

SELF-CONCEPT AND EMOTIONAL INTELLIGENCE IN ASSOCIATION WITH BULLYING AMONG ADOLESCENTS IN INDONESIA: A CROSS-SECTIONAL STUDY

Konsep Diri Dan Kecerdasan Emosional Dalam Hubungannya Dengan Perundungan Pada Remaja Di Indonesia: Studi Cross-Sectional

Nufy Aisha Kannitha^{id}, Ervi Suminar*^{id}, Widya Lita Fitrianur^{id}, Widiharti Widiharti^{id}

Nursing Study Program, Faculty of Health, Universitas Muhammadiyah Gresik, Gresik, Indonesia

Corresponding Author: ervi.suminar@umg.ac.id

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ABSTRACT

Background: Adolescents who experience bullying are at risk of developing a negative self-concept and difficulty managing their emotions, which may affect their development. **Purpose:** To analyze the relationship between bullying with self-concept and emotional intelligence in adolescents at Muhammadiyah 12 Gresik Kota Baru (GKB) Junior High School, Gresik. **Methods:** This research used a correlational analytical design with a cross-sectional approach. The population was 764 adolescents and the sample consisted of 263 adolescents selected using simple random sampling. This research was conducted at Muhammadiyah 12 GKB Junior High School. Data were collected using the Revised Olweus Bully/Victim Questionnaire, Tennessee Self-Concept Scale, and Emotional Intelligence Questionnaire. Data analysis with Chi-Square test. **Results:** There were 138 adolescents (52.5%) did not experience bullying, 246 adolescents (93.5%) had moderate self-concept, and 138 adolescents (52.5%) had high emotional intelligence. The analysis showed there is no relationship between bullying and self-concept ($p\text{-value}=0.833$) and between bullying and emotional intelligence ($p\text{-value}=0.312$). **Conclusion:** There is no relationship between bullying and self-concept or between bullying and emotional intelligence in adolescents. Students are recommended to utilize counseling services for psychological support and report bullying incidents at school.

Keywords: bullying, self-concept, emotional intelligence, adolescents

ABSTRAK

Latar Belakang: Remaja yang mengalami bullying berisiko memiliki konsep diri negatif serta kesulitan mengelola emosi, hal ini dapat memengaruhi perkembangan mereka. **Tujuan:** Untuk menganalisis hubungan bullying dengan konsep diri dan kecerdasan emosional pada remaja di SMP Muhammadiyah 12 Gresik Kota Baru (GKB) Gresik. **Metode:** Desain penelitian ini adalah analitik korelasional dengan pendekatan cross sectional. Populasi penelitian adalah 764 remaja dan sampel berjumlah 263 remaja yang dipilih menggunakan teknik simple random sampling. Penelitian ini dilakukan di SMP Muhammadiyah 12 GKB Gresik. Pengumpulan data menggunakan The Revised Olweus Bully/Victim Questionnaire, Tennessee Self-Concept Scale, dan Kuesioner Kecerdasan Emosional. Analisis data menggunakan uji Chi-Square. **Hasil:** Remaja tidak mengalami bullying sebanyak 138 remaja (52,5%), konsep diri sedang sebanyak 246 remaja (93,5%), dan kecerdasan emosional tinggi sebanyak 138 remaja (52,5%). Analisis menunjukkan tidak ada hubungan antara bullying dengan konsep diri ($p\text{-value}=0,833$) dan hubungan bullying dengan kecerdasan emosional ($p\text{-value}=0,312$). **Kesimpulan:** Tidak ada hubungan bullying dengan konsep diri maupun hubungan bullying dengan kecerdasan emosional pada remaja. Siswa disarankan untuk memanfaatkan layanan konseling guna mendapatkan dukungan psikologis serta melaporkan insiden bullying di sekolah.

Kata Kunci: bullying, konsep diri, kecerdasan emosional, remaja

INTRODUCTION

Bullying has become a prevalent social phenomenon. It is defined as a repeated, aggressive behavior carried out by an individual or a group within the school environment with the intent to cause physical, social, or emotional harm to others (Arroyo *et al.*, 2023). According to Malida *et al.* (2021), bullying cases in schools resemble an iceberg phenomenon; this implies that the reported cases represent only a small fraction of the actual occurrences, which are far more pervasive beneath the surface.

