

The Influence of Extraversion Personality, Peer Conformity, and School Climate on Relational Bullying in Boarding School Students

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Abstracts

Relational bullying is a form of indirect bullying that often occurs in schools, involving acts of exclusion, neglect, spreading negative rumors, gossip, and social manipulation. This research aims to develop a theoretical model of relational bullying and determine the influence of extraversion personality, peer conformity, and school climate on it in boarding students. This research uses a quantitative approach. The study involved 210 madrasah tsanawiyah students boarding at Makrifatul Ilmi and Al Quraniyah Islamic boarding schools in South Bengkulu Regency. The results showed that theoretical models of influence can influence relational bullying among students. The R square value was 0.68, indicating that personality variables extraversion, peer conformity, and school climate can explain relational bullying by 68%. Extraverted personality had a positive effect on relational bullying, peer conformity had a positive effect, and school climate had a positive effect. This research contributes to the development of a more specific relational bullying theory model in psychology and suggests a holistic approach that includes guidance and counseling for teachers, collaboration between parents and the school, socialization and education for interventions to overcome relational bullying behavior.

Keywords: Bullying Relational, Personality Extraversion, Conformity Peer Group, School Climate.

Introduction

Schools are educational institutions trusted by the community as an important place to study and develop human potential. But the reality that occurs in the world of education today is that schools are places where violence and bullying take place that are not in accordance with the values of character and humanity. In the school environment, there are several types of student behavior, for example in the form of positive or negative behavior. One of the negative behaviors that often occur in schools is bullying. School, which is supposed to be a place of fun and study, has turned into a place that threatens psychological health and even physical health. (Fitriani & Widiningsih, 2020).

Unicef data on bullying prevalence in Indonesia reaches 40% (UNICEF, 2020), which has the highest number in ASEAN (Sittichai & Smith, 2015). Some adolescents aged 13-17 years have experienced bullying in the school environment (Setiawan, 2019). According to Australian study, 16% of youths had experienced relational bullying in the preceding several weeks (Cross et al., 2009). In Taiwan, 20% of students reported experiencing retroactive relational bullying in school (Chen & Huang, 2015). More than 40% of students in a US research reported experiencing relational bullying at school in the previous two months (Wang et al., 2009).

According to comparative research conducted in the United States, 9% of teenagers in school have recently encountered rumors or news that are not necessarily accurate (Waasdorp et al., 2017). The WAY research found a high frequency of rumor spreading and social exclusion among 15-year-olds in the UK; rumors victimized 30%, and 29% experienced social exclusion in recent months. In Indonesia, indirect (relational) bullying is most prevalent among public junior high school students in Yogyakarta (Muhopilah et al., 2020).

Bullying does not only occur in public schools, but also in boarding schools. Boarding schools are religious educational institutions that have their characteristics and differ from other educational institutions (Dasir & Munawiroh, 2020). The boarding school or pesantren type consists of five main elements, namely: *kyai*, mosque, pondok, teaching classical Islamic books and santri (Dhofier, 2011). Mts Makhfiratul I'Imi and Mts Al Quraniyah belong to the category of modern integrated and boarding Islamic schools. In addition to studying religious knowledge, students are also required to follow general subjects (national curriculum).

Bullying, in general, occurs due to various factors, including family, negative orientation from peers, and people watching bullying. The mass media factor is also influential because of the misuse of mass media, which is used as an indirect bullying medium (Winarni & Lestari, 2016). These variables arise due to issues at several levels of an individual's life, including the family, social community, school, interpersonal, and individual levels (Dixon, R., & Smith, 2011). Bullying is a complicated phenomenon that must be understood as the consequence of a combination of internal and external elements, including the bully's qualities, the home environment, and the social standards that govern bullying (Bee, H.L. & Boyd, 2007).

Individual characteristics have a more substantial influence on relational bullying than factors from the social environment (Veenstra et al., 2005). Tani et al. (2003) also revealed that personality factors contribute greatly to the characteristics of adolescent behavior in bullying situations. Traits in the big five personality are implicated in bullying behavior. One individual characteristic that influences relational bullying is that individual factors include strengths and personality traits (Volk et al., 2018). Personality and relational bullying are moderately associated (Volk et al., 2021). Personality contributes to individuals in relational bullying situations (Scheithauer et al., 2022). One of the personality types associated with relational bullying is extraversion (Mitsopoulou & Giovazolias, 2015). Furthermore, this is supported by Muhopilah et al. (2020) revealed that the dominant factor influencing bullying in public junior high school adolescents is personality extraversion.

