The Influence of Family Support, Social Media, and Religiosity on Bullying Behavior of Junior High School Students

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ARTICLE INFO	ABSTRACT
	This study investigates the influence of family support, social media, and religiosity on bullying behavior among junior high school students in Yogyakarta, emphasizing the integrated socio-cultural and behavioral determinants of adolescent aggression. Using a quantitative survey design, data were collected from 300 purposively selected students in grades VII–IX through a validated and reliable Likert scale questionnaire. Multiple linear regression analysis with SPSS 26.0, supported by prerequisite tests (normality, multicollinearity, heteroscedasticity), revealed that the three variables significantly and simultaneously affected bullying behavior (F = 305.200; p < 0.05). Partial analysis confirmed their significant influence, with positive regression coefficients of 0.242 (family support), 0.139 (social media), and 0.308 (religiosity). The novelty of this research lies in demonstrating how these three factors collectively shape bullying tendencies in the Indonesian cultural context, offering evidence-based insights for integrated prevention strategies involving families, responsible social media engagement, and reinforcement of religious values.

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INTRODUCTION

Bullying is an increasingly worrying social phenomenon in schools, especially at the junior high school level. Based on PISA 2018 data, Indonesia ranks fifth out of 78 countries in the world in terms of the prevalence of bullying, which can have fatal consequences for victims (Faridah et al., 2025). This phenomenon is a serious concern considering that early adolescence, which is synonymous with junior high school students, is a critical period in the formation of character and self-identity.

Bullying behavior is defined as aggressive actions that are carried out repeatedly with an imbalance of power between the perpetrator and the victim (Faridah et al., 2025). In addition, Forsberg (2021) also states that bullying is generally defined as behavior that is constantly detrimental and aims to hurt someone in an interpersonal interaction that is unbalanced by power (Syarnubi et al., 2023). Bullying continues to occur in schools around the world despite efforts to address it.

Bullying occurs when a person or group of people engage in negative behavior with the intention of physically or psychologically harming the victim. The victim's psychological health can be compromised as a result of the bullying, and symptoms that may appear include anxiety, low self-esteem, loneliness, and even depression (Novianti & Mia, 2021).

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Along with the advancement of information and communication technology, the problem of bullying in Indonesia has become increasingly complex. Of the 3,077 junior and senior high school students, 45.35 percent were victims of cyberbullying, and 38.41 percent were involved in the bullying, according to data from a 2021 study by the Center for Digital Society. In addition, the rate of cyberbullying among Indonesian students is relatively high; Jakarta leads with a figure of 82.15 percent, which is included in the high category. Based on these statistics, the problem of bullying has changed from a traditional form to cyberbullying, which makes use of internet media.

A comprehensive strategy is needed to understand and address the issue of bullying among junior high school students, given the complexity of the factors underlying the behavior (Syarnubi, 2022). Family support, social media influence, and students' level of religiosity are the three main aspects that this study focuses on, as they have a major impact on the way adolescents behave in social situations.

Family support is a supporting factor that affects a person's life and behavioral factors that affect the quality of life and health (Purbowati, Suryaningsih, & Dewi, 2024). The best source of support for teens is their families. Adolescents' adaptive behavior needs to be improved with optimal family help. Adolescents who experience bullying and have strong social support will feel better and better able to cope with the psychological distress caused by bullying (Novianti & Mia, 2021). To balance freedom and encourage the growth of independence, parents and adolescents must have open channels of communication. In addition to providing direction for adolescents to make wise decisions, family support allows adolescents to share the burden and promote healthy behaviors (Son, 2025).

Children who grow up in families that provide emotional, informational, and practical support tend to have stronger social skills and are less likely to engage in bullying behaviors. Family support does not only include the fulfillment of financial needs; It also includes communication, emotional intelligence, and the development of moral principles. Parents can help children understand the value of empathy, respect, and refraining from actions that can harm others. They can also encourage children to speak up openly if they are a victim of bullying or witness an act of bullying. Children who have good family support are more resistant to social influences and less likely to act aggressively, according to the study.

In Indonesia, family support still varies in terms of quality, though. Many parents don't realize how important it is to have open communication with their children, especially when it comes to social issues that children face at school. Traditional parenting methods, parental education, and economic issues often hinder the best support that can be provided. Additionally, children may receive less emotional support and involvement from their parents due to busy work schedules.

