

Explore The Causal Factors Of Bystander Behavior In Bullying Situations Among Students: A Systematic Literature Review

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ABSTRACT

In Indonesia, bullying cases continue to increase every year. These bullying cases cause significant harm to those involved, both physically and psychologically. Those involved in bullying incidents are not only victims and perpetrators, but also people in the bullying environment, known as bystanders. The behavior of bystanders in dealing with bullying can play a role in reducing or preventing bullying. The objective of this study is to identify and explore the factors underlying bystander behavior in bullying situations using a systematic literature review (SLR) following the PRISMA model procedure. A search through Google Scholar yielded 2,160 articles. After screening according to the PRISMA guidelines, nine articles were deemed suitable and met the criteria for the study's objectives and were selected for analysis. Based on the analysis, it was found that there are several internal and external factors within individuals that are related to bystander behavior in bullying situations, including moral disengagement, parenting style, empathy, motivation, defender self-efficacy, social support, and basic moral sensitivity. The results of this study can be used as a reference for parents and schools through education to develop students capacities and personalities and create a positive environment for students to prevent bullying.

Keywords: *bullying, bystander behavior, student*

1. INTRODUCTION

Bullying cases that occur in Indonesia continue to increase every year. According to data from the Indonesian Child Protection Commission compiled from KPAI and the Indonesian Federation of Teachers' Unions (Wibisana, 2024), 199 cases of bullying occurred in Indonesia in 2020, 53 cases in 2021, 226 cases occurred in 2022 and 3800 cases were recorded in 2023. The types of bullying experienced by victims include physical bullying (55.5%), verbal bullying (29.3%) and psychological bullying (15.2%). Bullying cases that occur are illustrate the iceberg phenomenon where reported cases are only a fraction of the cases that actually occur because there are still many victims who do not report their cases (Dhamayanti, 2021).

Bullying is an aggressive behavior that is deliberate and repeatedly carried out by one person or group against another who is weaker, with the aim of hurting or harming them, and occurs in the context of an unequal relationship in terms of power (Olweus, 1978), can be direct, such as physical or verbal attacks, indirect (also called relational bullying), such as social exclusion and spreading rumors, and may also occur in online setting (cyberbullying). Bullying not only has physical and emotional impacts, but also affects a person's academic ability, mental health and overall well-being (Han, 2024).

Generally people think that only the perpetrators and victims are involved in bullying events, but there is one other party that also plays a role in bullying behavior, namely the third

party who witnesses bullying behavior, commonly called a bystander (Sjögren et al., 2023). There are 4 forms of bystander behavior in response to bullying events including supporting the bully, whether it is helping to carry out bullying (assistance), supporting with behavior, such as laughing (reinforcers), remaining passive and staying away in bullying events (withdrawers or outsiders) and helping victims (defenders) (Salmivalli, 2004). These bystander behaviors are strongly associated with the frequency of bullying that occurs in schools (Salmivalli, et al., 2011).

Table 1. Forms Of Bystander Behavior (Salmivalli, 2004)

Bystander Behavior	Definition
Assisant	Joins the victimiser
Reinforcer	Encourages or incites the victimisers
Outsider	Remains passive or neutral
Defender	Helps or supports the victim

Research shows that bullying occurs more in classroom environments where bystanders act pro-aggressively by supporting the perpetrator, whereas bullying occurs less frequently in environments where bystanders tend to defend the victim (Salmivalli et al., 2011). Moreover, observational studies show that bullying events are often successfully stopped when bystanders act in support of the victim (Sjögren et al., 2021). In addition, bystanders who act in support of the victim can serve as a protective factor, which dampens negative emotional and psychosocial harm (Sjögren et al., 2024). This is supported by Nabila's research (2023) that defending behavior has a significant influence on bullying prevention, namely 28.4%. Unfortunately, not all bystanders in bullying events decide to intervene in bullying events that occur.

