How School Climate and Prosocial Behavior Relate to Bullying Among Junior High School Students in Sorong

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Abstract: The study investigated the influence of school climate and prosocial behavior on bullying tendencies among junior high school students in Sorong City. A total of 370 participants were selected using cluster random sampling. The research applied a quantitative correlational approach, and data were analyzed using multiple regression techniques. Results from the coefficient of determination test revealed that school climate and prosocial behavior collectively explained 35.9% of the variance in bullying tendency ($R^2 = 0.359$). The F-test showed a significant joint effect of the two independent variables on bullying tendency ($F = 102.589$, $p < 0.01$), indicating a strong overall model fit. Partial regression analysis (t-test) further confirmed that both predictors significantly influenced bullying tendency. School climate ($\beta = -0.510$, $p < 0.01$) and prosocial behavior ($\beta = -0.196$, $p < 0.01$) negatively and significantly predicted bullying behavior. These results suggest that students who perceive a more positive school environment and demonstrate higher levels of prosocial behavior tend to exhibit lower levels of bullying. The findings support the importance of fostering positive social environments and enhancing prosocial values in school-based interventions to effectively reduce bullying behavior.

Keywords: School climate; Prosocial behavior; Bullying tendency; Junior high school; Sorong City

Introduction

Bullying is a pervasive social phenomenon occurring across various school contexts globally, including Indonesia. According to (UNICEF, 2017), approximately 41% of 15-year-old students in West Papua, particularly in Sorong, experience bullying monthly, highlighting the critical need for effective intervention. Bullying involves repeated aggressive behavior characterized by power imbalances, exploiting differences such as physical strength, social status, or popularity (American Psychological Association, 2013) The psychological and physical impacts of bullying include trauma, reduced academic performance, and decreased emotional well-being. Recent cases in Sorong in 2023, involving severe bullying incidents leading to fatal outcomes, illustrate the alarming severity and urgency of addressing

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bullying within educational institutions (Chalifatiyanti, 2018). Ironically, schools, even those with esteemed reputations, frequently become hotspots for bullying behaviors, demonstrating failures in ensuring student safety and adequately responding to bullying incidents (Trisnah, 2023).

Previous studies have shown that school climate, which encompasses social interactions, emotional support, academic experiences, and relationships among school members, plays a significant role in influencing bullying behavior (Konold, et al, 2018). A positive school climate is characterized by a sense of safety, supportive relationships, and clear structure and discipline, which ultimately help reduce bullying and improve students' academic and social outcomes. In addition, prosocial behaviors such as helping, sharing, cooperation, and empathy have also been shown to serve as protective factors against bullying (W. Eisenberg et al., 2006). Students with high levels of prosocial behavior tend to have better friendships, greater empathy, and resistance to aggressive behavior (Muin, 2015). However, previous studies still have limitations, such as focusing only on certain school settings (for example, high schools or Islamic boarding schools), and a lack of research that deeply combines the factors of school climate and prosocial behavior (Ramadhan & Yasmin, 2023). Meanwhile, bullying cases in schools, especially in Indonesia, remain at concerning levels and have negative impacts on students' psychological, social, and academic. Therefore, research on the roles of school climate and prosocial behavior as protective factors against bullying tendencies is urgently needed. This study aims to address these gaps by analyzing the relationships between school climate, prosocial behavior, and bullying tendencies among junior high school students, so that the findings can serve as a basis for strengthening policies and preventive interventions against bullying in educational settings.

This research addresses this gap by exploring the correlation between school climate, prosocial behaviors, and bullying tendencies among middle school students in Sorong City. It aims generally to investigate these relationships comprehensively.

The objectives of this research are to comprehensively examine the relationships among school climate, prosocial behavior, and bullying tendencies among junior high school students. Specifically, this study aims to determine whether the overall school climate has a significant correlation with students' tendencies to engage in bullying. Furthermore, the research seeks to explore how prosocial behaviors, such as helping, cooperating, and showing empathy, are related to the likelihood of bullying among students (Dongoran & Batubara, 2021). Finally, this study also analyzes the combined effects of school climate and prosocial behaviors in predicting or influencing students' bullying tendencies. By addressing these objectives, the research is expected to provide a better understanding of the protective factors that can help prevent bullying in educational settings.