Social media has a significant impact on a person's behavior and development in the technological era we live in today. Social media allows users to communicate, keep up with information, and even follow trends. However, the use of social media can also have negative impacts, such as encouraging bullying among adolescents (Nurasiah et al., 2024). Along with the increasing popularity of communication technology such as social media, the problem of cyberbullying is increasing. Cyberbullying is the practice of an individual or group of individuals using abusive and degrading texts, photos, or videos to target other individuals. Cyberbullying incidents also continue to increase due to social media features that facilitate the rapid sharing of information among users and allow perpetrators to hide their identities (Wirmando et al., 2021). Recent studies show that trauma, bullying, and social media are suspected to be the causes of various social and academic problems in junior high school students.

Fazry and Apsari (2021) in their research show that cyberbullying behavior in adolescents is greatly influenced by social media. Parents and immediate family members are expected to have an important role in helping teens reduce problematic social media use, which in turn influences cyberbullying behavior.

Because of their excessive "social interaction" activities in cyberspace, junior high school teens are particularly vulnerable to cyberbullying, both as victims and perpetrators. Social media

platforms such as Facebook, WhatsApp, Instagram, and TikTok have become new arenas for bullying. Because content can spread quickly and is difficult to remove from the internet, the impact of cyberbullying is often more severe. Social media is an online community that allows people to express themselves digitally, interact, share, and communicate with others. Improper use of social media, however, can have negative impacts on students, such as triggering bullying behaviors that harm others (Sijabat et al., 2023).

The aspect of religiosity has an important role in shaping the character and moral behavior of students. Research on the application of religious attitudes in bullying cases shows that spiritual values can be an effective protective factor in preventing and overcoming bullying behaviors (A, Daughter, Matthew, & University, 2023). In addition to providing moral guidance, religiosity helps children become more psychologically resilient in the face of social pressure.

The values of religiosity are values that are related to religious life, have a sacred nature, and can serve as a guideline for personal behavior within the framework of the religion adhered to. The use of religious principles in the classroom has a significant impact on how students develop moral fortitude, noble character, and ethics, all of which can reduce the likelihood of bullying (Akhamad et al., 2022). Given that the majority of Indonesia's population is religious, Indonesia has many opportunities to utilize religious principles to prevent bullying. Values such as love, empathy, tolerance, and respect for others are usually taught in religious education.

Although the term "religiosity" is often used to refer to a person's relationship with God, it can also refer to a structured system that includes religious activities, beliefs, rituals, and symbols. A person's moral and ethical behavior is greatly influenced by his level of religiosity, which also plays an important role in the formation of moral values such as compassion and justice (Teo et al., 2024). In addition, there are still a number of obstacles that need to be overcome before religiosity can be fully integrated into students' daily lives. Bullying and conflict can arise due to a lack of understanding of religiosity, extremism, and differences in religious interpretation. In addition, the usefulness of religion as a protective factor can be reduced due to inconsistencies between religious teachings and daily activities.

The way social media, religiosity, and family support interact in influencing bullying behavior is complex and multifaceted. Strong family ties can strengthen the internalization of religious principles and serve as a good filter for social media use. On the other hand, children who lack family support may be less able to apply religious principles in social situations and are more vulnerable to the negative impact of social media.

Depending on the community and content accessed by students, social media can strengthen or weaken religious and family influences. Social media sites that support religious content and family values can provide a sense of security. However, exposure to certain things can negate the positive effects of religion and family. Combating disruptive groups, misinformation, and cyberbullying. In addition to providing a moral foundation for filtering social media interactions and content, religiosity can reinforce family values. However, rigid and intolerant religious beliefs can actually trigger bullying behavior directed at people or organizations who have conflicting views.

Family Support

Family support is a form of care, affection, and care that parents or other family members give to children to help them cope with social and emotional problems. It has been proven that this assistance reduces children's tendency to act aggressively, including bullying (Nur & Budiman, 2021).

In the study Zhao & Chang (2019) it was also explained that students' academic success and social-emotional development are strongly influenced by strong family support, which includes open communication, parental involvement in their education, and a comfortable home environment. Putra (2025) found that adolescents' behaviors are strongly influenced by family support, which also prevents them from bullying others. Adolescents can develop empathy, self-

control, and constructive social skills from families that provide care, communicate well, and provide moral and emotional support.

Based on research by Salawali, Irfah, & Lambana (2025) on the other hand, adolescents who experience a lack of family support are more likely to become bullies. Bullying behavior among junior high school students has a significant correlation with family support. There is a negative relationship, which means that bullying behavior among adolescents is becoming less common as family support increases. Therefore, adequate family support not only forms a positive character of adolescents, but also becomes an effective protective factor in preventing the emergence of bullying behavior.