Despite the acknowledged importance of bystander, limited studies have synthesized the casual factors influencing their behavior in a comprehensive structured manner. So it is important to understand what factors can predict bystander behavior as an effective component in bullying prevention efforts in schools.

2.METHODS

This study uses the Systematic Literature Review (SLR) method, which is a process of collecting, evaluating, integrating and presenting search results critically and systematically (Nursalam, 2020). The method facilitates the identification and synthesis of relevant journal articles. The PRISMA model procedure, which consists of 4 stages including identification, screening, eligibility, and inference analysis, was used in reviewing literature in the form of scientific journals. Researchers also set inclusion and exclusion criteria in selecting the literature to be used, which are as follows:

Inclusion Criteria:

1. The articles / journals reviewed are published scientific journals and published in the last 5 years (2021-2025)
2. Contains variables relevant to the research, namely Bystader Behavior, Bullying and

Students.

3. Articles come from trusted sources
4. English or Indonesian language

Exclusion Criteria:

1. Articles in the form of dissertations / final assignments / thesis and published before 2021
2. Articles that are not fullpapers
3. Articles that do not come from trusted sources
4. Articles that are in languages other than English or Indonesian
5. Articles about cyberbullying

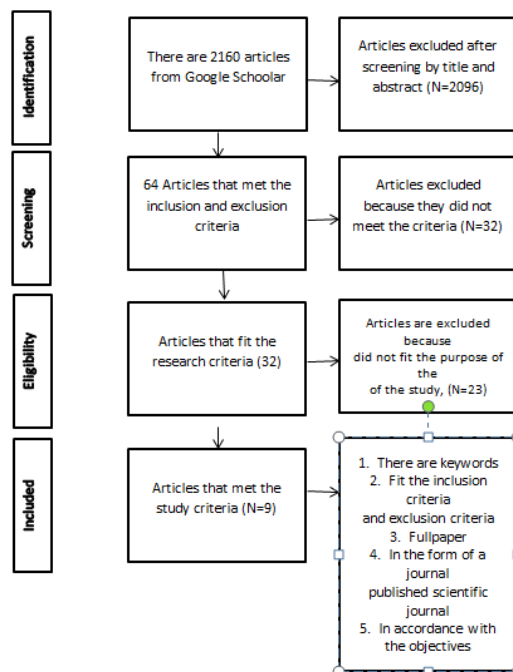


Figure 1. Systematic Literature Review Diagram With PRISMA Model

The researcher used one tool, google scholar, to search for scientific articles. the keywords used were “bystander behavior”, bullying and student. Through the search, 2160 articles appeared which will be further selected. Based on the selection of abstracts and research titles, 64 suitable studies were obtained. In the screening process 32 articles were excluded because they did not match the research criteria including not having full text, being a thesis and using languages other than English and Indonesian. In the elligibility process 23 articles were excluded because they did not fit the research objectives, namely only

emphasizing 1 dimension of bystander behavior, were experimental research and were research in cyberbullying situations. The final result obtained 9 articles that meet the criteria and eligibility to be used as study material. then the researcher reviews, analyzes and draws conclusions from 9 articles that have passed the selection and meet the eligibility criteria.

3. RESULTS AND DISCUSSION

3.1 Research Results

Based on the results of the article analysis, it was found that bystander behavior in the context of bullying in schools is related to internal and external factors. These factors interact with each other and contribute to determining whether a student will be a passive bystander, support the perpetrator, or defend the victim. Internal factors associated with bystander behavior include moral disengagement, defender self-efficacy, empathy, motivation and basic moral sensitivity. While external factors associated with bystander behavior include parenting style, social support and the bystander's social relationship with both the perpetrator and the victim. Explained in more detail in Table 2.