(Mazzone & Camodeca, 2019) in the study found that extraversion personality is positively correlated with relational bullying. Van Geel et al. (2017) also stated that an extraversion

personality has a positive correlation with relational bullying. Bullying tends to be carried out by individuals who have high levels of neurotic and extraversion (Volk et al., 2018), low in alignment (Angelis et al., 2016), and low in awareness (Mazzone & Camodeca, 2019). Personality extraversion was significantly a positive predictor of relational bullying in adolescents in Canada, correlating higher than in adolescents in China (Volk et al., 2018). This is because the arrogant, explorative, and impulsive attitudes carried out by the perpetrators of relational bullying affect the social dominance of the perpetrators. According to research in Ethiopia, extraversion personality might predict relational bullying.

Adolescents spend more time with their peers. Therefore, peer interactions are crucial for social growth and self-esteem. Friends can encourage relational bullying, both actively and passively, raising the likelihood of relational bullying (Jia & Mikami, 2015). When people value friend acceptability, they engage in violent behavior to obtain power and prestige among their peers (Williford et al., 2016). Peer influence has been shown to have a substantial impact on relational bullying, which is impacted by individual compliance with their peers' social beliefs.

Peer conformity is one of the reasons individuals commit relational bullying (Pozzoli & Gini, 2013) and have the initiative to sustain relational bullying (Burns et al., 2008). Group norms that accept bullying maintain relational bullying and will be followed by other members (Ojala & Nesdale, 2004). Perpetrators of relational bullying feel that they have the opportunity to be more accepted by the group, namely by following the bullying trend carried out by their group (Garandeau & Cillessen, 2006). In-group norms enable individuals to become perpetrators of relational bullying. This is related to group pressure and conformity. Although individuals initially have individual norms of belief, when these individual norms are mixed with group norms, it can lead to various unique attitudes (Salmivalli, 2010).

Schools are essential in watching student activities and giving interventions when the school atmosphere is favorable (Schultze-Krumbholz et al., 2020). Casey-Cannon, S., Hayward, C., & Gowen (2001) found that junior high school students believe that teachers and school staff do not do anything to stop relational bullying even though they know about it because it is not very visible. Hence, it receives less attention from teachers at school. Suppose the school ignores relational bullying and only intervenes in physical bullying. In that case, the school is not creating a safe environment, so students feel teachers cannot be relied upon for protection. Students think that relational bullying is acceptable or tolerated at school. Teachers also expressed less empathy for victims of relational bullying (Boulton, 2014).

Bullying will not occur if pupils are comfortable in their educational environment. This is supported by study findings suggesting a pleasant school atmosphere is a protective factor in the prevention of hazards such as substance addiction, violent behavior, and bullying (Cardillo, 2013). A healthy school atmosphere can help teenagers avoid relational bullying (Davis & Koepke, 2016). Novianti (2008) discovered that the quality of school monitoring influences how much and how frequently bullying happens. The significance of monitoring is emphasized, particularly on the playground and in the field, because bullying behavior in kids is common when they are not under school supervision. Next, Rahmawati (2016) explained in his research that the components of school climate have a significant correlation with a negative direction

toward bullying, so teacher support/attention, value formation, and consistent school norms or rules are needed.

Relational bullying is a complex attitude and action, further complicated by differences in understanding and defining this phenomenon. Relational bullying is more subtle and receives less adult attention (Casey-Cannon et al., 2001), such as teachers or school personnel (Bauman & Del Rio, 2006), and even parents feel less empathy towards relational bullying (Boulton, 2014). When school officials ignore relational bullying, adolescents believe they cannot rely on adults for safety and that such behavior is allowed (MacNeil & Newell, 2004). As a result, relational bullying will occur more frequently and stay longer, which helps to explain why relational (indirect) bullying is more detrimental than direct bullying (Kawabata & Tseng, 2019). According to previous research, relational bullying causes more emotional distress than physical bullying (Boulton & Hawker, 1997), impedes future goals (Espelage, D. L., & Swearer, 2004), poorer social adjustment and psychological problems (Crick & Bigbee, 1998), and depression in adulthood (Olweus, 1993). If relationship bullying is accepted in the school context, bullying will continue, perhaps perpetuating other bullying and its consequences for adolescent health and well-being (Blomqvist et al., 2020).