Social Media

Social media has now become an integral part of daily life, exerting a significant influence on individual behavior, especially in terms of interaction, communication, and decision-making (Husna et al., 2019). Bullying is one of the negative impacts of social media use. Adolescents who use social media more often are more likely to become bullies or victims of bullying. Insults, threats, and other unpleasant behaviors can occur on social media, which can lead to psychological problems such as anxiety, despair, and lack of confidence (Mahmudi & Yula Wardani, 2023).

As explained in Haeroni et al. (2024), bullying behavior among students is greatly influenced by social media. The results of a simple linear regression test with a significance value of $0.000 < 0.05$ clearly show this. With a correlation coefficient (R) of 0.816, social media also had a significant impact on bullying behavior among students, suggesting that social media use significantly increased bullying behavior.

This is also reinforced by Abaido (2020), as many as (91%) respondents admitted the existence of cyberbullying and other forms of online harassment on social media, with Facebook (38%) and Instagram (55.5%) as the most popular platforms. According to the study, the increase in popularity of social media platforms coincides with the rise in cyberbullying, which provides cyberbullies with a platform to target others and expose users to dangers that can threaten their safety and mental health.

Thus, Tsaroyyaa (2025) explained that the influence of uncontrolled use of social media, bullying cases among children and adolescents are increasing. Social media spreads a variety of content, including "pranks," which are considered entertaining by students and are often imitated even though they can be harmful and cause victims. In addition, the use of social media early among children and adolescents also increases the risk of cyberbullying, which is an act of intimidation carried out through social media platforms and messaging applications, which often has a more serious psychological impact on the victim. Thus, the unwise use of social media has the potential to increase the risk of bullying, both in direct form and through cyberbullying.

Religiosity

Religiosity is a person's beliefs and attitudes towards religious teachings and rituals, which include a vertical relationship with God and a horizontal relationship with others. Various studies show that the higher the level of religiosity a person, the better the behavior he shows (Lailatut Tarwiyyah, 2022). In the research of Suryadi, Ilmi, & Sukamto (2023) explained that the development of one's religious idealism, such as the practice of remembering God, praying before doing activities, and giving thanks, these values form positive morals and behaviors, which serve as a guideline for life.

According to Demmrich & Akgül (2020), religiosity can reduce the likelihood of bullying by acting as a protective factor. Religious values are essential in bullying prevention programs because they protect adolescents from bullying and victimization, encourage their growth, and create a solid framework of norms and values.

Research conducted by Massarwi & Gross-Manos (2022) provides factual support for the idea that children's religiosity can protect them from bullying and reduce its negative impact on their

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subjective happiness and quality of life. Because they can use their religious beliefs to maintain a positive outlook on meaningful life, children who are religious are more resilient in the face of adversity.

As mentioned in the research of Estrada et al. (2019) by fostering a sense of community, as well as strengthening strategies for dealing with problems based on religiosity, and fostering morality, religiosity education can significantly improve the mental health of adolescents. The formation of good judgment and personal morality, which influences the choices that shape a person's life, is greatly aided by religious activity and belief. Therefore, a high level of religiosity can be a strong moral foundation for adolescents in forming positive behaviors and distancing themselves from bullying acts.

Bullying Behavior

Bullying is a repetitive violent behavior that involves power that negatively impacts a student's academic achievement, psychological well-being, and physical health. This behavior is usually carried out by people who lack empathy and have a strong desire to dominate or hurt their victims. Bullying can be verbal, social, or physical abuse (Dewi, 2023). In addition, according to Ayuwandari et al. (2023), bullying is also referred to as aggressive behavior that is carried out by individuals or groups on a regular basis with the aim of harming the victim physically or psychologically. Bullying can have a negative impact on students' social and academic relationships, as well as cause tension, anxiety, and feelings of isolation.

Furthermore, it is explained in the research of Ballerina & Saloka Immanuel (2019) that bullying is a physical, verbal, or relational act carried out repeatedly and deliberately by individuals or groups against a weaker person with the aim of hurting and controlling the victim. According to research by Rompas & Sitompul (2020), Bullying is a deliberate aggressive act that is carried out repeatedly over a long period of time by an individual or a group of individuals against victims who are unable to defend themselves, or as a systematic abuse of authority or force. Based on various studies, bullying behavior is influenced by many factors and has serious consequences, so it is important to understand the root cause in order to prevent its long-term impact.