Bullying is a problem that continues to affect adolescents and has the potential to influence their psychological development, including self-concept and emotional intelligence. Previous studies have yielded inconsistent results regarding the relationship between bullying and self-concept or emotional intelligence; many studies suggested that bullying affects adolescents' self-concept and emotional intelligence. However, there are still a few studies indicating that these three variables are unrelated. Hence, further research is needed to examine the relationship between bullying and self-concept and emotional intelligence among adolescents in a junior high school setting.

Based on data from the United Nations Children's Fund (UNICEF) Global Database, Indonesia ranks fourth highest globally with a bullying incidence rate of 21%. In comparison, the incidence rates in other regions are recorded at 47% in Africa, 35% in the Americas, and 32% in both Europe and Southeast Asia (UNICEF, 2021). According to the Indonesian Commission for Child Protection (KPAI), bullying cases in Indonesia exhibit an annual upward trend, with 119 cases recorded in 2020, 53 cases in 2021, 226 cases in 2022, and 241 cases in 2023 (Karisma *et al.*, 2024). In 2021, bullying incidents in Indonesia affected

26.80% of 5th-grade students, 26.32% of 8th-grade students, and 15.54% of 11th-grade students (Pratiwi *et al.*, 2023).

There was a significant increase in these figures in 2022, with bullying impacting 35.55% of 5th graders, 41.34% of 8th graders, and 30.31% of 11th graders (Pratiwi *et al.*, 2023). Furthermore, the National Coordinator of the Network for Education Watch Indonesia (JPPI), Ubaid Matraji, stated to Fin.co.id journalists that the highest frequency of violence within the educational sector occurred in East Java Province, accounting for 81 cases or 14.2% (Mihardi, 2024). Meanwhile, in the Gresik regency, the number of violence cases reached 440 in 2023. Although this figure declined to 356 cases in 2024, the prevalence remained considerably high despite the observed decrease (Rosidin, 2024).

According to data from the Federation of Indonesian Teachers' Associations (FSGI), between January and July 2023, bullying occurred across various educational institutions, with 50% recorded in junior high schools, 23% in elementary schools, and 13.5% in senior high and vocational schools (Karisma *et al.*, 2024). Based on these data, it can be concluded that junior high school students experience the highest rate of bullying. One underlying reason for this phenomenon is that adolescence constitutes a transitional phase from childhood to adulthood, characterized by significant physical and psychosocial changes (Ahmadiansah, 2020).

During adolescence, a positive self-concept is essential for developmental processes and mental health, as it serves as a protective factor against deviant behavior (Ponce *et al.*, 2021). Previous research conducted by Wijayanto & Hidayati (2021) stated that adolescent victims of bullying tend to struggle with self-acceptance, leading to a negative self-concept. This condition

subsequently results in diminished self-confidence, decreased self-esteem, and inhibited social interactions. The impact of bullying on victims causes them to develop a low self-concept, which reduces their self-esteem and self-confidence, ultimately exerting a detrimental influence on their social interactions (Ramadhan & Noorizki, 2024).

Bullying can also adversely affect the emotional intelligence of its victims. A prior study by Nabila *et al.* (2024) indicated that bullying victims may experience psychological health issues, such as low self-esteem, anxiety, tension, confusion, and difficulty concentrating. Conversely, a higher level of emotional intelligence enables individuals to solve problems and act swiftly and appropriately (Masyithoh, 2023). Furthermore, Shahzad *et al.* (2024) argued that bullying significantly impairs the mental health, emotional development, and academic achievement of adolescents. Victims of bullying are susceptible to emotional distress and carry a higher risk of developing depression or anxiety that may persist into adulthood (Ponce *et al.*, 2021).

A preliminary study conducted on May 14–15, 2025, involved interviews with 15 adolescents at Muhammadiyah 12 Gresik Kota Baru (GKB) Junior High School, Gresik. The interview results revealed that 10 out of 15 adolescents (66.67%) had experienced bullying. Among these 10 individuals, the types of bullying experienced included verbal bullying reported by 5 adolescents (50%), relational bullying by 5 adolescents (50%), cyberbullying by 4 adolescents (40%), and physical bullying by 1 adolescent (10%). Out of these 10 victims, 6 adolescents (60%) experienced self-concept disturbances, such as pessimism, a lack of self-confidence, and feelings of inferiority. Additionally, it was found that 9 out of 10 adolescents (90%) suffered from

emotional intelligence impairments, characterized by anxiety, irritability, and a lack of motivation.