Previous study has shown that relationship bullying is frequent and can have long-term and negative consequences for the victims (Hager & Leadbeater, 2016). Relational bullying has received less attention than other forms of bullying; this can be seen from the results of Vosviewer bibliometric searches, nVivo Plus, and publish or perish conducted by researchers from the results of the Scopus database, springer, Scient Direct, pro quest, sagepub, and google scholar there are not many publications that research relational bullying specifically and have room for further research development that is more comprehensive (Feliana et al., 2023). Relational bullying has a concealed character since its offenders are difficult to screen by relevant disciplines, and educators find it challenging to pay attention to relational bullying victims or perpetrators. There is still little interest from previous researchers to find out more comprehensively the causal factors, emotional and psychological harassment for students' growth and development due to relational bullying—the development of qualitative evaluations that are more dominant than quantitative evaluations of bullying dynamics. The researcher proposes to use an approach to understanding relational bullying that is more specific and has rarely been studied before 1) This study was undertaken to create and evaluate the theoretical model of the effect of personality extraversion, peer conformity, and school atmosphere on relational bullying, which is innovative. 2) Data analysis approaches employing the Structural Equation Model (SEM) and the Linear Structural Relationship (LISREL) software. 3) Various study topics and contemporary societal trends. 4) Create a theoretical model of the components, traits, dimensions or forms, and variables of relational bullying that have yet to be explored and are not unique to past studies.

Based on the background of the problems described and supported by previous research, the researcher wishes to investigate the impact of personality extraversion, peer conformity, and school climate on relational bullying among Makrifatul Ilmi and Al Quraniyah boarding school students in South Bengkulu Regency.

Method

Research Design

This research uses a quantitative approach. The quantitative approach is a research approach that uses the basis of the positivism philosophy, so it is considered a scientific method because it fulfills scientific principles empirically, objectively, measurably, rationally, and systematically (Saunders et al., 2023). Research variables are anything determined by the researcher to be studied so that information and conclusions are obtained (Saunders et al., 2023). There are two types of variables in this study, which are divided according to their function: exogenous variables and endogenous variables. Exogenous variables can influence but are not influenced by other variables. Endogenous variables can be influenced and affect other variables (Tjahjono, 2021). This study involves four variables categorized as exogenous and endogenous variables. The variables used in this study are as follows:

Endogenous variable:

Relational bullying (Y)

Exogenous variable:

Extraversion personality (X1)

: Peer conformity (X2)

: School climate (X3)

The subject of the Research

The population of this research will be conducted on students of Mts Makrifatul I'lmi and Mts Al Qur'aniyah, South Bengkulu Regency. The subjects of this research will be students at Mts Makrifatul I'lmi and Mts Al Qur'aniyah boarding schools, which have educational programs, namely full day (students who do not live in dormitories or at home) and boarding school (students who live in dormitories). Pesantren or boarding schools are divided into two types, namely, based on classical education and based on the national curriculum (Usman, 2013). This research only focuses on the type of boarding school based on the national and classical education curriculum. Mts Makrifatul I'lmi and Mts Al Qur'aniyah include boarding schools or modern pesantren, schools whose learning orientation tends to adopt the entire classical learning system and abandon the traditional learning system. The following are details of boarding student data at Mts Makrifatul I'lmi and Mts Al Qur'aniyah South Bengkulu Regency, which will be the subject of this research, as can be seen in Table 1.

Table 1. Details of the Number of Research Subjects

No.	Schools	Class	Male Students	Female Students
1.	Mts Makrifatul il'mi	VII	24	20
		VIII	33	27
		IX	27	34
2.	Mts Al Qur'aniyah	VII	8	10
		VIII	10	8

	IX	12	6
Total	219	114	105

Data Collection Technique

This study uses a questionnaire data collection method through a scale, a measuring instrument to determine or reveal psychological attributes in the form of questions indirectly to reveal behavioral indicators of attributes and responses or subject answers that are not classified as right and wrong answers. (Azwar, n.d.). This study uses the Likert scale, which is used for the endogenous variable of relational bullying and the exogenous variables of extraversion personality, peer conformity, and school climate.

This relational bullying scale, extraversion personality scale, peer conformity scale, and school climate scale are varied by the presence of favorable and unfavorable statements or items to avoid stereotypical answers. Favorable statements are statements that support the object of research, while unfavorable statements are statements that do not support the object of research (Azwar, n.d.). The response format for the Likert scale consists of statements using four answer options, namely very suitable (SS), suitable (S), not suitable (TS), and very unsuitable (STS). Assessment of favorable items moves from a score of 4 (very suitable), 3 (suitable), 2 (not suitable), and 1 (very not suitable). The scoring of unfavorable items moves from scores of 1 (strongly agree), 2 (agree), 3 (disagree), and 4 (strongly disagree). The response format and scores on the Likert scaling model can be seen in Table 3.3 Likert scale scoring.