METHODS

This study employed a quantitative approach with a survey design to examine the influence of family support (X_1), social media (X_2), and religiosity (X_3) on bullying behavior (Y) among junior high school students. The population consisted of active students from various public and private junior high schools in Yogyakarta. A total of 300 students from grades VII, VIII, and IX were selected using purposive sampling, with specific criteria: active social media users, aged 12–16 years, and providing informed consent from both the students and their parents. The purposive sampling was chosen to ensure that participants had relevant exposure to social media, which is critical for examining its potential link to bullying behavior.

The research instrument was a 36-item Likert-scale questionnaire covering family support (9 items), social media (9 items), religiosity (9 items), and bullying behavior (9 items). Construct validity was assessed through expert judgment and factor analysis, while reliability was tested using Cronbach's Alpha for each variable, yielding coefficients ranging from 0.72 to 0.88, indicating acceptable to high reliability.

Data were analyzed using SPSS 26.0 for Windows. Descriptive statistics were used to profile the sample and variables, while inferential statistics employed multiple linear regression to test the effect of the three independent variables on bullying behavior. Prior to regression, prerequisite tests were performed, including normality (Kolmogorov-Smirnov), linearity, multicollinearity (VIF and tolerance), and homoscedasticity (Glejser test). Hypotheses were tested using a t-test for partial effects and an F-test for simultaneous effects, with a significance threshold of $p < 0.05$. The coefficient of determination (R^2) was calculated to determine the proportion of variance in bullying behavior explained by the three predictors.

FINDINGS AND DISCUSSION

1. Respondents Characteristics

The characteristics of the respondents in this study include basic information that can help understand the context of the data obtained. These characteristic data include the gender and age of the respondents. The data is presented in the form of a table to make it easier for readers to see the distribution of respondents in each category. This information is important to provide an overview of the profile of respondents involved in the study, as well as to be the basis for analysis of the variables being studied

Table 1.1 Characteristics of respondents by Gender

Gender	Frequency	percentage
Man	108	36%
Woman	192	64%
Total	**300**	**100%**

Based on table 1.1, the respondents in this study consisted of 108 men (36%) and 192 women (64%). This shows that the number of female respondents is more than men from the total number of respondents of 300 people.

Table 1.2 characteristics of respondents by Age

Age	Frequency	percentage
13	76	25,3%
14	111	37,0%
15	97	32,3%
16	16	5,3%
Total	**300**	**100%**

Based on table 1.2, the majority of respondents are 14 years old (37.0%), followed by 15 years old (32.3%), 13 years old (25.3%), and the least 16 years old (5.3%).

2. Normality Test

Table 1.3 Normality Test Results

Variabel	Kolmogorov-Smirnov z	p	Information
Residual Regresi	0,047	0,200	normal

Based on table 1.3, the results of the normality assumption test for residual regression using the Kolmogorov-Smirnov test showed a value of Z = 0.047 and a significance value (p) = 0.200. Since the significance value is greater than 0.05 (p > 0.05), it can be concluded that the residual data in the regression model is normally distributed. This shows that one of the conditions of the classical assumption in linear regression analysis has been met.

