

Interpersonal and Intrapersonal Intelligence as Predictors of Bullying Behavior Tendency among Junior High School Students in Indonesia

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ABSTRACT

Bullying is a significant problem that requires special attention from educators, parents, and the government, as it can have a profound impact on the victims. Victims of bullying often experience feelings of pressure and frustration, which can lead to depression and even suicidal attempts. The inability of students to interact with their peers in the school environment is suspected to contribute to the emergence of bullying behavior. This study aims to analyze the influence of interpersonal and intrapersonal intelligence on bullying behavior tendencies among junior high school students in Indonesia. A quantitative-causal comparative research design was employed, with a sample of 400 students selected using cluster sampling. The research instrument was validated using construct validity ($r \geq 0.3$) and reliability (α Cronbach ≥ 0.7). The results showed a significant negative relationship between interpersonal intelligence ($\beta = -0.155$) and intrapersonal intelligence ($\beta = -0.841$) with bullying behavior tendencies ($p < 0.05$). The findings suggest that both interpersonal and intrapersonal intelligence are significant predictors of bullying behavior tendencies among junior high school students in Indonesia.

INTRODUCTION

There are many factors that make junior high school student tend to behave in bullying ways, both external and internal factors. External are factors that originate from outside the student, such as the social and family environment, while internal factors are internal characteristics from within the student himself, can be personality factors and intelligence and intrapersonal intelligence. Bullying is aggressive behavior carried out continuously and deliberately by a person or group of people against other people who are physically, emotionally or socially weaker. This behavior is usually carried out to repeatedly hurt, frighten, or dominate the victim. Previous research has proven that a combination of

individual, social, environmental risk and protective factors interact to determine bullying behavior. Often this bullying arises from interactions with their friends, therefore students are encouraged to imitate what their friends do. So when their friends carry out bullying actions, students tend to carry out the same actions.

How students build relationships with the people around them is influenced by the student's ability to understand and express their own emotions and those of others, which is known as interpersonal intelligence (Gardner, 1993). When junior high school teenage students are thought to have high interpersonal intelligence, it makes it easier to establish and live the relationships they build positively, students will be supportive and have high empathy when socializing amidst the relationships they build. These students are also able to communicate openly, be honest about their feelings, and have the courage to confidently reject negative invitations. So that junior high school teenage students will tend not to hurt other people both physically and verbally. Sensitivity to other people, students' ability to pay attention to and differentiate between other people, such as their ability to manage their own emotional impulses, tend to be able to maintain the relationships they build, are able to manage their egos when working in a team, mediate conflicts and are able to influence other people to do positive things, understand situations that occur in their daily interactions which is called intrapersonal intelligence so they tend not to be interested in hurting other people such as bullying.

Apart from interpersonal intelligence, it is suspected that there are other factors that contribute to the tendency for middle school students to behave in bullying ways, namely internal factors in middle school students themselves such as feelings of revenge, envy of others, and the desire to dominate others with physical strength. This means that the ability to understand emotions from within oneself is also another factor causing bullying behavior or what is called intrapersonal intelligence. Individuals who have high intrapersonal intelligence are better able to manage their feelings and show more positive and empathetic behavior, so that individuals can maintain emotional stability and maintain positive relationships with other people both verbally and in action, which ultimately can reduce bullying tendencies. Middle school students who are thought to have high interpersonal and intrapersonal intelligence are simultaneously predicted to have no interest in aggressive, arrogant behavior, such as bullying. In contrast to junior high school teenage students who are thought to have high interpersonal and intrapersonal intelligence, they will behave in the opposite way because these students are unable to feel and express their emotions appropriately, have difficulty understanding the situation that is occurring, are easily irritated and feel that they are the greatest and are cared for. These students tend to be easily agitated, confused and behave in bullying ways.

This is in line with several previous studies conducted by Cui & Xie (2021), with the title Intrapersonal and Intrapersonal Sources of Resilience: Mechanisms of the Relationship

Between Bullying Victimization and Mental Health Among Migrant Children in China, stating that the research results presented in the journal show that there is a significant relationship between bullying victimization and the mental health of migrant children in China, with intrapersonal and intrapersonal sources of resilience functioning as mediators in this relationship. Furthermore, in Warastri's research. A (2018), entitled The effectiveness of emotional intelligence training to reduce an intention of bullying behavior, states that emotional intelligence training can reduce the intention of bullying behavior, as well as increase an individual's ability to manage emotions and interact with other people.