Table 2. Likert Scale Score

No	Responses	Favorable	Unfavorable
1.	Very suitable	4	1
2.	Suitable	3	2
3.	Unsuitable	2	3
4.	Very unsuitable	1	4

The validity test used in this study is the content validity test based on rater assessment, which is calculated based on the Aiken V formula value. Furthermore, I am also using the item discrimination power index. The item discrimination power index is the extent to which an item can distinguish individuals or groups of individuals who have and do not have the measured attributes (Azwar, n.d.). The content validity test was conducted through rational analysis by expert judgment. Meanwhile, the item discrimination index test was carried out using the SPSS 26.0 for the Windows evaluation version application.

The calculation results from SPSS were then consulted with 0.30. The validity coefficient can be considered satisfactory if $r = 0.30$. The higher the correlation coefficient is close to 1.00, the better the consistency (Azwar, n.d.). This means that all statements that correlate with a scale score of less than 0.30 can be set aside, and the statements included in the scale are taken from items that correlate 0.30 and above.

Reliability in this study was analyzed using the Cronbach alpha analysis method with the help of the SPSS 26.0 for Windows evaluation version application. The calculation results from SPSS

were then consulted with a reliability coefficient of 0.75. Reliability is considered satisfactory if the coefficient reaches 0.75 (Azwar, n.d.).

The data analysis method of this study using SEM-Linear Structural Relationship (LISREL) version 8.8 is used to test the theoretical model that describes the effect of personality extraversion, peer conformity, and school climate on relational bullying in boarding students of Mts Makrifatul ilmi and Mts Al Quraniyah. This study uses testing the basics of analysis in the form of a normality test, multicollinearity test, confirmatory factor analysis (CFA) test, Goodness of Fit (GoF) test, structural model test, and t-hypothesis model test.

Result and Discussion

LISREL SEM Analysis Test

The following is the output of the SEM Lisrel multivariate normality test produced in this study:

Table 3. LISREL SEM analysis test results

Relative Multivariate Kurtosis = 0.992							
Test of Multivariate Normality for Continuous Variables							
Skewness		Kurtosis		Skewness and Kurtosis			
Value	Z-Score	P-Value	Value	Z-Score	P-Value	Chi-Square	P-Value
8152.407	-3.496	0.000	14281.779	0.836	0.403	12.917	0.002

Based on the table above, it can be seen that the P-Skewness value is 0.403, the P-Kurtosis value is 0.000, and Skewness and Kurtosis have a p-value of 0.002 and a chi-square of 12.917, it can be concluded that by fulfilling the requirements for the amount of skewness <0.02 and the kurtosis value <0.05 the data tested indicates the data is normal.

In the SEM-Lisrel results above, it is clear that several items in the univariate normality test data in the attachment are not normally distributed because the p-value of skewness and kurtosis is smaller than 0.05. The multivariate normality test resulted in normally distributed data because the p-value of skewness and kurtosis was 0.002 or less than 0.05. But data normality can be overcome by using the asymptotic covariance matrix (ACM) correction technique better known as the Satorra-Bentler correction.

Table 4. lisrel output multicollinearity test.

	EP	PC	SC
EP	1.00		
PC	0.48 (0.06)	1.00	7.58
SC	0.44 (0.06)	0.54 (0.06)	1.00
	1.81	8.69	

The correlation results between the exogenous variables KTS = 0.48, KE = 0.54, and IS = 0.44 show no multicollinearity problem because the correlation value between exogenous variables is smaller than 0.9 based on the covariance matrix, meaning that the multicollinearity test assumption has been met.