Table 2. Results of systematic literature review

Title	Journal Name	Subject	Data Analysis and Results
Associations between students' bystander behavior and individual and classroom collective moral disengagement (Björn Sjögren, Robert Thornberg, Linda Wänström & Gianluca Gini)	An International Journal of Experimental Educational Psychology 2021, VOL. 41, NO. 3, 264–281	1577 5th graders in Sweden	Methode: multilevel regression analyses Results: - High individual moral disengagement was positively associated with pro aggressive bystander behavior negatively associated with outsider bystander behavior and deffender bystander behavior - Collective moral disengagement is positively related to pro-aggressive bystander behavior, outsider behavior and negatively and significantly related to defender behavior (- Individual moral disengagement and Collective moral disengagement are jointly positively related to pro aggressive bystander behavior significantly

Title	Journal Name	Subject	Data Analysis and Results
			negatively related to outsider behavior and defender bystander behavior
Exploring the interplay of parenting styles, basic empathy, domestic violence, and bystander behavior in adolescent school bullying: a moderated mediation analysis (LujieZhong, Yutong Ying, Chunni Zeng, Jiaying Li and Yun Li)	Frontiers in Psychiatry, 9 September 2024	1067 middle school students in South China	Methods: - Pearson correlation analysis - Multifactor logistic regression and moderated mediation model (PROCESS Model 59) MPlus. Results: - Supportive parenting style was associated with increased baseline empathy and bystander victim protector behavior - Negative parenting style was positively correlated with bully promoter bystander behavior and domestic violence - Basic empathy was negatively associated with bystander bully promoter behavior and positively associated with victim protector behavior - Family violence weakened the positive effects of parenting style on both types of empathy and bystander victim protector behaviors. - Mediation test results: positive parenting style still had a significant positive relationship on basic empathy and victim protector behavior - Parenting style was negatively associated with bullying supportive behavior positively - Basic empathy negatively

Title	Journal Name	Subject	Data Analysis and Results
			related to bully-promoting behavior and positively predicted victim-protective behavior - basic empathy did not mediate the relationship between negative parenting style and bully promoter behavior Moderation test results: Positive parenting style and domestic violence were negatively associated with basic empathy and victim protective behavior. However, the interaction of basic empathy and domestic violence did not significantly predict victim protective behavior This means that domestic violence significantly weakens the impact of positive parenting style on basic empathy and victim protective behavior.
The indirect association between moral disengagement and bystander behaviors in school bullying through motivation: Structural equation modelling and mediation analysis (Robert Thornberg, Tomas Jungert, Jun Sung Hong)	Social Psychology of Education (2023) 26:533–556	901 upper primary school students from 43 school classes in 15 public schools in Sweden	Data analysis: - Pairwise correlation analysis - SEM with Mplus Version 8.3 based on covariance matrix analysis - mediation path analysis using Jamovi Results: - Moral disengagement was positively associated with amotivation, extrinsic motivation, passive bystander behavior and pro bully bystander and negatively associated with autonomous motivation, introjected regulations and bystander defending behavior

Title	Journal Name	Subject	Data Analysis and Results
			- Autonomous motivation was positively correlated with defending and negatively correlated with passivity (and pro-bullying) - Introjection motivation was positively correlated with defense and negatively correlated with passivity and pro-bullying - Extrinsic motivation was positively correlated with passive and pro-bullying attitudes - and amotivation was positively correlated with passivity and pro-bullying and negatively correlated with defense - sem test results mentioned: - moral disengagement is negatively related to autonomous motivation and introjection motivation and positively related to extrinsic motivation and amotivation. - Autonomous motivation was positively associated with bystander defending behavior and negatively associated with passive bystander and pro bully behavior. - Introjection regulation was positively associated with defender bystander behavior - Extrinsic motivation was positively associated with passive bystander behavior - amotivation was not significantly related to any bystander role. Results of mediation test path analysis - Autonomous motivation

