

Sensation Seeking as A Moderator in The Relationship Between School Climate and Tendency to Bullying Behavior Towards Adolescents

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Abstract

This study aimed at examining the role of sensation seeking as a moderator of school climate towards the tendency to bullying behavior. Sampling method for this study using purposive sampling method with the following criteria of middle school students aged 13-18 years old. The participants were 230 students. The data collection exerted the tendency to bullying behavior scale, school climate scale, and sensation seeking scale. Tendency to bullying scale modified by Susilowati (2018) contains aspects from Olweus (1993), intentional, repetitive, and imbalance power. School climate scale contains from school climate aspect from Thapa, et al (2013), such as safety, relationship, teaching and learning, institutional environment, and the school improvement process. Sensation seeking scale is the adaptation from sensation seeking scale form V by Wulansari (2016) contains from sensation seeking aspects from Zuckerman (2017), such as thrill and adventure seeking, experience seeking, disinhibition, and boredom susceptibility. The result illustrated that sensation seeking has a role as moderator in the relationship between school climate and the tendency to bullying behavior. Adolescent with high sensation seeking show higher tendency to bullying behavior in lower school climate, vice versa.

Keywords

sensation seeking; school climate; tendency to bullying behavior

Abstrak

Penelitian ini bertujuan untuk menguji peran sensation seeking sebagai moderator pada hubungan iklim sekolah dengan kecenderungan perilaku bullying pada remaja. Partisipan dalam penelitian ini didapatkan melalui metode purposive sampling dengan syarat remaja yang berusia 13 hingga 18 tahun yang bersekolah di jenjang SMP atau SMA atau sederajat sebanyak 230 orang. Pengumpulan data dilakukan menggunakan tiga skala, yaitu skala kecenderungan perilaku bullying yang dimodifikasi dari skala yang disusun oleh Susilowati (2018) dengan aspek kesengajaan, pengulangan, dan ketidakseimbangan kekuatan yang dikemukakan oleh Olweus (1993), skala iklim sekolah yang disusun sendiri oleh penelitian dengan aspek keamanan, relasi, pembelajaran dan pengajaran, lingkungan sekolah, dan proses peningkatan sekolah yang dikemukakan oleh Thapa, dkk (2013), dan skala sensation seeking yang diadaptasi oleh Wulansari (2016) dari sensation seeking scale form V berdasarkan aspek dari Zuckerman (2017) yaitu mencari petualangan dan tantangan, mencari pengalaman, disinhibitor, dan mudah bosan. Penelitian ini menunjukkan bahwa sensation seeking berperan sebagai moderator pada hubungan iklim sekolah dengan kecenderungan perilaku bullying. Pada remaja yang memiliki sensation

seeking tinggi, iklim sekolah berhubungan negatif dengan kecenderungan perilaku bullying. Sebaliknya, pada remaja yang memiliki sensation seeking rendah, iklim sekolah yang negatif tidak berhubungan dengan kecenderungan perilaku bullying.

Kata kunci

sensation seeking; iklim sekolah; kecenderungan perilaku bullying

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INTRODUCTION

Bullying becomes a topic that never runs out from time to time. Bullying can occur in various situations, either directly or indirectly, which still exist now. Bullying is a social problem that can hurt the individuals involved, both for the victim and the perpetrator, if left unchecked. Victims can experience depression, anxiety, and even the idea of committing suicide (Tsitsika et al., 2014). In the perpetrators themselves, bullying can be a risk factor for engaging in risky behaviors, such as smoking, drinking, speeding, and sharp weapons, even engaging in behaviors that lead to crime (Tsitsika et al., 2014; Zhang et al., 2019). Therefore, to minimize the impact, intervention steps are needed to overcome the negative impacts of bullying by knowing things that might be risk factors for the emergence of bullying behavior tendencies.

Adolescents are vulnerable to being involved in bullying events. Several examples of bullying cases occurred in adolescents at the end of 2019 and early 2020. One high school student in Riau has been bullied (beaten and blackmailed) by his schoolmates since he moved to the school (Nugroho et al., 2020). A student at a junior high school in Purworejo was beaten for not giving money to the perpetrator. Before this incident, the perpetrator often blackmailed the victim (Farasonalia, 2020). In these cases, KPAI noted 2,437 reports of bullying within nine years, which is expected to increase (KPAI, 2020). Researchers surveyed to support the data obtained. Based on the survey, from 20 adolescents, 19 adolescents reported bullying incidents in their schools, whether they were perpetrators, victims, or saw the incident at school.