The hypotheses formulated in this study are as follows. First, there is a negative and significant relationship between prosocial behavior and bullying tendencies. This means that students who demonstrate higher levels of prosocial behavior, such as helping, cooperating, and showing empathy, tend to have a lower tendency to engage in bullying behavior. Second, there is a negative and significant relationship between school climate and bullying tendencies. In other words, a more positive and supportive school climate, characterized by safe, respectful, and collaborative interactions among school members, is associated with reduced bullying tendencies among students. These hypotheses are tested

in order to provide empirical evidence on how prosocial behavior and school climate can serve as protective factors against bullying in the school environment (Lusiana & Siful Arifin, 2022).

Method

Research Design

This research employs a quantitative correlational design to investigate the relationship between school climate, prosocial behavior, and bullying tendencies among junior high school students in Sorong City. Data were collected using standardized questionnaires distributed to a representative sample of students selected through cluster random sampling. The quantitative approach allows for objective measurement and statistical analysis of the variables involved. Through this design, the study aims to provide evidence-based insights into how positive school environments and prosocial behaviors can help reduce bullying tendencies in educational settings.

Population

The population in this study consisted of all students from public and private junior high schools (SMP) in Sorong City. According to Data Pokok Pendidikan (DAPODIK), there are a total of 8,973 students distributed across 39 schools in the city. This comprehensive population serves as the target group from which the research sample was drawn. By including both public and private schools, the study aims to ensure that the findings are representative of the broader student population in Sorong City.

Sample and Sampling Technique

The sample in this research was determined using the Krejcie table with a 5% error margin. For a total population of 8,973 students, the table indicates that the minimum required sample size is 367, which was then rounded up to 370 students. This sample size ensures that the study has sufficient statistical power to generalize the findings to the entire population. The selection process was designed to maximize representativeness and reliability in the research results.

The sampling technique used was cluster random sampling because the population was spread across a large area. The steps were as follows:

1. All SMP students in Sorong City were grouped into 10 clusters based on administrative districts: Malaimsimsa, Maladum Mees, Klaurung, Sorong, Sorong Barat, Sorong Kepulauan, Sorong Kota, Sorong Manoi, Sorong Timur, and Sorong Utara.

2. The selection of clusters was conducted randomly using SPSS, resulting in two selected districts: Klaurung and Sorong Timur.

3. In Klaurung, there was only one private school, SMPIT AL-IZZAH Sorong, which was automatically chosen.

4. In Sorong Timur, which has several schools, the selection of the public school was done randomly using SPSS and resulted in SMP Negeri 3 Kota Sorong as the chosen school.

5. All students in those selected schools were used as respondents, resulting in a total sample of 370 students.

Research Instruments

The instruments used in this research were, In an effort to understand the dynamics of student behaviour in the school environment, a number of measurement instruments have been developed to identify negative and positive tendencies that arise. The Bullying Tendency Scale is a measurement tool designed to assess the extent to which students have a tendency to engage in bullying behaviour, covering various forms such as physical, verbal, social, and cyberbullying. Meanwhile, the School Climate Scale is used to measure students' perceptions of the school climate, including aspects such as safety, the quality of interactions among school members, clarity of rules, and the general condition of the school environment. The Prosocial Behaviour Scale, on the other hand, is used to assess the level of prosocial behaviour among students, such as helping, sharing, cooperating, and showing empathy towards others. These three scales play an important role in educational psychology research as they provide a systematic and measurable overview of social interactions and the quality of students' lives at school.

1. Aspects of the Bullying Tendency Scale

The measurement instrument for bullying tendency was developed based on four main aspects: physical bullying, verbal bullying, social bullying, and cyberbullying. According to Wang et al. (2009), bullying is not only about physical violence, but also includes verbal, social, and cyber forms. Bullying can be classified into various forms of behaviour that have a serious impact on victims. Physical bullying is characterised by direct actions that cause physical injury or harm, such as damaging the victim's property, hitting, or pushing. Verbal bullying includes behaviours such as mocking, insulting, or threatening verbally, which can undermine the victim's self-esteem and mental health. Social bullying occurs through actions such as isolating the victim from their social circle or spreading rumours, which can sever social ties and create isolation in the school environment. Meanwhile, cyberbullying is a form of bullying carried out through digital media, including sending negative messages, spreading information or images without permission, and other online actions aimed at humiliating and psychologically harming the victim. These four forms are interrelated and have long-term potential impacts on the emotional and social development of the individuals targeted.