Based on the phenomenon and background described above, this study aimed to determine the association between bullying experience and self-concept and to determine the association between bullying experience and emotional intelligence among adolescents at Muhammadiyah 12 GKB Junior High School, Gresik, East Java, Indonesia. The researcher deliberately did not claim that your study is the “first of its kind,” because such a claim must be substantiated through a systematic literature search. The researcher employed a conservative approach to novelty by examining bullying in relation to two psychological factors simultaneously within the specific school population and context.

METHOD

Sample and Population

The population in this study consisted of adolescents aged 12–15 years at Muhammadiyah 12 GKB Junior High School, Gresik. The total population obtained by the researcher is 764 adolescents. The sampling process was conducted using a simple random sampling method, resulting in a sample size of 263 adolescents. Simple random sampling was a random sampling technique based on the principle that every subject within the population has an equal opportunity to be selected as a sample.

The inclusion criteria were:

- 1) Students aged 12–15 years.
- 2) Students enrolled in seventh, eighth, or ninth grade at Muhammadiyah 12 GKB Junior High School, Gresik.
- 3) Students willing to participate in the study.
- 4) Students who obtained written consent from their parents or guardians to participate.

The exclusion criteria were selected students who were unable to attend when the study was conducted and selected students who were unwilling or refused to participate as research respondents. The sampling process began by obtaining a list of students' name and class from the school. Then, each student was assigned an identification number, and a random selection was conducted using a random number generator (spin wheel) until 263 respondents were selected. The researcher coordinated with the school's guidance counselor, and the selected respondents were then gathered in the computer lab to receive an explanation of the study and sign an informed consent form before completing the questionnaire. The informed consent form required parental approval because the respondents were under 17 years of age and needed a guardian to provide consent.

Research Design

This study used a quantitative research method with a correlational analytic research design and a cross-sectional approach. The study was conducted at Muhammadiyah 12 GKB Junior High School, Gresik from November 20 to December 18, 2025.

Data Analysis

Statistical data processing techniques in this study were performed using SPSS Statistics version 25. The univariate analysis was conducted to describe demographic data (age, gender, and grade), bullying, self-concept, and emotional intelligence. This analysis utilized data frequency distribution tables and percentages for each variable studied. The bivariate analysis was performed using the Chi-Square test. The Chi-Square test was chosen because the purpose of the bivariate analysis was to determine whether there was a significant association between categorical variables. In

this study, bullying was categorized into two groups: adolescents who experienced bullying and those who did not. Self-concept and emotional intelligence were categorized into low, moderate, and high levels. Thus, the data were categorical and could be presented in frequency and percentage distributions. The Chi-Square test was considered appropriate to examine whether the distribution of self-concept and emotional intelligence differed significantly according to bullying status.

Data Collection

Before the study commenced, respondents selected via simple random sampling were assembled in the computer laboratory. Subsequently, the researcher explained and distributed the informed consent forms to the respondents. If they agreed to participate, they would complete the informed consent form and the research questionnaire. The data were collected via Google Forms, which was distributed by displaying a scannable QR code along with the questionnaire link. The questionnaires employed had been tested for validity and reliability, yielding favorable results, thereby making them suitable for use in this study.

Bullying was measured using the Revised Olweus Bully/Victim Questionnaire (OBVQ), which consisted of 23 items. Each item was scored according to the response options provided in the questionnaire. The scores of all items were summed to obtain the total bullying score for each respondent. The total score was then categorized into two groups: adolescents who did not experience bullying (total score ≤ 31) and adolescents who experienced bullying (total score > 31). For statistical analysis, the categories were coded as 0 for adolescents who did not experience bullying and 1 for adolescents who experienced bullying.

Self-concept was measured using the Tennessee Self-Concept Scale (TSCS), which consisted of 25 items. Each item was scored according to the response options provided in the questionnaire. The scores from all 25 items were summed to obtain the total self-concept score for each respondent. The total score was subsequently categorized into three levels: low self-concept (25–49), moderate self-concept (50–74), and high self-concept (75–100). For statistical analysis, these categories were coded as 1 for low self-concept, 2 for moderate self-concept, and 3 for high self-concept.

Emotional intelligence was measured using an emotional intelligence questionnaire consisting of 24 items. Each item was scored according to the response options provided in the questionnaire. The scores of all 24 items were summed to obtain the total emotional intelligence score for each respondent. The total score was categorized into three levels: low emotional intelligence ($x < 48$), moderate emotional intelligence ($48 \leq x < 72$), and high emotional intelligence ($x \geq 72$). For statistical analysis, the categories were coded as 1 for low emotional intelligence, 2 for moderate emotional intelligence, and 3 for high emotional intelligence.