Title	Journal Name	Subject	Data Analysis and Results
			mediated the relationship between moral disengagement and defender bystander behavior and and pro-bullying - Introjected motivation, mediated the relationship between moral disengagement and bystander defending behavior, passive bystander, and pro bullying behaviors. - Extrinsic motivation did not mediate the relationship between moral disengagement and bystander defending behavior, but mediated the relationship between moral disengagement and passive bystander behavior and pro bully - Amotivation mediated the relationship between moral disengagement and bystander defending behavior and pro bully
Defender self-efficacy and moral disengagement on social support and bystander behaviors among primary school students: a multilevel moderated mediation model (Yuping Wu, Yanfang Zhou, Leishan Shi)	psicologia: Reflexão e Crítica (2023) 36:11	1310 grade 4-6 students from 61 classes in 3 elementary schools in Lishui, Zhejiang, China	Data analysis: SEM Results: Bystander Reinforcer Behavior - The relationship between social support and reinforcer behavior was not significant after controlling for age and gender. social support positively predicted defender self-efficacy, which was negatively correlated with moral disengagement. - Defender self-efficacy was negatively correlated with moral disengagement.

Title	Journal Name	Subject	Data Analysis and Results
			- The indirect effect of social support on reinforcer behavior through defender self-efficacy was not statistically significant. However, the indirect effect of social support on reinforcer behavior through moral disengagement was statistically significant. the indirect effect of social support on moral disengagement through defender self-efficacy, which in turn affects reinforcer behavior, was also significant. - Thus, the total mediating effect size of self-efficacy and moral disengagement on reinforcer behavior was 82.91%. Outsider bystander behavior - the relationship between social support and outsider behavior was not significant after controlling for age and gender. However, social support positively predicted defender self-efficacy, which was negatively correlated with moral disengagement. - Defender self-efficacy was not significantly correlated with moral disengagement but negatively correlated with moral disengagement. - Moral disengagement was negatively correlated with outsider behavior - the indirect effect of social support on outsider behavior through defender self-efficacy was not significant. However, the indirect effect of social support on outsider behavior through moral disengagement was statistically significant

Title	Journal Name	Subject	Data Analysis and Results
			- the indirect effect of social support on moral disengagement through defender self-efficacy, which influences defender behavior, was also significant - Thus, the total mediating effect size of self-efficacy and moral disengagement on outsider behavior was 44.44%. Defender Behavior - After controlling for age and gender, social support significantly predicted defender behavior and defender self-efficacy, which were negatively correlated with moral disengagement. - Defender self-efficacy was positively correlated with defender behavior and negatively correlated with moral disengagement. In contrast, moral disengagement was negatively correlated with defender behavior. - The indirect effect of social support on defender behavior via defender self-efficacy was statistically significant as was the indirect effect of social support on reinforcer behavior via moral disengagement. Furthermore, the indirect effect of social support on moral disengagement through defender self-efficacy, which in turn influenced defender behavior, was also significant - Thus, the total mediating effect size of self-efficacy and moral disengagement on defender behavior was 53.13%.

Title	Journal Name	Subject	Data Analysis and Results
Basic moral sensitivity, moral disengagement, and defender self-efficacy as predictors of students' self-reported bystander behaviors over a school year: a growth curve analysis (Björn Sjögren, Robert Thornberg, Jingu Kim, Jun Sung Hong, and Mattias Kloo)	Frontiers in Psychology 15:1378755 PUBLISHED 19 June 2024	353 4th, 5th and 6th graders in Sweden	Data Analysis: Growth curve analysis Results: - students had higher levels of pro-aggressive behavior if they had high moral disengagement and low basic moral sensitivity at wave 1, whereas students had higher levels of defending behavior if they had high defender self-efficacy and basic moral sensitivity at wave 1. - students with higher levels of defender self-efficacy at wave 1 experienced less decline in defensiveness during the school year compared to students with lower levels of defender self-efficacy at wave 1. - there was a significant interaction effect between moral disengagement and baseline moral sensitivity on pro-aggression interceptions. The simple slopes for low and high levels of baseline moral sensitivity were positive and significant. Thus, while there was a general positive relationship between moral disengagement and pro-aggression, this relationship was more pronounced among students who also had low baseline moral sensitivities
Bystander behaviour in peer victimisation: moral disengagement, defender self-efficacy and student-teacher relationship quality (Björn Sjögren, Robert Thornberg, Linda	Research Papers In Education 2021, Vol. 36, No. 5, 588-610	333 junior and senior high school students (aged 10-15 years) from four schools in Sweden	Data Analysis: Separate random intercept model analysis