Several studies also explain that individuals at the high school level are more involved in bullying when compared to the elementary school level (Gendron et al., 2011; Ma, 2001; Zhang et al., 2019). Individuals at the high school level enter the stage of adolescent development. Adolescence is a transition period from childhood to adulthood, from 10 or 11 years to 18 years. Adolescence is divided into two stages, namely early adolescence (early adolescence), marked by puberty around the age of 10 or 11, and late

adolescence (late adolescence) around the age of 15 years and over (Santrock, 2014). Adolescents are very concerned about relationships with their peers and their status in those relationships (Kistner et al., 2007; Santrock, 2014). This then becomes one of the essential things for adolescents to affect the behavior of adolescents themselves. Adolescents can be more susceptible to bullying behavior tendencies because they may do various things to gain status in their environment. The tendency of bullying behavior in adolescents is more likely to occur when compared to other stages of development.

Bullying is a form of aggressive behavior that is carried out intentionally and aims to injure the victim physically and psychologically (Bosworth et al., 1999; Olweus, 1993; Tsitsika et al., 2014). Moreover, there is repetition and power imbalance between the perpetrator and the victim (Gendron et al., 2011; Olweus, 1993; Smith & Sharp's in Sanders & Phye, 2004). Types of bullying that occur in schools are carried out directly physically, for example, hitting, pushing, or kicking; verbally, for example, mocking, making nicknames, or making other people a joke; and relationally, for example, intentionally ostracizing or threatening (Kim et al., 2006).

Many factors can influence bullying behavior tendencies, such as psychological factors, family factors, school factors, socio-economic factors, and mass media factors (Shams et al., 2016). Bullying can occur in front of peers (Kyriakides & Creemers, 2012). School becomes essential to see the relationship because adolescents spend much time in school. School climate is an individual's view of the quality of the school (School Climate, 1999) as well as the quality of individual interactions in it (Emmons in Bandyopadhyay et al., 2009). School quality is related to the school's ability to help each feel that he is valuable, has honor and importance, and simultaneously forms a sense of belonging to things that are in school. The interaction in question is the relationship with teachers, staff, schools, and other students. School climate has security, relationships, learning and teaching, school environment, and school improvement processes (Thapa et al., 2013).

Individuals have different views of the school. When individuals feel comfortable in school and show their best performance, they have a favorable view of their school (Orpinas & Horne, 2006). On the other hand, being uncomfortable at school indicates that individuals negatively view their school (Gottfredson's in Konstantina & Piliou-Dimitris, 2010). This discomfort can occur due to various things such as unclear, unfair, or inconsistent rules, ambiguous responses to student mistakes, inconsistent discipline, poor teacher administration, and the authoritarian attitude of the teacher. An adverse school climate makes students less likely to be involved in valuable activities and does not create positive communication between students and teachers (Constantina & Piliou-Dimitris, 2010). When individuals are in an adverse school climate, they will tend to be involved in various problems, such as violence in schools and bullying (Gendron et al., 2011; Harel-Fisch et al., 2011; Mehta et al., 2013; Orpinas & Horne, 2006).

There are individual characteristics that can be a risk factor for the emergence of a tendency for bullying behavior, namely sensation-seeking because individuals at the adolescent stage are at a higher level of sensation seeking when compared to other stages of development. Sensation seeking in adolescents increases due to neurobiological development and is influenced by social factors (Chambers et al., 2003; Graf et al., 2019). This neurobiological development is the amygdala, which matures earlier than the prefrontal cortex development, allowing adolescents to carry out risky behaviors easily without thinking about the possible impact (Steinberg in Santrock, 2014).