The OBVQ instrument is a standardized questionnaire developed by Gonçalves et al. (2016) with a reliability coefficient of 0.85. The TSCS instrument has validity coefficients ranging from 0.367 to 0.656 and a reliability coefficient of 0.86. The emotional intelligence questionnaire has validity test results ranging from 0.376 to 0.669 and a reliability coefficient of 0.83. An instrument is considered valid if its validity score meets the established criteria and reliable based on its reliability coefficient. After the questionnaire scores were calculated and categorized, the data were coded and entered into SPSS Statistics version 25 for statistical analysis.

Ethics Clearance

The researcher obtained ethical clearance from the Faculty of Health at Universitas Muhammadiyah Gresik. This study was declared ethically approved on October 6, 2025, under certificate number 047/KET/II.3.UMG/KEP/A/2025. The written informed consent form is provided to parents or guardians via the students, outlining the research details and requesting their consent.

RESULT

Univariate Analysis

Table 1. Distribution of Frequency Respondents Characteristic (n=263)

Respondent Characteristic	Frequency (n)	Percentage (%)
Age		
12 years	68	25,9%
13 years	103	39,2%
14 years	66	25%
15 years	26	9,9%
Total	263	100%
Gender		
Male	128	48,7%
Female	135	51,3%
Total	263	100%
Grade		
7 th grade	127	48,3%
8 th grade	69	26,2%
9 th grade	67	25,5%
Total	263	100%

Continuation of Table 1. Distribution of Frequency Respondents Characteristic (n=263)

Respondent Characteristic	Frequency (n)	Percentage (%)
Bullying		
Did not experience bullying	138	52,5%
Experienced bullying	125	47,5%
Total	263	100%
Self-Concept		
Low self-concept	0	0%
Moderate self-concept	246	93,5%
High self-concept	17	6,5%
Total	263	100%
Emotional Intelligence		
Low emotional intelligence	0	0%
Moderate emotional intelligence	125	47,5%
High emotional intelligence	138	52,5%
Total	263	100%

Based on Table 1, it can be observed that nearly half of the adolescents were 13 years old, accounting for 103 individuals (39.2%). Most of the participants were female, totaling 135 adolescents (51.3%), and nearly half of them were in the 7th grade, comprising 127 individuals (48.3%). Adolescents who did not experience bullying numbered 138 (52.5%), while those who experienced bullying totaled 125 (47.5%).

None of the adolescents fell into the low self-concept category; however, almost all of them possessed a moderate self-concept, totaling 246 individuals (93.5%). Furthermore, most adolescents exhibited a high level of emotional intelligence, accounting for 138 individuals (52.5%).

Bivariate Analysis

Table 2. Tabulation of Cross Relationship Between Bullying and Self-Concept among Adolescents

Bullying	Self-Concept				Total		P-Value
	Moderate		High				
	n	%	n	%	n	%	
Did not experience bullying	129	94,2	9	5,8	138	100	0,833
Experienced Bullying	117	92,8	8	7,2	125	100	
Total	246	93,5	17	6,5	263	100	

Based on Table 2, it was found that most adolescents who did not experience bullying possessed moderate self-concept, accounting for 129 adolescents (94.2%). Similarly, nearly all adolescents who experienced bullying also had a moderate self-concept, totaling 117 adolescents

(92.8%). The results of the chi-square test indicated a p-value of 0.833 ($P > 0.05$), meaning that there was no significant relationship between bullying and self-concept among adolescents at Muhammadiyah 12 GKB Junior High School, Gresik.

Table 3. Tabulation of Cross Relationship Between Bullying and Emotional Intelligence among Adolescents

Bullying	Emotional Intelligence				Total		P-Value
	Moderate		High				
	n	%	n	%	n	%	
Did not experience bullying	66	44,2	72	55,8	138	100	0,312
Experienced bullying	59	51,2	66	48,8	125	100	
Total	125	47.5	138	52.5	263	100	

Based on Table 3, the majority of adolescents who did not experience bullying exhibited high emotional intelligence, accounting for 72 individuals (55.8%). Meanwhile, nearly half of the adolescents who experienced bullying also possessed high emotional intelligence, totaling 66 individuals (48.8%). The results of the chi-square test yielded a p-value of 0.312 ($P > 0.05$), indicating that there was no significant relationship between bullying and emotional intelligence among adolescents at Muhammadiyah 12 GKB Junior High School, Gresik.