Title	Journal Name	Subject	Data Analysis and Results
Wänström & Gianluca Gini)			Results: Reinforcer Behavior - Significantly associated with gender in model 1. - Gender and age together explained 16% of the variance in reinforcer behavior in model 1. - In model 2 reinforcer behavior was significantly negatively related to gender, significantly negative to age, significantly positive to moral disengagement, significantly negative with defender self-efficacy, significantly negative with teacher and student relationship quality. The overall predictors explained 25% of the variance in reinforcer behavior. - In model 3, Reinforcer behavior was significantly negatively associated with gender, significantly positive with moral disengagement, significantly negative with defender self-efficacy, significantly positive with moral disengagement and defender self-efficacy together. - Model 3 explained 27% of the variance in reinforcer behavior. Defender Behavior - Significantly positively associated with gender and negatively with age in model 1. - Gender and age together explained 15% of the variance in reinforcer behavior in model 1 - Significantly negatively associated with defender self

Title	Journal Name	Subject	Data Analysis and Results
			efficacy and significantly positive with student teacher relationship quality in model 2 and explained 53% of the variance in reinforcing behavior - Significantly positively associated with defender self efficacy and significantly positive with student teacher relationship quality in model 3 and explained 53% of the variance in reinforcing behavior Outsider behavior - Significantly negatively related to gender in model 1 explaining 13% of the variance in reinforcer behavior - Significantly positively associated with moral disengagement and negatively with Defender self efficacy in model 2 and explained 36% of the variance in reinforcer behavior - Significantly positively associated with moral disengagement and negatively with Defender self efficacy in model 3 and explained 37% of the variance in reinforcer behavior
Parental support and bullying bystander behaviors in Chinese adolescents: Longitudinal mediation through social harmony (Xiaoyu Jia, Jun Wang and Yuchi Zhang)	Frontiers in Public Health 11:994658 2023	445 Chinese adolescents (mean age = 14.41, SD = 0.51) from Beijing City, China	Data analysis: - Pearson correlation analysis was used to calculate the relationship between the study variables at time 1 and 2. - SEM Results: - There was a significant positive correlation between T1 parental support, T1 social harmony and

Title	Journal Name	Subject	Data Analysis and Results
			T1 active defense behavior. T1 parental support was also significantly positively correlated with T2 parental support, T2 social harmony, and T2 active defending behavior, but negatively correlated with T2 passive bystander behavior - while the correlation between parental support T1 and passive bystander behavior according to T1 was not significant. - T1 social harmony was significantly positively correlated with T1 active defending behavior and T2. However, no significant correlation was observed between T1 social harmony and passive defender behavior according to T1 or T2. - T1 parental support was significantly and positively associated with T2 defending behavior but not with T2 passive bystander behavior. - T1 parental support was significantly and positively associated with T2 defending behavior through the mediation of T2 social harmony - Parental support T1 was also significantly and positively associated with passive bystander behavior T2 through the full mediation of social harmony T2 [indirect effect = -3.59, 95% bias-corrected bootstrap confidence interval: (-0.12.63 to -0.41)]
Bullying in schools: prevalence, bystanders' reaction and associations with sex and relationships (Temesgen)	BMC Psychology (2021) 9:183	630 student participants in grades 7, 8, 9, and 10 in East Gojjam	Data Analysis: Chi-Square