Sensation seeking itself is defined as a trait that refers to behavior that seeks diversity, novelty, complexity, intensity, and the courage to take physical, social, legal, and financial risks in order to gain an experience (Zuckerman, 2007). Individuals who have sensation seeking will be more interested in activities in various fields in order to fulfill their needs, namely their passion (Graf et al., 2019). Aspects of sensation seeking are seeking adventure and challenges, seeking unusual experiences, disinhibition, or seeking social acceptance by taking actions without regard to consequences and feeling bored in monotonous activities (Zuckerman, 2007). Adolescents who have sensation seeking will tend to be interested in new, challenging, risky activities to carry out aggressive behavior and juvenile delinquency (Antoniadou et al., 2016; Z. Wang et al., 2017).

This is because adolescents with high sensation-seeking tend to perceive these behaviors as not risky. Hence, they quickly carry out these activities or behaviors without thinking about the consequences (Cservenka et al., 2013). Adolescents who have sensation seeking can view bullying behavior as new, challenging, and get attention because their friends will think they have power and are strong. Sensation seeking has a relationship with aggressive behavior; namely, individuals who experience aggressive behavior in childhood and continue into adulthood show they have high sensation seeking (Cui et al., 2016). Research conducted by Lovegrove et al. (2011) also mentioned that bullies showed higher feelings of anger and sensation-seeking than groups not involved in bullying.

Sensation seeking can be a moderator of the relationship between school climate and the tendency of bullying behavior. In adolescents with high sensation seeking, the tendency of bullying behavior will be more significant in a positive or negative school climate when compared to adolescents with low sensation seeking. Adolescents who have high sensation seeking can easily engage in a bullying behavior because they can perceive these things as challenging new things and tend not to think about the consequences. On the other hand, adolescents who have low sensation-seeking tend not to be interested in challenging new activities so that they do not create a tendency for bullying behavior. This is in line with research conducted by Wang et al. (2017). Sensing seeking can strengthen the emergence of aggressive behavior in an unsupportive school environment, such as an adverse school climate.

This study aims to determine the role of sensation seeking as a moderator in the relationship between school climate and the tendency of bullying behavior. School climate has a relationship with the tendency of bullying behavior. Namely, the lower the school climate score, the higher the tendency of bullying behavior. There are individual characteristics in adolescents that are risk factors and can influence the relationship, namely sensation seeking. Individuals who have a negative or positive view of school will have a greater tendency for bullying behavior when individuals have sensation-seeking because they will perceive bullying as a new and challenging thing to do without paying attention to the consequences that may arise. Therefore,

METHOD

Procedure

This study uses a non-experimental quantitative research design that examines the tendency of adolescent bullying behavior in terms of the school climate with sensation seeking as a moderator. This research begins with research preparation, namely preliminary studies, preparation of scales, scale trials, administering permits, then conducting research. The trial and data collection were carried out online using a google form which contained an informed consent page, an identity page, and a scale. Data processing is done by checking participants' answers and then data processing.

Participants

This study was conducted on 230 adolescents aged 13 to 18 years (mean = 15.38 years; SD = 1.80) in junior high and high school education in Yogyakarta. The participants' composition was 74 boys (32.17%) and 156 girls (87.83%). Participants in this study were taken through the purposive sampling method, determining the sample with certain conditions. The participants are adolescents aged 13 to 18 years who attend junior high school or high school or the equivalent.

Research Instruments

Bullying Behavior Tendency Scale

The Bullying Behavior Tendency Scale is a modification of the scale compiled by Susilowati (2018). A total of 28 items were then tested for measuring instruments, and there were six items with item differences under 0.25, so only 22 items were used for research. The distinguishing power of items on this scale ranges from 0.292 to 0.600. Aiken's V content validity value ranges from 0.72 to 0.96, and Cronbach's Alpha reliability value is 0.851.

This scale consists of 3 aspects proposed by Olweus (1993): intentional repetition (in the form of participant responses, namely never, rarely, sometimes, often, always). Moreover, power imbalances are created in 3 forms of bullying behavior: physical bullying, with the example of the item "I kicked my friend who is thin for fun.". Verbal bullying with the example item "I call my friend like 'the black one' or 'the fat guy' or others because of his physical appearance.". Moreover, Relational bullying with the example item "I invite my friend to isolate one of my friends." The greater the score on this scale, the greater the tendency for bullying behavior.