According to Gardner (1993) intrapersonal intelligence refers to the ability to understand oneself in depth. This includes recognition of emotions, motivations, goals, and personal strengths. This intelligence involves a deep understanding of a person's identity, what they want, and how to manage emotions and behavior to achieve personal goals. This is in line with several previous studies conducted by Cui & Xie (2021)⁵, with the title Intrapersonal and Intrapersonal Sources of Resilience: Mechanisms of the Relationship Between Bullying Victimization and Mental Health Among Migrant Children in China, stating that the research results presented in the journal show that there is a significant relationship between bullying victimization and the mental health of migrant children in China, with intrapersonal and intrapersonal sources of resilience functioning as mediators in this relationship. Furthermore, in Warastri's (2018)⁶ research entitled The effectiveness of emotional intelligence training to reduce an intention of bullying behavior, it is stated that emotional intelligence training can reduce the intention of bullying behavior, as well as increase an individual's ability to manage emotions and interact with other people.

Several previous researchers related to interpersonal intelligence and intrapersonal intelligence as well as bullying which has an important role in individual development, especially in terms of managing emotions. Therefore, this research aims to test the role of these two variables together in the tendency of bullying behavior in junior high school students.

METHODS

This research uses a quantitative method of causality type to see the influence of interpersonal and intrapersonal intelligence on the tendency for bullying behavior. The population of this research is all junior high school students in Indonesia totaling 9,959,956 students (Central Statistics Agency, 2024). To determine the sample size used Slovin's formula with a 5% error rate of 399.9 which was then rounded up to 400 students.

The clusters in this research are Java, Sumatra, Sulawesi, Kalimantan, Papua. Apart from that, in this research the researchers also used the snowball sampling technique. (Azwar, 2020). Research data was obtained through a questionnaire distributed using Google Forms. This research instrument consists of three questionnaires, namely the

interpersonal intelligence scale, intrapersonal intelligence and bullying behavior tendencies based on Gradner (1983) and Olweus (1999) theories for bullying behavior tendencies.

The reliability of each measuring instrument was obtained by the Cronbach's alpha value for the scale of the instrument measuring bullying tendencies based on internal consistency obtained by Cronbach's Alpha (α) 0.910, the reliability for the scale of the interpersonal intelligence measuring instrument was obtained by the value (α) 0.970 and the reliability of the instrument measuring intrapersonal intelligence (α) 0.906. Validity of the three measuring instruments, obtained from the validity results of the scale for measuring bullying tendencies, there are 21 valid items with a validity range (r) = 0.398 - 0.872, the scale for measuring interpersonal intelligence has 36 valid items with a validity range (r) = 0.429 - 0.892., and the validity test results for the scale for measuring intrapersonal intelligence have 18 valid items with a validity range (r) 0.334. up to 0.758. It was concluded that the measuring instrument scale used in this study was reliable and valid with Cronbach's alpha (α) ≥ 0.7 ; and (r) ≥ 0.3 .

RESULTS AND DISCUSSION

The subjects in this research were junior high school students in Indonesia, totaling 400 junior high school students who will be presented as a general description of the responses from the respondent's gender, the respondent's region or origin, their parents, and the activities that the respondent likes:

1. Description of Subjects by Gender

A general description of the subjects of this research based on gender can be seen in table 1 and the complete data processing results can be seen in the attachment.

Table 1. Description of Subjects by Gender

Gender	Frequency	Percentage (%)
Male	115	28,7%
Female	285	71,3%
Total	400	100%

Source: SPSS Version 27 Data Processing Results

Based on table 1, it can be concluded that there are more female respondents than male, namely 71.3%.

2. Description of Subject Based On Regional Origin

A general description of the subject of this research by region can be seen in table 2 and complete data processing results can be seen in the attachment

Table 2. Subject Description Based On Regional Origin

Region	Frequency	Percentage (%)
Java	151	37,8%
Kalimantan	83	20,8%
Sumatra	71	17,8%
Sulawesi	60	15%
Papua	35	8,8%
Total	400	100%

Source: SPSS Version 27 Data Processing Results

3. Description of Subjects based on Parental Status

A general description of the subject of this research based on parental status can be seen in table 3 and the complete data processing results can be seen in the attachment.

Table 3. Subject description based on Parental Status

Parental status	Frequency	Percentage (%)
Complete	279	69,8%
Already divorced	64	16%
One die	30	7,5%
Both die	27	6,8%
Total	400	100%

Source: SPSS Version 27 Data Processing Results

Based on table 3, it can be concluded that respondents with complete parental status are more numerous than those with other parental status, namely 69.8%.

4. Subject description based on preferred activities

A general description of the subject of this research based on preferred activities can be seen in table 4 and complete data processing results can be seen in the attachment.

Table 4. Subject description based on preferred activities

Preferred activities	Frequency	Percentage (%)
Enjoy doing activities with friends	327	81,75%
Alone	73	18,25%
Total	400	100%

Source: SPSS Version 27 Data Processing Results

Based on table 4, it can be concluded that there are more respondents who enjoy doing activities with friends than those who enjoy doing activities alone, namely 81.75%.