Title	Journal Name	Subject	Data Analysis and Results
Demissie Ejigu and Seleshi Zeleke Teketel)		Administrative Zone, Ethiopia.	Results: - no significant relationship was found between gender of bully and victim and bystander reaction - there is a significant relationship between relationship with the victim and bystander reaction, - there was a relationship with the bully and bystander reactions
Moral disengagement and defender self-efficacy as predictors of bystander behaviors in peer victimization in middle school: A one-year longitudinal study (Bjorn Sjogren, Robert Thornberg, Jun Sung Hong)	Journal of School Psychology 107 (2024) 101400	1346 adolescents in grades 7-8 in Sweden	Data Analysis: Separate random intercept model Results: - defender self efficacy in seventh grade significantly predicted more defending behavior and less passive bystander behavior in eighth grade. - moral disengagement significantly predicted pro-aggressive bystander behavior in eighth grade - the interaction between bystander self-efficacy and moral disengagement was significantly associated for pro-aggressive behavior and passive behavior - students with higher levels of moral disengagement were more likely to act pro-aggressively regardless of their level of self-efficacy. - there was a negative relationship between student defender self-efficacy and passive bystander behavior, but only for those with low levels of moral disengagement (moderator effect). The simple slope for low levels of moral disengagement

Title	Journal Name	Subject	Data Analysis and Results
			was negative and significant, while the simple slope for high levels of moral disengagement was not significant .

3.2. Discussion

Bystanders are people who witness an emergency, but are not directly involved in the situation (Myers, 2002). In a bullying environment, the role of bystanders is very important in the prevention of bullying in the school environment. Many previous studies have mentioned that bystanders who take the role of defending victims can stop bullying events from occurring (Sjögren, et al, 2024; Salmivalli et al 2011; Nabila, 2023) and bullying occurs more in environments where bystanders act pro aggressively (Salmivalli et al, 2011). It is therefore important to know what factors or capacities are associated with bystander behavior in students.

Based on the results of the literature review, it is stated that moral disengagement consistently appears as a strong predictor of bystander behavior that supports perpetrators (pro-aggressive) and passive behavior (Sjorgen, et al, 2021; Sjorgen, et al, 2021; Sjorgen, et al, 2024; Sjorgen, et al, 2024), mediates the relationship between social support and behavior supporting perpetrators 82.91% and passive / outsider behavior by 44.44% (wu, et al, 2023). These substantial effect sizes underscore the central role of moral cognition particularly the mechanisms by which individuals justify or rationalize harmful actions in determining whether bystanders intervene, remain passive, or side with the perpetrator. According to Bandura (1999) a person will feel guilty or ashamed if they act against moral standards. To release these feelings a person can disable the moral sanctions they experience with moral disengagement mechanisms such as spreading responsibility, dehumanizing and blaming the victim (Bandura, 1996). In bullying settings, such moral disengagement ultimately encourages bystanders to be passive or support the perpetrator in the act of bullying.

Defender self-efficacy refers to students' belief in their ability to intervene and help victims of bullying. High self-efficacy is positively correlated with defending behavior (wu, et al, 2023; Sjorgen, 2021; Sjorgen, 2024). According to Bandura (1997) self-efficacy plays an important role in motivating individuals to act. Self-efficacy refers to a belief in one's ability to successfully perform in particular action (Bandura, 1997). The self-efficacy of bystanders who act as defenders, refers to the bystander's confidence in their ability to effectively intervene and support the victim when facing bullying by their peers. So that people with high self-efficacy tend to behave defensively when there are bullying events around them. Thus, self-efficacy has a relationship with bystander behavior in bullying environments (Thornberg and Jungert, 2013).

Sensitivity to basic moral values was found to contribute positively to defending behavior and negatively to pro-aggressive behavior (Sjorgen, et al 2024). Sensitivity to basic moral values according to Thornberg and Jungert (2013) is the readiness of individuals in simple moral situations to recognize moral violations and their consequences that harm others, sensitivity associated with moral emotions that arise such as empathy, sympathy, or guilt. Empathy also

has a significant relationship with bystander defender behavior (Zhong, et al, 2024). Empathy is understanding and feeling another person's emotional state or context (Eisenberg et al., 1991). Empathy not only helps individuals understand others' emotions but also plays an important role in their behavioral decision-making process. On the one hand, individuals with high basic empathy are more sensitive to the needs of others and are therefore likely to take action to alleviate the distress of others (Fu et al, 2022). Bystanders with high empathy and basic moral sensitivity are therefore likely to intervene to stop bullying or support the victim. This implies that empathy-building and basic moral sensitivity interventions may enhance students willingness to engage in defending behaviors.