2. Aspects of the School Climate Scale

The school climate aspects measured in this study refer to the dimensions formulated by (Gay & Mindrila, 2008) which include the learning environment, social-physical environment, home-school relationships, and safety.A positive school environment is formed from various dimensions that support each other in creating a comfortable and safe learning atmosphere for students. The learning environment refers to students' perceptions of the learning support provided by teachers and a classroom atmosphere that is conducive to the learning process. Furthermore, the social-physical environment

encompasses the quality of social interactions between students and teachers, as well as the physical conditions of the school, such as cleanliness, availability of facilities, and the comfort of learning spaces. Home-school relationships assess the extent to which communication between the school and parents is established, as well as parental involvement in school activities, which can strengthen students' sense of safety and attachment to the school. Meanwhile, safety reflects students' feelings of protection from threats or dangers, both while at school and during their commute to and from school. These four aspects collectively shape students' perceptions of a healthy school climate that supports their academic and social-emotional development. By measuring these four aspects, a comprehensive picture of the school climate conditions contributing to bullying tendencies can be obtained.

3. Aspects of the Prosocial Behavior Scale

The prosocial behavior instrument was developed based on the theory of (N. Eisenberg et al., 2009), which divides prosocial behavior into five aspects: sharing, cooperating, helping, donating, and honesty. Prosocial behaviour in students reflects various positive attitudes that support the creation of a harmonious social environment at school. Sharing demonstrates students' willingness to share items or information with their peers as a form of caring and togetherness. Cooperating refers to students' ability to work together and support each other in achieving group goals, reflecting a spirit of collaboration and solidarity. Helping is seen in students' sensitivity to the needs of others and their willingness to provide assistance voluntarily without expecting anything in return. Meanwhile, donating reflects students' generosity in giving their time, energy, or material resources to help others. Finally, honesty shows students' willingness to admit their mistakes and take responsibility for their actions. These five aspects contribute significantly to the development of strong and resilient social character in students. These five aspects are considered important because prosocial behavior serves as a protective factor in preventing deviant behaviors such as bullying (N. Eisenberg et al., 2009). All instruments utilized a Likert scale (with 5 alternative answers) and were tested for validity and reliability prior to data collection.

Data Collection Procedure

1. The researcher obtained permission from school authorities and ensured informed consent from all participants.

2. The questionnaires were distributed to the selected students in both schools and filled out during class under supervision.

3. Data collection ensured participant anonymity and confidentiality.

Data Analysis Technique

1. The data were first tested for statistical prerequisites: normality, linearity, and multicollinearity.

2. Descriptive statistics were used to summarize respondent demographics and variables.

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3. Hypothesis testing used multiple regression analysis to examine the influence of school climate and prosocial behavior on bullying tendencies.

4. Data analysis was conducted using SPSS software with a significance threshold of 0.05.

Ethical Considerations

This study was conducted with prior approval from school authorities, and all data collected were treated with strict confidentiality. Informed consent was obtained from all respondents.

Result

Descriptive statistics revealed that 189 (51.1%) of the participants were males while 181 (48.9%) were females. In terms of their age distribution, 71 (19.2%) of the participants were 12 years old, 120 (32.4%) were 13 years old, 118 (31.9%) were 14 years old, and 61 (16.5%) were 15 years old. Regarding grade level, 132 (35.7%) of the participants were in 7th grade, 115 (31.1%) were in 8th grade, and 123 (33.2%) were in 9th grade. Finally, the data showed that 205 (55.4%) of the participants were from SMP Negeri 3 Sorong, while 165 (44.6%) were from SMPIT AL-IZZAH.

Table 1

Data Demography Respondent

Data Demography Respondent		*Frequency (f)*	*Percent*
Age	12 years old	71	19.2%
	13 years old	120	32.4%
	14 years old	118	31.9%
	15 years old	61	16.5%
Gender	Female	181	48.9%
	Male	189	51.1%
School	SMP N 3	205	55.4%
	SMPIT AL-IZZAH	165	44.6%

Table 1 presents the demographic characteristics of the respondents, including age, gender, and school of origin. These characteristics provide a clear overview of the participant distribution and ensure the representation of various subgroups within the sample.

Following the demographic overview, it is essential to verify the assumptions required for further statistical analyses. One crucial assumption in multiple regression analysis is the linearity of the relationship between the independent and dependent variables. To ensure the suitability of the regression analysis, a linearity test was conducted for the relationships between school climate, prosocial behavior, and bullying tendencies. The results of the linearity test are presented in Table 2.