School Climate Scale

The school climate scale was compiled by researchers with a total of 30 items which were then tested. Four items were dropped because the difference power value was below 0.25, so only 26 items were used for research. The discrepancy of the scale items ranged from 0.297 to 0.702. Aiken's V content validity value ranges from 0.83-0.96, and Cronbach's Alpha reliability value is 0.89.

This scale is based on five aspects of Thapa et al. (2013), namely security, with the example of the item "rules in school apply to all students, even teachers and school staff." Relations with the example of the item "I am familiar with teachers and staff at school."

Learning and teaching with the example of the item "school regularly update the collection of books that exist to make it easier for students to learn." The school environment with the example of the item "all school facilities can be used (laboratory, library, classrooms, toilets, field, UKS, and canteen)." Moreover, the school improvement process with the example of the item "teachers receive training to improve the quality or ability of teaching." This scale uses five answer choices for each item: very appropriate, appropriate, neutral, not appropriate, and wildly inappropriate. The positives and negatives of the school climate are indicated by the high and low scores obtained.

Sensation seeking scale

The sensation-seeking scale in this study is an adaptation of the sensation-seeking scale (SSS) form V conducted by Wulansari (2016). As many as 40 items were tested. The confirmatory factorial analysis results using the LISREL 8.8 software showed that 19 items were dropped due to the low factor load value (below 0.3). There were 21 items used for the study. According to Wijanto (2006), the load factor value of more than 0.3 can still be maintained.

The validity test on this scale is constructed validity with confirmatory factorial analysis. GFI value of 0.81 is marginal fit, RMSEA value of 0.06 is a good fit, CFI value of 0.88 is marginal fit, and NNFI value of 0.86 is marginal fit. The reliability value of this scale is 0.731. Based on these five criteria and their reliability values, it can be said that this scale can still be used (Azwar, 2014; Wijanto, 2006). This scale is based on the scientific opinion of Zuckerman (2007), namely seeking adventure and challenge, seeking experience, disinhibition, and being easily bored with the form of the ipsative scale (two opposite statements).

Research Data Analysis

Data analysis in this study was analyzed with the help of macro-PROCESS on the SPSS 24.0 statistical program for windows to test the role of sensation seeking as a moderator in the relationship between school climate and bullying behavior tendencies.

RESULT AND DISCUSSION

Table 1 shows the mean, standard deviation, and correlation for the variables in this study. Based on the table below, school climate is correlated with the tendency of bullying behavior and not correlated with sensation seeking. Sensation seeking correlates with a tendency to bullying behavior.

Table1. Correlation Between Variables

No.	Variable	Average	SD	1	2	3
1.	Bullying behavior tendencies	29.51	5.50	1	-0.221*	0.199*
2.	School Climate	96.80	10.87		1	-0.095
3.	<i>Sensation seeking</i>	6.73	2.78			1