DISCUSSION

The Relationship Between Bullying and Self-Concept Among Adolescents at Muhammadiyah 12 GKB Junior High School, Gresik

The research findings presented in Table 2 indicated that the relationship between bullying and self-concept among adolescents yielded a p-value of 0.833. This demonstrated that there was no significant relationship between bullying and self-concept among adolescents at Muhammadiyah 12 GKB Junior High School, Gresik.

This finding aligned with a study conducted by Hidayati & Wahyuni (2023), which revealed that there is no correlation between the impact of bullying and adolescents' self-concept, showing a p-value of 0.958 ($P > 0.05$) and an r-value of 0.007, indicating a very weak interpretation. Conversely, this result differed from a study by Pramesti (2025), which stated that a relationship existed between bullying behavior and self-concept in adolescents.

The vast majority of adolescents in this study did not experience bullying; however, 129 adolescents (94.2%) possessed a moderate self-concept. This may occur because an individual's self-concept is not

exclusively influenced by bullying but can also be affected by various other factors. Parenting styles, peer groups, physical appearance, and the social environment also contribute to the formation of self-concept. These elements explain why an individual who has not experienced bullying may still possess a negative self-concept, and conversely, why someone who has experienced bullying can maintain a positive self-concept (Lestari & Liyanovitasari, 2020).

Half of the adolescents who participated in this study were seventh graders who had just started school; these adolescents were encountering new people and environments. It meant that their self-concept had not yet reached a high level. The results of this study were consistent with those of Rahmadani (2023), who found that the majority of seventh-grade students 106 students (62%) had a moderate self-concept. The researcher explained that a moderate self-concept is characteristic of individuals who cannot fulfill certain aspects of their identity at a high level, who do not express themselves fully, and who remain withdrawn.

Gender can also influence the level of self-concept among adolescents at Muhammadiyah 12 GKB Junior High School, Gresik. Based on Table 1, the results indicated that the majority of the adolescents were female, accounting for 135 individuals (51.3%). Gender factors can contribute to a low self-concept in adolescents; as evidenced by the facts, females are known to employ emotion-focused coping more frequently than males. This is because females tend to address problems through emotional responses, such as crying and isolating themselves (Hastuti, 2021).

Bullying has only a small effect on how adolescents see themselves, since other factors like parenting styles, friends, physical appearance, and self-esteem also play a role.

In situational parenting, parents use a flexible approach that lets children talk to them openly. Parents provide clear explanations regarding behaviors that are prohibited. Typically, parents do not compel their children to engage in activities they dislike, thereby enabling the children to develop a positive self-concept (Hidayati & Wahyuni, 2023).

In addition to parenting styles, peers also serve as a factor influencing self-concept. Adolescents who fall victim to bullying often feel unworthy of having friends, which subsequently impacts their self-esteem and behavior. They tend to withdraw from social circles, a reaction that ultimately fosters a negative self-concept (Hidayati & Wahyuni, 2023). The absence of a correlation between bullying and self-concept in adolescents may be attributed to several variables that were not examined by the researchers, such as parenting styles and peer dynamics.

Self-concept is an individual's self-image regarding their own characteristics, which is interrelated with their environment and other people. Self-concept is typically formed by the surrounding environment and is heavily influenced by the family. As an individual interacts more extensively with the external environment, their self-concept begins to develop. Parents' responses serve as information for the individual to evaluate who they are; they will assess themselves based on what they perceive from their environment. If the environment provides positive feedback, the individual will feel valuable, thereby forming a positive self-concept (Lestari & Liyanovitasari, 2020).

In this study, the researcher observed that school guidance and counseling teachers were active in resolving school issues, particularly bullying experienced by some adolescents. Guidance and counseling teachers mediated between two or more

parties, such as student-to-student or student-to-teacher/parent. They assisted in resolving conflicts so that problems can be addressed effectively and appropriately. These efforts can create and restore positive relationships without being judgmental. This intervention may influence the research findings, which indicate that there is no correlation between bullying and self-concept.

The Relationship Between Bullying and Emotional Intelligence Among Adolescents at Muhammadiyah 12 GKB Junior High School, Gresik

The research findings presented in Table 3 regarding the relationship between bullying and emotional intelligence among adolescents indicated a p-value of 0.312. This demonstrated that there was no significant relationship between bullying and emotional intelligence among adolescents at Muhammadiyah 12 GKB Junior High School, Gresik.

This finding aligned with a study by Yerika & Sumartiningsih (2025), which reported no significant relationship between emotional intelligence and bullying behavior in adolescents, with a p-value of 0.078 ($p > 0.05$). Conversely, this result differed from the research by Oktavia & Yasmin (2025), which stated that there was a significant relationship between emotional intelligence and bullying victimization, as indicated by a p-value of 0.002 ($p < 0.05$).