Confirmatory factor analysis (CFA) results

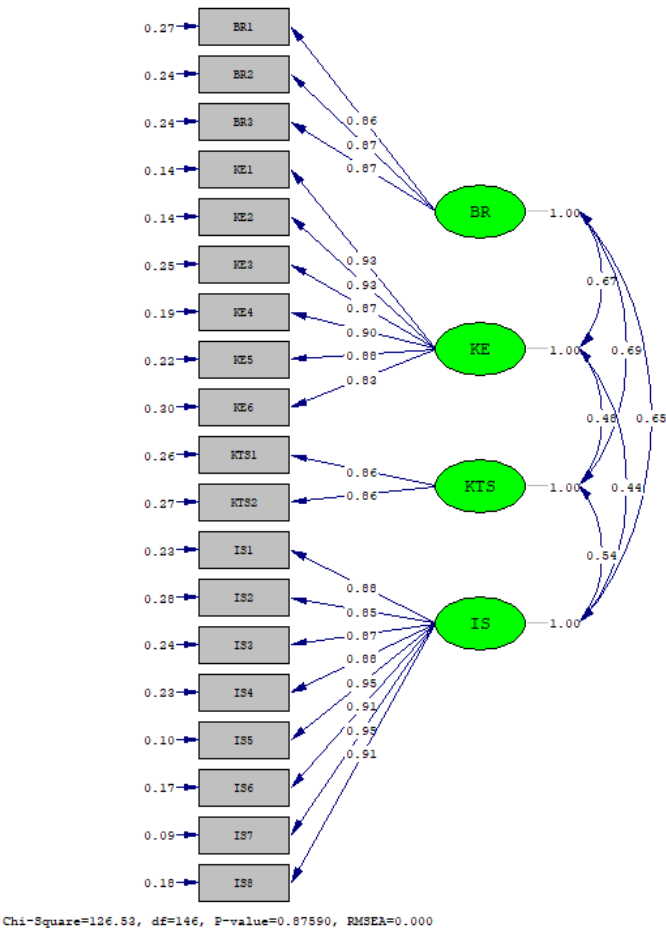


Figure 1. Full CFA of research variables

Goodness of Fit (GoF) test result

The Goodness of Fit (GoF) test assesses how much the SEM model fits the observed empirical data. Goodness of Fit (GoF) aims to evaluate the suitability of the data to be analyzed with the assumptions of the structural equation model (Ghozali & Fuad, 2005). The theoretical model proposed in this study is the extent of the influence of personality extraversion, peer conformity, and school climate on relational bullying. Testing the theoretical model uses structural equation analysis with Lisrel. A theoretical model is under empirical data if the empirical data values meet the test criteria. The following table summarizes the research Gof test output:

Table 5. GoF test output

No	Goodness of Fit Index	Cut of Value	Analysis Result	Evaluation Model
1.	Chi Square	$\leq 175,198$	126,53	Good Fit
2.	Probability	$\geq 0,05$	0,85	Good Fit
3.	CMIN/DF	≤ 2	0,867	Good Fit
4.	RMSEA	$\leq 0,08$	0,000	Good Fit
5.	GFI	$\geq 0,90$	0,94	Good Fit
6.	AGFI	$\geq 0,90$	0,92	Good Fit
7.	NFI	$\geq 0,90$	0,99	Good Fit
8.	NNFI	$\geq 0,90$	1,00	Good Fit
9.	CFI	$\geq 0,90$	1,00	Good Fit
10.	IFI	$\geq 0,90$	1,00	Good Fit
11.	RFI	$\geq 0,90$	0,99	Good Fit

Based on the GoF index test table above, the results meet the requirements of the model testing criteria, or the theoretical model is supported by empirical data. The model is good because all goodness of fit index criteria are in the good fit category, especially from the RMSEA value that has been met, which is 0.000 or smaller than 0.08, so there is no need to modify the model.

Structural model test results

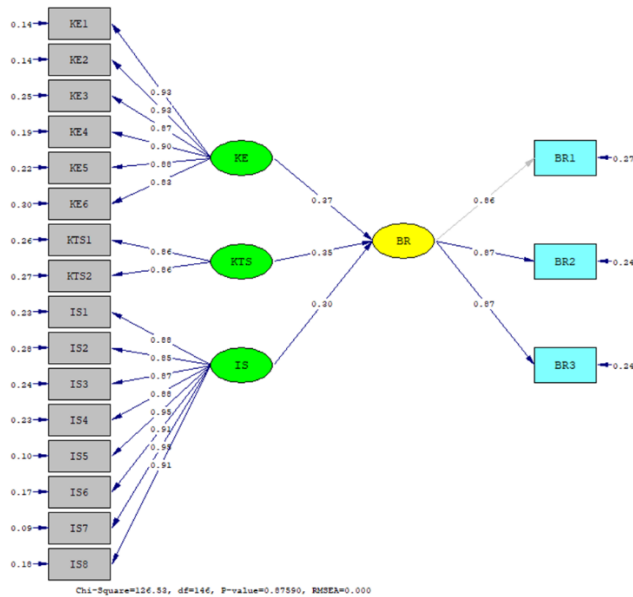


Figure 2. Structural Model

From Figure 2, the structural model obtained the standard loading factor value > 0.7 and the parameter estimation value > 0.3 . This indicates that the extraversion personality variable, peer conformity, and school climate on the relational bullying variable have a significant coefficient because the resulting t-value > 1.96 , so the research hypothesis can be accepted.