*p<0.05

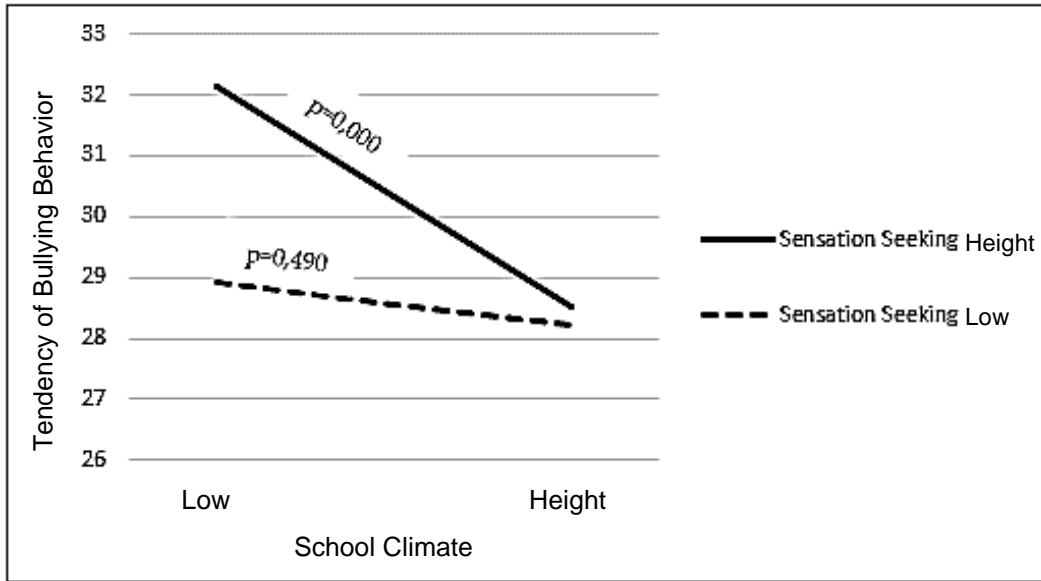
Table2. Hypothesis Test Results

Track	Variable predictor	Criterion	b	p	t		
line b1	School Climate (X)	Bullying tendency (Y)	behavior	-0.100	0.002	-3,109	F = 8.102 and R2 = 0.097
b2 line	<i>Sensation seeking</i> (W)	Bullying tendency (Y)	behavior	0.317	0.014	2,487	
b3 Jalur line	School Climate* <i>Sensation Seeking</i>	Bullying tendency (Y)	behavior	-0.025	0.045	-2.018	

It is known that the F value is 8.102, and R2 is 0.097. It is also known that there are three paths in the hypothesis test results, namely path b1, to test the independent variable (school climate) with the dependent variable (tendency to bullying behavior). Path b2 to test the moderating variable (sensation seeking) with the dependent variable. Moreover, path b3 tests the independent relationship variable with the dependent variable when there is a moderating variable. Path b1 has a value of p = 0.002 (p < 0.05) and coefficient (b) = -0.100, this means that school climate has a negative relationship with the tendency of bullying behavior. Path b2 has a value of p = 0.014 (p < 0.05) and a coefficient (b) = 0.317, this means that sensation seeking has a positive relationship with the tendency of bullying behavior. Path b3 has a value of p=0.045 (p<0.05) and a coefficient (b) = -0.025.

Figure 1 is a visualization of sensation seeking as a moderating of the relationship between school climate and the tendency of bullying behavior. It can be seen that high sensation seeking affects the relationship between school climate and the tendency of bullying behavior (b=-0.167; p<0.05). In the low sensation-seeking group, sensation-seeking could not be a moderator in the relationship between school climate and bullying behavior tendencies (b=-0.033; p=0.490).

Picture1. Moderation Visualization



The hypothesis of this research is that sensation seeking can act as a moderator in the relationship between school climate and the tendency of bullying behavior, and this research hypothesis is accepted. Based on the analysis results, sensation seeking is proven to act as a moderator in the relationship between school climate and the tendency of bullying behavior. In adolescents who have high sensation seeking, there is a robust negative relationship between school climate and the tendency of bullying behavior. In the group of adolescents with low sensation seeking, there is no relationship between school climate and the tendency of bullying behavior.

Individuals with sensation-seeking desire to seek new, diverse, complex activities or behaviors and are willing to take physical, social, legal, and financial risks. They tend not to consider the consequences that may arise when they perform a behavior (Cservenka et al., 2013) due to the amygdala's neurobiological development, which develops faster than the prefrontal cortex. It causes adolescents to react when they find out that something new is challenging without paying attention to the consequences that may arise beforehand. Sensation seeking is a significant risk factor that can influence bullying behavior. By doing the bullying, adolescents who have sensation seeking can show that they have greater power or power than their victims so that they feel accepted or seen as adolescents who have great power.

In the group of adolescents who have high sensation seeking, the lower the school climate score will be followed by the more significant the tendency for bullying behavior. It is in line with Wang et al. (2017), which explains that sensation seeking can influence the effects of an adverse school climate in predicting the emergence of aggressive behavior. The lower the school climate score, the more negative the school climate, namely the less stringent regulations, the presence of authoritarian teachers or staff, or a school environment that is not supervised by teachers or staff. It can lead to a tendency to bullying behavior. Bansel, Davies, Laws, and Linnel (2009) also explained that adolescents also tend to seek activities or experiences by highlighting their strengths or powers incorrectly

when at school there is an abuse of power by the teacher (showing authoritarianism). This tendency will be even more significant when adolescents have high sensation seeking because they perceive authoritarian teacher or staff behaviors as challenging new things. There is no fear of punishment and the school environment that supports them.