Table 2

Data Linierity

Relationship	F	Sig.	Description
School Climate – Bullying Tendencies	1,269	0,143	Linear

Prosocial Behavior – Bullying Tendencies	1,073	0,332	Linear

Based on the results of the linearity test, the relationship between school climate and bullying tendencies yielded a significance value of 0.143, which is greater than the alpha value of 0.05. This indicates that the relationship between these two variables is linear. Similarly, the linearity test for prosocial behavior and bullying tendencies produced a significance value of 0.332, which also exceeds the alpha value of 0.05, confirming a linear relationship between these variables. Thus, both relationships fulfill the linearity assumption required for regression analysis.

Table 3

Data hypothesis

Correlation	β	R	F	R²	Sig.
School Climate	-0,510	0.599	102.589	0.359	0.000*
Prosocial Behavior	-0,196				0.000*

The hypothesis testing in this study consisted of three main statistical analyses: the coefficient of determination (R^2), simultaneous (F-test), and partial (t-test) regression analysis. The results showed that school climate (X1) and prosocial behavior (X2) together explained 35.9% of the variance in bullying tendencies among students (R^2 = 0.359). The F-test result (F = 102.589, p < 0.001) indicated that these independent variables jointly had a significant effect on bullying tendencies. Partial regression analysis revealed that both school climate (β = -0.510, p < 0.001) and prosocial behavior (β = -0.196, p < 0.001) had significant negative effects on bullying tendencies. These findings suggest that a more positive school climate and higher levels of prosocial behavior are associated with lower bullying tendencies among students.

Discussion

This study aimed to examine the relationship between school climate and bullying tendencies among junior high school students in Sorong. The demographic data indicated that the study involved 370 students, consisting of 189 males and 181 females who completed the questionnaires. Participants were distributed across grades, with 132 students in 7th grade, 115 in 8th grade, and 123 in 9th grade. The age range of the participants was 12 to 15 years old.

Preliminary assumption testing demonstrated that the data were normally distributed and linear. Therefore, hypothesis testing was conducted using multiple regression analysis with the aid of the Statistical Package for Social Science (SPSS) version 26 for Windows. The results revealed a significant negative relationship between students' prosocial behavior (X2) and bullying tendencies (Y), with β = -0.196, t = -4.468, and significance p = 0.000. This finding indicates that the higher the level of students' prosocial behavior, the lower their tendency to engage in bullying. Thus, Hypothesis 1 was accepted. In

addition, the analysis also showed a significant negative relationship between school climate (X1) and bullying tendencies (Y), with β = -0.510, t = -11.631, and significance p = 0.000. This means that the more positive the school climate, the lower the students' tendency to engage in bullying. Therefore, Hypothesis 2 was also accepted. Overall, these findings suggest that a positive school climate and high levels of prosocial behavior among students contribute to lower tendencies for bullying.

The results of this study support previous findings, such as those by, who also identified a negative relationship between school climate and bullying tendencies. Schools with strict rules and strong supervision tend to have lower rates of bullying (Fitri, 2024). However, some schools still face challenges in effectively implementing anti-bullying policies.

Prosocial behavior has also been shown to play a role in suppressing bullying behaviors. The findings of this study are consistent, who found that prosocial behaviors—such as helping peers, sharing, and cooperating—can reduce bullying tendencies. Students with high levels of empathy are more likely to reject bullying behaviors and choose to support their peers within a healthy social environment. This research demonstrates a significant negative relationship between school climate and prosocial behavior with bullying tendencies. The more conducive the school climate and the higher the students' prosocial behavior, the lower their tendency to engage in bullying.

The phenomenon of bullying in Sorong remains a prevalent issue within schools. Several cases have shown that bullying does not only take the form of physical violence but also includes verbal and social bullying, such as teasing, cyberbullying, and social exclusion. Inadequate supervision in some schools, weak implementation of anti-bullying policies, and a lack of awareness regarding the psychological impact of bullying are factors that contribute to the persistence of this problem.

Within the context of this study, it was found that schools in Sorong with a more positive and conducive climate tended to have lower levels of bullying. Factors such as teacher involvement in building good communication with students, the implementation of firm rules, and the presence of activities promoting prosocial behavior all played a role in reducing bullying tendencies. Conversely, schools with weaker supervision and lacking strong support systems were more vulnerable to bullying cases.

A positive school climate helps create a safe, comfortable, and supportive environment for student development. According to (Umaroh, 2017), school climate reflects the quality of interactions experienced by students within the educational environment. Schools with strict supervision and consistently enforced rules are more likely to suppress bullying behaviors (Kartal & Bilgin, 2007). In contrast, an unconducive school environment, such as limited teacher involvement and weak enforcement of rules, can increase the tendency for bullying. Emphasizes that students in supportive and inclusive school environments tend to have better social relationships. When students feel valued and accepted, their tendency to engage in deviant behaviors, including bullying, decreases. Thus, the better the school climate, the lower the likelihood of bullying among students (Wang et al., 2014).