3. Multicollinearity Test

Table 1.4 Multicollinearity Test Results

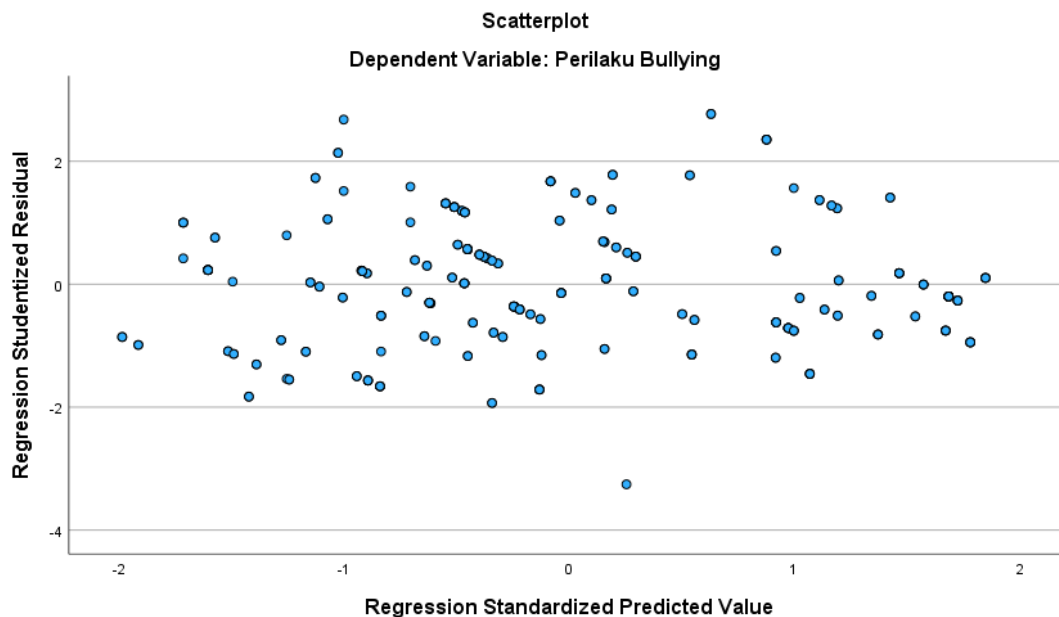| Variabel	Tolerance	VIVID	Information
Family Support	0.370	2.701	Multicollinearity does not occur
Social Media	0.301	3.325	Multicollinearity does not occur
Religiosity	0.395	2.532	Multicollinearity does not occur

Based on Table 1.4, it is known that the Tolerance values for the variables of family support, social media use, and religiosity are 0.370, 0.301, and 0.395, respectively. Meanwhile, the Variance Inflation Factor (VIF) values were 2,701, 3,325, and 2,532, respectively. Since all Tolerance values > 0.10 and all VIF values < 10, it can be concluded that there are no symptoms

of multicollinearity in the regression model. Thus, the regression model fulfills one of the classical assumptions, which is free from multicollinearity.

4. Heteroscedasticity Test

The purpose of the heteroscedasticity test is to test whether in the regression model there is an unevenness *of variance* from one residual observation to another. A good regression model is one in which there are no symptoms of heteroscedasticity. One method used to detect the presence of heteroscedasticity is to look at a *scatterplot graph* between the predicted value of the bound variable (ZPRED) and its residual (SRESID).

Table 1.5 Heteroscedasticity Test

Scatterplot

Dependent Variable: Perilaku Bullying

Based on table 1.5 of the *scatterplot* graph generated, it can be seen that the data points are randomly spread above and below the number 0 on the Y-axis. Therefore, it can be concluded that there are no symptoms of heteroscedasticity in this regression model. Thus, the regression model has fulfilled one of the classical assumptions, which is to be free from the problem of heteroscedasticity.

5. Uji Hypothesis

The hypothesis in this study aims to examine the influence of family support, social media, and religiosity on bullying behavior of junior high school students. This hypothesis test uses multiple linear regression analysis. The hypothesis of this study is divided into two, namely:

a. Simultaneous Hypothesis: There is a joint and significant influence of family support variables, social media, and religiosity on student bullying behavior.
b. Partial Hypothesis: There is a partial and significant influence of each variable, namely family support, social media, and religiosity on student bullying behavior.

Table 1.6 Simultaneous Test Results (F Test)

Model	Sum of Squares	Df	Mean Square	F	Sig
1 Regression	2652.902	3	884.301	305.200	.000[b]
Residual	857.645	296	2.897		
Total	3510.547	299			

Based on table 1.6, the results of the simultaneous test (F Test) show an F value of 305,200. The significance value (Sig.) obtained is 0.000, which is much smaller than the established significance level, which is 0.05. Therefore, it can be concluded that family support,

social media, and religiosity simultaneously and significantly influence the bullying behavior of junior high school students.

These three independent factors together have a significant impact on bullying behavior, which is a dependent variable. The results of this study show that social media use, students' levels of religiosity, and strong family support all play an important role in explaining and influencing the tendency of bullying behavior in the classroom. The implications of this study highlight the importance of comprehensive strategies that cover various aspects of adolescents' lives to stop bullying behavior.

