressure test are positive or in the same direction as the incidence of bullying. If peer pressure in adolescents is high, then the incidence of bullying in adolescents is high. Vice versa, if peer pressure in adolescents is low, then the incidence of bullying in adolescents is low. For the closeness of the relationship between the peer pressure variable and the incidence of bullying in

adolescents with a correlation coefficient ( $r$ ) of 0.285, it is included in the weak category.

Peer pressure is related to adolescent growth and development behavior. In the research findings, the majority of participating adolescents were 15 years old and had a best friend, which falls into the early adolescent age category. Peers who exert unfavorable pressure will form a negative personality, which will lead to bullying behavior. Because adolescents spend more time with their peers (Palani & Mani, 2016). Hurlock's theory also reveals that in early adolescence, the attitudes and traits of adolescents tend to be negative, easily feeling confused, anxious, afraid and restless.

The results of the cross-tabulation between peer pressure and the incidence of bullying, show that adolescents with high peer pressure also have the potential to increase the incidence of bullying in adolescents. The researcher assumed that the high category of peer pressure in SMP X is because there are still students who commit deviant behavior or lack of discipline such as skipping class and doing things that are prohibited by the teacher, and the lack of strict supervision from the teacher can increase the potential for peer groups to commit negative or deviant actions. Researchers also assume that individual factors that are easily influenced and the environment and school climate that are not good are also very important in shaping students' personal character.

High peer pressure has a strong chance of increasing risky behavior in adolescents including bullying (Intannia et al., 2020). This means that if peer pressure increases, it can be predicted that the potential for risky behavior will also increase. However, even though peers play a good role, if parenting from parents is not good, the school environment encourages bullying, and adolescents often watch violence on social media, it is possible that bullying will remain high.

Adolescent bullying behavior has a huge impact on both the offender and the victim. Victims often experience psychological impacts that can last into adulthood, including hopelessness, psychosomatic disorders, substance abuse, and even suicidal thoughts. Bullies who disclose their behavior often experience severe psychological anguish and suffering. They also often have poor attitudes towards learning and are more likely to drop out of school. Psychological conditions including anxiety disorders, substance abuse and antisocial personality disorder may also be present

in some offenders. Criminal activity is four times more likely among offenders, who also have a higher risk of using alcohol and illegal drugs (Vanderbilt & Augustyn, 2010).

### Conclusion

Based on the research findings, there is a significant relationship between peer pressure and the incidence of bullying in adolescents in SMP X. This is because high peer pressure encourages someone to bully others. From research conducted on 289 respondents, it was found that most of the incidence of bullying in adolescents was in the high category or with values above the median. In addition, more than half of the adolescents had peer pressure with values above the other medians. The closeness of the relationship between peer pressure and the incidence of bullying in adolescents is in the weak category with a positive or unidirectional correlation direction. This means that the higher the peer pressure, the higher the incidence of bullying. Recommendations for this study emphasize the need for cross-sector collaboration to enhance awareness, social skills, parental and teacher support, as well as a safe school environment and counseling services, which can help mitigate peer pressure and bullying among adolescents.

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