Hasil uji hipotesis t-value

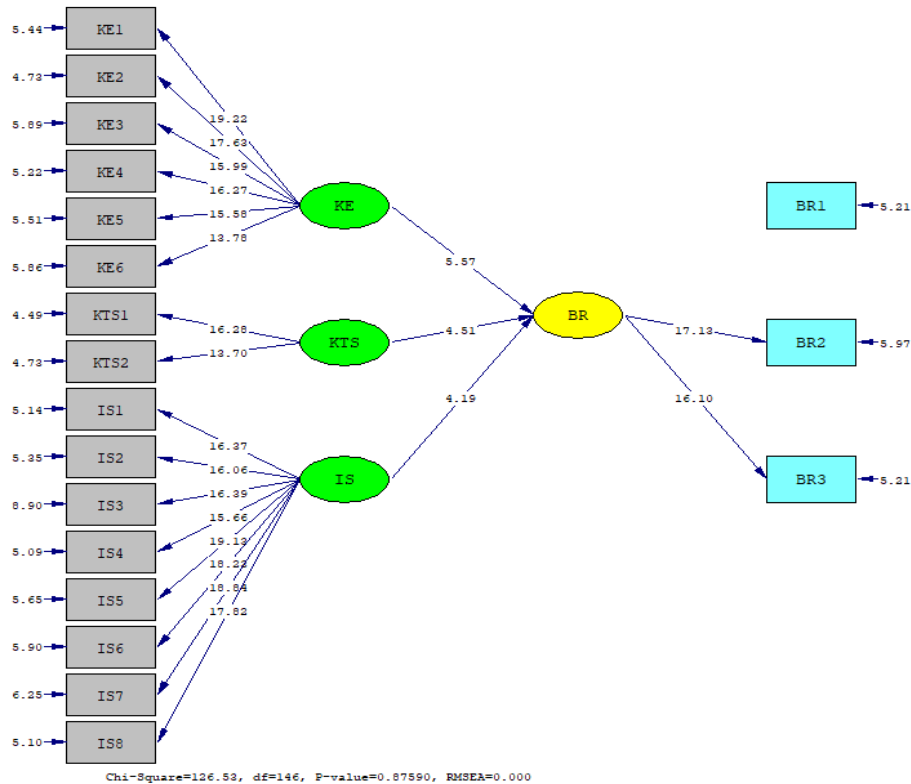


Figure 3. Hypothesized Model Test t value

Based on the t-test results that have been presented above, the results of the hypothesis that has been proposed are as follows:

The results of the second hypothesis test show that the hypothesis is accepted. KE (extraversion personality) has a positive and significant effect on BR (relational bullying) because the calculated t value is 5.57, where this value is more significant than 1.96, and the estimated coefficient value is 0.37. So, it indicates a cheerful and very significant influence between extraversion personality and relational bullying.

The results of the third hypothesis test show that the hypothesis is accepted. KTS (Peer Conformity) has a positive and significant effect on BR (relational bullying) because the calculated t value is 4.51, where this value is more significant than 1.96 and the estimated coefficient value is 0.35. So, it indicates a positive and significant influence between conformity and relational bullying.

The results of the fourth hypothesis test show that the hypothesis is accepted IS (school climate) has a positive and significant effect on BR (relational bullying) because the t value is 4.19, where this value is greater than 1.96, and the estimated coefficient value is 0.30. thus indicating a positive and significant influence between school climate and relational bullying.

Based on the results of the hypothesis described above, it is concluded that an adverse school climate can affect a person's personality and peer conformity to carry out relational bullying behavior. This is viewed from the loading factor value obtained from the structural equation model test. Each research variable provides an influence that is not too dominant; this can be seen from the coefficient value of each variable parameter between KE (extraversion personality) and BR (relational bullying), which has an estimated coefficient value of 0.37. KTS (Peer Conformity) on BR (relational bullying) has an estimated coefficient value of 0.35, and IS (school climate) on BR (relational bullying) has an estimated coefficient value of 0.30. This means that relational bullying in boarding students of Mts Makrifatul Ilmi and Mts Al Quraniyah is influenced by personality extraversion, peer conformity, and school climate.

Discussion

Based on the results of the analysis, it is known that all hypotheses proposed in this study are accepted. This study produces a theoretical model of how the influence of extraversion personality, peer conformity, and school climate can affect relational bullying. In order to determine the effect of each latent variable, the researcher formulates a research hypothesis from each construct tested using the Lisrel SEM analysis method. The first hypothesis of this study produces a model that shows that there is a positive significant influence between the personality variables of extraversion, peer conformity and school climate on relational bullying. This is obtained by the R square value of 0.68, and this means that the extraversion personality variable (KE), peer conformity (KTS), and school climate (IS) can explain the relational bullying variable (BR) by 68% while other variables outside the study explain the rest ($100\% - 68\% = 32\%$). The model produced in this study is novel because it is different from the model in previous studies. The theoretical model is one form of novelty test model in relational bullying research that involves the interrelationship of several variables together, namely personality extraversion, peer conformity, and school climate, which can affect relational bullying. The model that has been researched before is relational bullying, which produces a transactional model of the relationship between the behavior of parents who experience relational bullying violence in childhood (Brown, 2020). Furthermore, the research (Muhopilah et al., 2020) reveals that there is a significant direct and positive influence between authoritarian parenting, personality extraversion, and peers on bullying behavior. Other research produces factors that influence relational bullying in adolescents in the form of family, culture, social media and others (Chester, 2019).