On the other hand, when adolescents have low sensation seeking, they are less likely to be interested in challenging new behaviors, so they are less likely to engage in bullying behavior. Roberti (2004) describes risky situations as threatening or long-lasting adverse effects on restoration. It explains that adolescents who have low sensation-seeking are less likely to be interested in engaging in bullying behavior at school.

Judging from the relationship between dependent and independent variables, school climate has a negative relationship with the tendency of bullying behavior. The lower the school climate score, the higher the tendency for bullying behavior, and conversely, the higher the school climate score, the lower the tendency for bullying behavior. Unnever and Cornell (in Bandyopadhyay et al.,2009) mention that bullying in secondary schools can arise when the school climate is adverse. Namely, when there is no follow-up or response from the teacher to make students who have the power to act violently without fear of punishment to their friends.

On the other hand, the more positive a student's perception of their school is, the lower the bullying behavior (Aldridge et al.,2018). A positive school climate indicates a good quality of interaction between teachers, staff, and good students, clarity, consistency of regulations that apply in schools, a safe and adequate school environment, learning and teaching processes that support student achievement and improvement. Good school quality. Students naturally feel comfortable at the school and are motivated to learn (Hatzichristou et al.,2018) to show their best performance (Orpinas & Horne,2006).

These results also found that sensation seeking has a positive relationship with the tendency of bullying behavior. The higher the sensation seeking, the higher the tendency for bullying behavior. Adolescents who have sensation seeking will tend to engage in new and challenging behaviors without paying attention to the risks. Getting social acceptance can develop aggressive behavior because they perceive that aggressive actions are new things that can be the center of attention in their environment (Fuentes et al.,2016). Bullying behavior is a form of aggressive behavior, so adolescents who have sensation seeking will tend to do bullying behavior. This is also in line with research conducted by Antoniadou et al. (2016). Adolescents who have sensation seeking will be interested in activities to find challenging adventures through juvenile delinquency, including bullying. Sensation-seeking levels will be high when individuals are in the adolescent stage, and therefore adolescents tend to be involved in these activities without careful consideration (Steinberg in Santrock,2014).

The results of this study can provide relevant implications in education. Schools play an essential role in shaping the character and behavior of adolescents. Schools can develop prevention programs to prevent the emergence of bullying behavior tendencies by knowing students' views about the school. When students have opposing views, schools must seek changes so that the school climate becomes positive. A positive school climate can be one solution to various problems such as truancy behavior, bullying behavior, and violence in schools (Aldridge et al.,2018; Kartal & Bilgin,2009). Finding out about students' views about schools can be done in various ways, such as conducting surveys on students' opinions about schools and their interactions with teachers and the need for observations

to be made to find out the actual situation of students at school. These two things are also compared with the school's data, such as reports from class teachers, so that the results obtained to follow the truth. Knowing teacher-student interactions in schools, the quality of teachers and staff, and the importance of evaluating issues or problems that occur in schools can be one way of knowing the climate of a school (Marraccini et al.,2020).

Establishing a positive school climate that can be a preventive step for the emergence of various problems, such as bullying, can be done in various ways, such as establishing effective and good communication between teachers and students and making consistent, fair, and transparent regulations. Teachers who care about their students can reduce bullying behavior at school (Saptandari & Adiyanti,2013). The formation of regulations by involving students so that they feel part of the school can form a positive view of the school.

This study shows that sensation-seeking is one of the unique adolescent characteristics that can strengthen the relationship between school climate and bullying behavior tendencies. Doing development the individual's internal self can take preventive steps by developing rational thinking and self-control. Developing rational thinking and self-control can help adolescents who have sensation-seeking avoid dangerous or harmful maladaptive activities or behaviors. Adolescents who have high sensation seeking tend to have an open mind to the options available to do new exciting activities (Franken,1993). It can be a way for adolescents to develop analytical thinking skills. When faced with various choices, they will think about the consequences that may arise to consider this in choosing an activity. It can also help teens develop self-control. Adolescents will tend to be easier to control themselves to not immediately do an activity even though the activity is new and challenging for them.