Table 5. Hypothesis Test Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	62838.227	2	31419.113	5847.620	.000 ^b
	Residual	2127.698	396	5.373		
	Total	64965.925	398			

a. Dependent Variable: T_Bully

b. Predictors: (Constant), Kec_Intra, Kec_Inter

Model		Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	100.119	.693	144.541	.000
	Kec_Inter	-.075	.011	-.155	.000
	Kec_Intra	-.960	.025	-.841	.000

a. Dependent Variable: T_Bully

The results of the multiple linear regression test show a sig. (p) < 0.05 so it can be concluded that junior high school students who have interpersonal and intrapersonal intelligence influence the students' tendency to behave in bullying ways.

Interpersonal intelligence and intrapersonal intelligence are proven to have a significant influence on the tendency of bullying behavior in junior high school students in Indonesia, in other words the hypothesis is accepted. According to Gardner (1983), interpersonal intelligence is the ability to understand and interact with other people, while intrapersonal intelligence is the ability to understand oneself and manage emotions. Gardner (1983) states that interpersonal intelligence involves the ability to understand the feelings, motivations and desires of other people, as well as the ability to interact with other

people effectively. Meanwhile, intrapersonal intelligence involves the ability to understand oneself, manage emotions, and develop self-awareness.

Research shows that students with low interpersonal intelligence tend to have higher bullying intentions. On the other hand, students with high interpersonal intelligence tend to have better empathy skills, prosocial attitudes, and self-awareness, so they are less likely to be involved in bullying behavior. Interpersonal intelligence and intrapersonal intelligence, referring to emotional intelligence, have a negative relationship with bullying behavior. Students with high emotional intelligence tend to have the ability to manage emotions, adapt, and build positive social relationships, so they are less likely to be involved in bullying behavior (Faaradila et al., 2023).

Students who have good interpersonal intelligence and intrapersonal intelligence tend to have the ability to understand and manage their own emotions, as well as understand and interact with other people effectively. Meanwhile, students who have high interpersonal intelligence have the ability to understand individual differences, are able to understand and appreciate individual differences, so they are more likely to accept and respect other people. Apart from that, they are also able to empathize because students who have high interpersonal intelligence have the ability to understand and feel the feelings of other people. This ability can make it easier for students to interact with other people, students can build positive relationships with other people, which makes them receive social support and not be involved in bullying behavior.

Then intrapersonal intelligence is the ability to understand oneself. Students who have high intrapersonal intelligence have the ability to understand themselves and manage their emotions, and are better able to manage their emotions and control their behavior. Apart from being able to understand themselves, students also develop self-awareness, as well as understand and interact with others effectively so that they are more likely to understand the impact of bullying behavior on victims and not be involved in bullying behavior.

On the other hand, with low interpersonal and intrapersonal intelligence, students can experience difficulties in understanding and appreciating individual differences, are unable to empathize effectively, and experience difficulties in interacting with other people. Difficulty in building positive relationships with other people, not having adequate social support, students are also unable to understand the impact of bullying behavior on victims and are more likely to have unadaptive and unproductive behavior. Gardner (1983) also states that interpersonal and intrapersonal intelligence can be developed through experience and learning and can increase their ability to interact with other people, manage emotions and behavior, and develop self-awareness. Therefore, it is important to develop interpersonal and intrapersonal intelligence in junior high school students to prevent bullying behavior. In psychological research, the influence of these two domains is

evidenced through interrelated mechanisms of internal and social control (Simatupang, et al, 2026). Interpersonal intelligence is proven to be influential because students with this ability can comprehend social dynamics and the emotions of others, creating a moral barrier that prevents them from causing harm. Conversely, a lack of interpersonal intelligence leads to a failure in empathy, which significantly increases the tendency to engage in bullying to gain social recognition or dominance within a peer group. On the other hand, intrapersonal intelligence serves as an individual's internal mental defense. Students with high intrapersonal intelligence possess self-awareness and stable emotional control, meaning they do not feel the need to project their frustrations or inner conflicts through aggressive actions toward others. Research demonstrates that when a student's intrapersonal intelligence is low, they tend to have fragile self-esteem and poor emotional management, which is empirically proven to be a primary trigger for bullying as a form of compensation for their inability to regulate themselves.

CONCLUSION

This study concludes that both interpersonal intelligence and intrapersonal intelligence have a significant negative influence on bullying behavior tendencies among junior high school students in Indonesia. Students with higher levels of interpersonal and intrapersonal intelligence are less likely to engage in bullying behavior. Furthermore, intrapersonal intelligence demonstrates a stronger influence than interpersonal intelligence in reducing bullying tendencies. Therefore, efforts to prevent bullying should focus on strengthening students' interpersonal and intrapersonal intelligence through school-based educational programs, guidance and counseling services, and collaboration among schools, families, and the government to foster a safe, supportive, and inclusive learning environment.

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