This research also has novelty based on the data analysis techniques used. In this study, the data analysis technique used a Structural Equation Model (SEM) through the program (Lisrel), while in previous studies on relational bullying, it was more about skin evaluation using bullying theory in general. Research data analysis techniques using Structural Equation Modeling (SEM) with

the Amos program (Ahmed & Braithwaite, 2006), regression analysis with the IBM SPSS program (Bauman & Del Rio, 2006), and data analysis using mixed methods (Brown, 2020; Chester, 2019).

Al Qur'an and Al Hadith Surah Al Hujurat verses 11-12 explain relational bullying in an Islamic perspective and that the prohibition of slandering, swearing, and making fun of these actions is sinful and despicable. We, fellow believers, must respect one's rights, warn against tyrannizing or ridiculing others, and respect and be fair. Therefore, as Muslims, we should behave politely, respect each other, empathize and avoid hurting others (relational bullying), and prioritize *akhlaqul kharimah* by remembering and praying to mention the greatness of Allah SWT to be able to avoid despicable behavior and sinful acts.

The second hypothesis in this study is accepted, thus showing a significant favorable influence between extraversion personality and relational bullying. The results of this study are relevant to the findings from Kokkinos & Voulgaridou (2018) and Zou et al. (2014), which show that extraversion personality can predict relational bullying. Research by Mitsopoulou and Giovazolias (2015) states that adolescents who are in the bullying perpetrator group tend to have a high level of extraversion. In line with research by Zuckerman & Kuhlman (2000) stated that individuals with extraversion personality are related to sensation seeking in risky social behavior. One of the weaknesses of individuals who have extraversion involved in relational bullying behavior is the impulsive attitude of individuals in acting spontaneously without thinking and reflecting when conflicts or situations that make them uncomfortable occur.

Tani et al. (2003) revealed that personality factors contribute to the characteristics of adolescent behavior toward bullying behavior. Other research results also show that extraversion personality is positively associated with relational bullying (Mazzone & Camodeca, 2019). One of the factors that cause adolescents to bully is the nature of temperament formed from emotional responses (Novianti, 2008). Active students, dominating and impulsive, are more likely to bully than those who are passive or shy. Adolescents who have high extraversion tend to be popular among their peers and tend to engage in more relational bullying (Duffy et al., 2016). Adolescents with a high desire to socialize always look for stimuli from outside themselves (Fossati et al., 2012). If this is coupled with poor self-discipline and impulsivity, it will cause adolescents to easily do negative things, especially to people considered weaker. Adolescents with extraversion tend to engage in risky behavior to meet their needs in interacting to be accepted in their social environment group.

Al Qur'an and Al Hadith the meaning of Surah Al-Hujurat verse 13 explains the personality of extraversion from an Islamic perspective that a person's personality who wants to dominate, is sociable, active, impulsive, is categorized in human potential who has *nafs lawwamah*, where the individual has not been able to balance the fulfillment of his physical and spiritual needs, thus committing despicable acts such as relational bullying behavior in his life. Where the ideal solution to the physical and spiritual conflict in humans is by balancing the fulfillment of physical needs based on the limits of Islamic law and fulfilling spiritual needs with *aql* and *qalb* implied by worship, *aqidah*, and reflecting on the history of *Rasullullah*.

The third hypothesis in this study is accepted, thus showing that peer conformity has a very significant positive effect on relational bullying. Connectedness determines relational bullying behavior, and this is due to the desire to follow along and peer pressure to violate norms that strengthen adolescents to commit relational bullying. The results of this study are relevant to the results of previous studies, which show that some unpopular students (rejected by peers) tend to engage in high bullying behavior, withdrawal, emotional instability, and perceptions of interpersonal quality (Rodkin & Berger, 2008). This shows that peer groups that have emotional ties often interact, hang out, and exchange ideas and experiences can provide changes in their social and personal lives. Furthermore, other studies have shown that the desire to conform to cultural and gender stereotypes puts adolescents at risk of engaging in the same behavior (Navarro et al., 2016). Next, Loke et al. (2016) show that peer pressure affects adolescents' involvement in relational bullying and occurs due to the need for conformity (Burns et al., 2008).