Prosocial behavior refers to actions that benefit others, such as sharing, helping, and cooperating (N. Eisenberg et al., 2009). The results of this study indicate that prosocial behavior has a significant negative relationship with bullying tendencies. In other words, students with higher levels of prosocial behavior are less likely to engage in bullying. Classified prosocial behavior into three main aspects: emotional

prosocial behavior (based on empathy), public prosocial behavior (performed in public), and anonymous prosocial behavior (performed anonymously). Students with high levels of empathy are better able to understand others' feelings, making them less likely to engage in deviant behaviors such as bullying (Carlo & Randall, 2002). Furthermore, prosocial behavior enhances students' social awareness, allowing them to be more sensitive to the conditions of their peers and more inclined to help rather than harm. Research found that student involvement in positive social activities, such as peer mentoring and group cooperation, can be a protective factor in preventing deviant behaviors (Meraviglia et al., 2003).

The findings of this study confirm that both school climate and prosocial behavior have a significant negative relationship with bullying tendencies (Auvisena et al., 2021). A positive school climate creates a sense of security and strengthens social relationships among students, thereby reducing the likelihood of deviant behaviors (Gay & Mindrila, 2008). On the other hand, an unsupportive school environment and a lack of supervision can increase the risk of bullying (Maxwell et al., 2017). Moreover, high levels of prosocial behavior help establish social norms that emphasize empathy and concern for others. When prosocial behavior is well established in the school environment, students' tendency to engage in bullying can be minimized. Therefore, improving the quality of a conducive school climate and strengthening prosocial behavior among students can be an effective strategy to reduce bullying tendencies in educational settings, particularly in Sorong City.

This study has several limitations that should be considered when interpreting the results. First, the research was conducted solely on junior high school students in Sorong City, which limits the generalizability of the findings to other regions with different social and cultural characteristics. Second, the use of self-report instruments may introduce social desirability bias, as respondents might provide answers that are perceived as socially acceptable. Third, the quantitative approach used restricts a deeper understanding of the psychological dynamics underlying bullying behavior. Therefore, future studies are recommended to employ qualitative or mixed-method approaches to obtain more comprehensive insights. Despite these limitations, the findings have important practical implications for schools, teachers, and counselors. Schools can use these results to design programs that enhance a positive school climate and build a safe and supportive learning environment. School counselors can also develop interventions based on prosocial values such as empathy, cooperation, and emotional regulation, in order to systematically prevent bullying behavior.

Theoretically, this study supports social learning theory, which posits that individual behavior is shaped through interactions with the social environment. A positive school climate and prosocial behavior were shown to have a negative relationship with bullying tendency, indicating that the formation of both aggressive and prosocial behaviors is strongly influenced by the school environment. Thus, this study provides empirical evidence that contributes to bullying prevention efforts and the development of student character through environmentally and behaviorally based approaches.

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Conclusions

The results of data analysis in this study indicate a significant negative relationship between school climate and prosocial behavior with bullying tendencies among junior high school students in Sorong City. The findings reveal that the more positive the school climate and the higher the students' prosocial behavior, the lower their tendency to engage in bullying. Conversely, a less conducive school climate and low levels of prosocial behavior are associated with an increased risk of bullying. These findings support the research hypothesis, demonstrating that a positive school climate and high levels of prosocial behavior play crucial roles in reducing bullying tendencies in Sorong City. Schools characterized by effective supervision, consistent implementation of rules, and positive interactions between teachers and students are able to create a safe and comfortable environment for all students. Furthermore, the development of prosocial behavior among students contributes to the establishment of more positive social norms, where values such as empathy, concern for others, and cooperation become central in social interactions.

These results suggest that efforts to improve the quality of the school climate—such as fostering strong relationships between school community members, ensuring fair and consistent enforcement of rules, and providing emotional support—can significantly decrease the likelihood of bullying behaviors. At the same time, encouraging prosocial behavior through school-based programs, peer mentoring, and activities that promote mutual respect and collaboration can further strengthen a culture of empathy and collective responsibility.

In summary, enhancing the quality of the school climate and reinforcing prosocial behaviors among students emerge as effective and strategic measures for preventing bullying in educational settings, particularly in Sorong City. These strategies not only mitigate the risk of bullying but also foster an overall environment where students feel safe, supported, and valued, thus promoting better academic achievement and psychosocial well-being.

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