Developing rational thinking and self-control can be optimal when external parties play a role in its development. Helping adolescents develop self-control skills can also be one of the prevention efforts, and they are not involved in risky or dangerous activities and tend to bully behavior (Chui & Chan,2014; Pokhrel et al.,2014). External parties, such as teachers and parents, can assist efforts to develop adolescents' rational abilities by providing an understanding of the risks. That may arise when they engage in new challenging activities that are maladaptive and detrimental so adolescents can be more careful in their actions. Providing socialization about bullying behavior is one way that can be done to help adolescents understand that bullying is a dangerous thing so it can be avoided.

Individuals with low self-control prefer activities that directly provide satisfaction to act immediately without thinking about the consequences (Chui & Chan,2014). External parties can help increase self-control by creating programs that help adolescents achieve indirect gratification selflessness, and it also helps teens regulate their emotions (Chui & Chan,2014). This program can be in games or training that requires the youth to act carefully and not in a hurry.

In addition, helping to direct adolescents to activities that are challenging and under adult supervision can also be one way to suppress the emergence of bullying behavior tendencies. In the school context, extracurricular activities can allow adolescents to channel their desires in carrying out challenging activities. This extracurricular activity can be the right preventive step for adolescents who have a high sensation-seeking not to get involved in deviant risk behaviors (Hallingberg et al.,2016). In addition, Riese, Gjelsvik, and Ranney (2015) explained that individuals who participated in extracurricular activities showed lower bullying behavior. This extracurricular form is in sports teams or certain favorite groups, such as soccer teams, volleyball, rock climbing, nature lovers with mountain climbing activities, scouts with activities such as forest trekking or river hiking. This activity can help youth fulfill the desire to do things challenging and new, even risky but still under supervision, so they do not do things that deviate, such as bullying.

In addition to the variables studied in this study, other factors might influence the emergence of bullying behavior tendencies in adolescents at school. Shams, Garmaroudi, and Nedjat (2016) explained that family circumstances, socio-economic conditions, and the influence of the mass media were also factors for the emergence of bullying behavior tendencies. Conclusion: there is conflict between parents, permissive and indulgent parenting, and siblings' bullying biologicals a factor in family circumstances that may lead to a tendency to bully behavior at school. In terms of socio-economic factors, intolerance and the presence of neighbors who may be bullying can be a factor in the emergence of a tendency to bullying behavior at school. Poverty is also one of the socio-economic factors that may be a risk factor for increasing the chances of violence occurring when coupled with other risk factors. Games or films that show violence are a factor in the mass media influencing the possibility of bullying behavior tendencies.

This study has several limitations. First, the research process is conducted online, and when participants carry out "study from home" activities due to a pandemic. It makes it difficult for students to imagine situations that exist at school. Second, the emergence of social desirability is possible, namely the response given by participants trying to increase social characteristics accepted in society and reduce characteristics that are not accepted by society (Sjöstrom & Holst,2002). It can be seen from the hypothetical and empirical means of each variable. The tendency for bullying and sensation-seeking behavior variables, items with characteristics that may not be accepted by society, has a lower empirical average than expected. In contrast, the school climate variable is higher than expected because the items in the school climate variable are higher than expected. It may have characteristics that are acceptable in society.

Finally, the sensation-seeking scale needs to be observed for its suitability with Indonesian culture. This scale has the most drop items. It may be because the sensation-seeking scale form V compiled by Zuckerman is based on students in the United States (Zuckerman,2015). The reliability of this scale is also not as high as when it was adapted in China, which also has lower reliability than the original scale (Wang et al.,2000). Even though Zuckerman (2015) explained no difference in the research results conducted in Asia and America when adaptation was carried out, future researchers need to pay attention to the suitability of the sensation-seeking form V scale with local culture to obtain more reliable results.

CONCLUSION

Based on the study results, it can be concluded that sensation seeking acts as a moderator of the relationship between school climate and the tendency of bullying behavior in adolescents. There is a strong negative relationship between school climate and the tendency of bullying behavior in adolescents who have high sensation seeking. In adolescents with low sensation seeking, there is no relationship between school climate and the tendency of bullying behavior.

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