Table 1.7 *Partial Test Results (t-test)*

Model	Unstandardlzed	Coefficients	Standardized Coefficients		
	B	Std. Error	Beta	t	Itself
1(Constant)	10.666	.869	.367	12.270	.000
Family support (X1)	.242	.031	.217	7.783	.000
Social media use (X2)	.139	.034		4.137	.000
Religiosity (X3)	.308	.038	.371	8.125	.000

Based on the results of the t-test listed in Table 1.7, it can be concluded that the three independent variables of family support, social media use, and partial religiosity have a significant influence on bullying behavior. This is indicated by the significance value (Sig.) for each variable that is all 0.000, which is smaller than the threshold of 0.05 ($p < 0.05$). The results of this regression analysis can be formulated in the equation Y = 10.666 + 0.242X1 + 0.139X2 + 0.308X3. From the equation, it can be seen that the regression coefficients for family support (0.242), social media use (0.139), and religiosity (0.308) are all positive, indicating that every one unit increase in each variable will increase bullying behavior. These findings suggest that these three aspects individually have an important role in influencing bullying behavior tendencies in junior high school students.

Discussion

Based on the results of the full model regression hypothesis test, it was found that family support, social media, and religiosity had a significant effect on the bullying behavior of junior high school students. This is shown by the calculated F value of 305.200 with a significance value of p = 0.000 ($p < 0.050$). This means that the regression model in this study is valid and feasible to be used to predict the influence of independent variables on bound variables. The results of this study show that family support, social media use, and religiosity are important factors that affect the bullying behavior of junior high school students. Simultaneously, these three variables make a significant contribution to explaining the variation in bullying behavior.

Partially, the family support variable had a significant influence on bullying behavior with t calculated = 7.783 and p = 0.000. The variables of social media use also had a significant effect with t calculated = 4.137 and p = 0.000. Meanwhile, the religiosity variable had a significant influence with t calculation = 8.125 and p = 0.000. This shows that each independent variable in this study makes a real contribution to the bullying behavior of junior high school students. The findings of this study generally show that social media activity, family support, and students' level of religiosity are significant predictors of bullying behavior among junior high school students. These findings are in line with the results of research by Sabramani et al. (2021) which stated that a high level of student involvement in social media activities can increase exposure to cyberbullying behavior. Meanwhile, good family support can significantly reduce the likelihood of being involved in bullying, both as a perpetrator and a victim. Putri Roganda Pane et al. (2024) show how students' exposure to negative, discriminatory, or radical content on digital platforms can affect their mindsets and behaviors, as

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well as how a lack of understanding of cultural differences and origins, coupled with exposure to social media, reinforces hateful attitudes.

Furthermore, it is explained in Erliyani's (2021) research that uncontrolled use of social media can increase the likelihood of aggressive behavior, including bullying, but parental supervision and emotional support have been shown to be effective in reducing such behaviors. Because their religiosity encourages empathy, tolerance, and respect for others, students who are highly religious can act as a barrier that prevents them from engaging in bullying behavior. In addition, Sari, Setiawan, & Prasetia (2025) mentioned that bullying behavior in adolescents is greatly influenced by social media, especially when its use is not supported by adequate parental supervision and control. Support from family members is essential in shaping students' character and directing their behavior to avoid bad habits such as bullying.

According to Wire & Atmaja (2025) by making the values of religiosity the main foundation in shaping students' character and behavior, the religiosity approach encourages moral awareness, empathy, and social responsibility. All of these things serve as a protective fortress against harmful behaviors such as bullying. Strong religiosity can serve as an effective internal control to prevent deviant behavior, including bullying. Because religious principles encourage empathy, social responsibility, and respect for others (Kusuma & Rahmasari, 2022).

Thus, to prevent and address bullying among junior high school students, the findings of this study emphasize the importance of internalizing religious values, using social media responsibly, and strengthening family support. These three elements together help create a conducive social environment and positive character traits, which reduces the likelihood of bullying behavior both in the real world and in cyberspace.

CONCLUSION

His study demonstrates that family support, social media use, and religiosity significantly influence bullying behavior among junior high school students, both simultaneously and partially. The findings highlight that strong family involvement, responsible digital engagement, and the internalization of religious values are key protective factors against bullying tendencies. Theoretically, this research enriches the understanding of bullying behavior by integrating psychosocial, digital, and moral-religious dimensions into one predictive model, offering a more holistic perspective compared to previous studies. The novelty lies in examining the combined role of these three factors within the Indonesian adolescent context, where cultural and religious values have a distinctive influence. Practically, the results emphasize the need for collaborative intervention strategies involving schools, families, and communities to build a safe and inclusive environment both offline and online. However, this study is limited by its cross-sectional design and self-reported data, which may influence the objectivity of responses. Future research should employ longitudinal or mixed-method approaches to capture deeper causal relationships and explore additional variables such as peer influence and school climate.

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