Almost half of the adolescents in this study experienced bullying yet possessed high emotional intelligence, totaling 66 adolescents (48.8%). This phenomenon may occur because the bullying experiences encountered by the adolescents did not affect their emotional intelligence. The researcher analyzed that an increase or decrease in the bullying variable exerted an influence on the level of emotional intelligence. There are several other factors that have a more

profound impact, such as the social environment, peer groups, and family factors (Yerika & Sumartiningsih, 2025).

As they age, adolescents develop cognitive capacities that are useful for regulating and expressing emotions. Thus, adolescents need to be in a supportive social environment for these abilities to mature effectively. Parental and teacher support serve as contributing factors that facilitate this emotional maturation process. In addition to a conducive environment, this process must also be balanced with intrinsic motivation within the individual (Alfaruqy, 2023).

Gender can also be a contributing factor to the level of emotional intelligence among adolescents at Muhammadiyah 12 GKB Junior High School, Gresik. Based on Table 1, the results showed that the majority of the adolescents were female, totaling 135 individuals (51.3%). Based on these findings, gender can be a determining factor for high emotional intelligence in adolescents; as evidenced by facts, females are known to have a higher level of emotional understanding. This is because females are more capable of understanding the moods or emotional states of their peers and providing support when needed (Tsompou *et al.*, 2022).

Emotional intelligence is defined as the ability to reason validly by consciously utilizing emotions to support thinking processes, decision-making, and appropriate problem-solving. If an individual experiences bullying yet maintains high emotional intelligence, it implies that they tend to be capable of coping with negative events appropriately and managing emotions to adapt to changes (Oktavia & Yasmin, 2025). In this study, the adolescents were able to identify what made them feel happy or sad and were capable of expressing their feelings.

In this study, the researcher observed that the adolescents were already capable of recognizing and understanding their own emotions well. They were able to distinguish between good and bad behaviors, and several adolescents also possessed the courage to report the bullying incidents they experienced. Furthermore, school teachers were highly responsive in resolving these issues effectively. Therefore, the school environment plays a crucial role in helping adolescents learn to resolve conflicts in a healthy manner. This factor may contribute to the research findings, which indicated that there was no relationship between bullying and emotional intelligence.

These findings suggested that experiences of bullying are not always accompanied by low self-esteem or low emotional intelligence. This is likely influenced by other factors, such as parenting styles, family support, peers, the school environment, and an individual's ability to manage emotions.

This study has several limitations. First, the study was conducted at only one junior high school, which may limit the generalizability of the findings to adolescents from different schools and backgrounds. Second, the cross-sectional design only captures the relationships between bullying, self-concept, and emotional intelligence at one point in time and cannot establish causal relationships. Third, several potentially influential factors, such as parenting style, family support, peer relationships, and school climate, were not examined. Finally, the use of self-reported questionnaires may have introduced response bias, as some adolescents may have been reluctant to disclose their actual experiences or emotional conditions.

CONCLUSION AND SUGGESTION

This study concludes that there is no correlation between bullying and self-concept among adolescents (p -value=0.833), and no correlation between bullying and emotional intelligence among adolescents (p -value=0.312). Schools are recommended to strengthen character education and bullying prevention programs by conducting regular socialization sessions. Students are advised to utilize school counseling services as a means to obtain psychological support and to have the courage to report if they experience or witness bullying behavior.

The department of education is advised to develop and implement teacher training programs focused on the early detection of bullying, adolescent self-concept development, and the reinforcement of students' emotional intelligence, which can be implemented uniformly across schools. For future researchers, it is suggested to consider and incorporate other potentially influential variables, such as family support, school climate, parenting styles, or peer interactions.

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AUTHOR CONTRIBUTION

Author Nufy Aisha Kannitha was responsible for manuscript drafting, data collection, data analysis, literature review, referencing, and manuscript revision. Author

Ervi Suminar, Widya Lita Fitrianur and Widiharti contributed to data collection and supervision, manuscript drafting, and data analysis.

CONFLICT OF INTEREST

The authors declare there is no conflict of interest in this study.

DECLARATION OF ARTIFICIAL INTELLIGENCE (AI)

The authors acknowledge the use of ChatGPT for language refinement in the preparation of this manuscript. All AI-generated content has been rigorously reviewed, edited, and validated to ensure accuracy and originality. Full responsibility for the final content of the manuscript rests with the authors.

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