Internal motivation (autonomous motivation) and introjection motivation were positively correlated with defending behavior. In contrast, extrinsic motivation and amotivation are positively correlated with passive behavior and supporting the perpetrator (Thornberg et al., 2023). Autonomous motivation is related to defending behavior, because autonomous motivation is related to self-determination (Ryan & Deci, 2017), including prosocial behavior (Hardy et al., 2015). According to Bandura (2016), introjection motivation for self-defense is related to self-approval and self-sanction in the form of introjection regulation that keeps behavior in accordance with moral standards. Meanwhile, students with extrinsic motivation will pay attention to external encouragement in determining their behavior such as only helping if it can benefit them or being afraid to help for fear of the negative consequences they will get from the perpetrator so that students with extrinsic motivation will tend to be passive or support the bully (Thornberg et al., 2018). These findings suggest that interventions should aim to enhance students internal motivation and moral commitment, rather than relying solely on extrinsic reward systems.

Social support has a role in strengthening students' defender self-efficacy and moral sensitivity. This support either directly or indirectly through the mediation of other variables such as defender self-efficacy and moral disengagement, is able to increase defending behavior (Wu, et al., 2023). Social support refers to the emotional and knowledge sets provided to individuals by family, friends, and others (Toits, 2011). As a psychological resource, social support can perceive the bullying environment as a sign of danger so that it can increase confidence to overcome the bullying that occurs and take action to defend the victim, while when someone lacks social support, they will perceive the bullying environment as a danger response and responding to help the victim will cause harm to themselves so they will choose to show passive behavior (Wu, et al., 2023). That is why it is important to establish a school-based support system, such as counseling services and teacher responsiveness, to strengthen students' self-efficacy and sense of responsibility in helping to maintain a bullying-free school environment.

Interpersonal relationships, such as the quality of the teacher-student relationship and the relationship with both the perpetrator and the victim, also influence bystander reactions (Sjorgen, et al., 2021; Eijigu & Teketel, 2021). Human relationships are social processes that can influence individual behavior (Pianta, 2006). The relationship between students and teachers is one of them. Teachers can act as social references for students' personal and social evaluations, including in assessing themselves, others, and the surrounding social context (Ladd et al., 2012) so that teachers and students who have a positive relationship will encourage

students to behave to defend victims when bullying events occur. Meanwhile, related to their relationship with peers who are perpetrators or victims of bullying, students who have a close relationship with the victim are more likely to defend the victim, while those who are close to the perpetrator tend to support the perpetrator (Eijigu & Teketel, 2021). These findings suggest that fostering positive teacher-student relationship can serve as a protective factor against passive or pro-aggressive bystander behavior.

4. CONCLUSION

Based on the results of a systematic literature review, it can be concluded that there are several factors associated with bystander behavior in bullying situations. Pro-aggressive behavior / supporting bullying behavior is associated with intrinsic factors in individuals such as moral disengagement, amotivation and extrinsic motivation, low empathy, low moral sensitivity and low self-efficacy. While influential extrinsic factors include negative parenting styles and low social support. Passive bystander behavior is associated with intrinsic factors in individuals such as moral disengagement, amotivation and extrinsic motivation, low self efficacy and extrinsic factors in the form of low social support. While deffender bystander behavior or defending victims is associated with intrinsic factors in individuals such as high defender self-efficacy, internal motivation, moral sensitivity, empathy and extrinsic factors in the form of Parenting Style and positive social relationships. The results of this study can be used as a reference for parents and schools in preventing bullying through education to shape the capacity and personality of children and students with high self-efficacy, internal motivation, moral sensitivity and empathy as well as providing a positive parenting style for children and building positive relationships between teachers and students.

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