Some things that make students conform or not to relational bullying behavior include class norms, external locus of control, student attitudes towards relational bullying behavior, and community orientation. Class norms affect student attitudes. When norms agree with relational bullying behavior, individuals will conform to relational bullying, but if they disagree, they will not (Sentse et al., 2007). Students with low external locus of control and positive attitudes tend to be easily influenced to participate in relational bullying (Kobayashi & Farrington, 2020). Societal orientation also affects conformity in highly individualistic countries (Huang et al., 2013). In addition, they do not understand that anti-social behavior also makes adolescents conform to relational bullying (S. Cho, 2019).

Al Qur'an and Al Hadith, the meaning of Surah Ali Imran verse 118, explains peer conformity from an Islamic perspective that the recommendation to find good friends in association, that choosing a friend must pay attention to five things, namely: reasonable, good character, pious people, do not love (do not glorify) the treasures of the world (zuhud) and honest. Mistakes in choosing friends lead a person to loss and destruction in this world and the hereafter. So, teenagers need to be accompanied and directed by those around them to help their development, especially in choosing good associations. Excellent and positive associations can help a person develop noble morals, foster goodness, and gain the pleasure of Allah SWT.

The fourth hypothesis in this study was accepted, thus showing that school climate has a significant positive effect on relational bullying. This research hypothesis aligns with research by Putri et al. (2016), which revealed that bullying behavior is high in poor school climates, with a percentage of 63.7%. Next, Setiawati and Al Fathoni (2020) revealed in their research that schools that often ignore the existence of relational bullying make students gain reinforcement for relational bullying behavior and carry it out on other students. If adolescents are comfortable with their school climate, negative behaviors like relational bullying will not occur. However, if students do not feel safe with their school climate, then these students will vent with negative behaviors such as relational bullying. This is in line with the research results by Putri Danirmala Narpaduhita et al. (2014), who stated that students' negative perceptions of school climate have a significant relationship to relational bullying behavior. The relationship is inversely proportional. Where the perception of school climate is high, relational bullying has a low value,

and vice versa. If the perception of school climate is low, then relational bullying has a high value, meaning that it is vulnerable to relational bullying behavior.

The school environment is the closest social system to home and neighbors. Students at school will get a variety of experiences that can improve their cognitive, social, and emotional abilities. Schools must create a positive school climate to help students meet their developmental needs as a whole (Carol & Banner, 2005). Relational bullying that occurs in schools is an indication that a positive school climate has not been created. The components within the school have not been able to carry out their functions and tasks appropriately. If left unchecked, this condition will hinder students' cognitive, social, and emotional development. Students will tend to use maladaptive ways in their behavior at school. If, in the school environment, students or adolescents perceive that the existing school climate is adverse, students will get reinforcement for relational bullying. Yu & Singh (2023) stated that teacher attitude and style in the classroom play an important role in relational bullying. So teacher training is needed to recognize and overcome relational bullying behavior.

Al Qur'an and Al Hadith the meaning of Surah An-Nahl verse 90 and hadith explain the school climate in an Islamic perspective that in today's world of education, students who commit relational bullying behavior show a reduction in positive attitudes; therefore, in education or school climate in an Islamic perspective exceptional guidance is needed in the formation of manners, mutual respect, and respect and contained in the Qur'an and Hadith which has the basic meaning and position of Islamic character education values as a source in the formation of humans. Those who have good character can become more obedient and pious and always bring themselves closer to Allah SWT.

Based on the description above, it can be concluded that the novelty in this research is 1) This study was conducted to develop and test a theoretical model of the effect of personality extraversion, peer conformity, and school climate on relational bullying 2) The data analysis technique uses a Structural Equation Model (SEM) through the Linear Structural Relationship (LISREL) program. 3) Different research subjects in boarding students and according to current social phenomena. 4) develop a theoretical model of the components, characteristics, dimensions or forms and factors of relational bullying that are still rarely researched and not specific to previous research.

Conclusion

Based on the results of data analysis and discussion in research on the influence model of extraversion personality, peer conformity, and school climate on relational bullying in boarding students of Mts Makrifatul I'Imi and Al Quraniyah in South Bengkulu district, it can be concluded that: The results showed that the theoretical model describing the effect of extraversion personality, peer conformity, and school climate on relational bullying in boarding students of Mts Makrifatul I'Imi and Al Quraniyah in South Bengkulu district fit the empirical data. The result of the R square value is 0.68; this means that the extraversion personality variable, peer conformity, and school climate can explain the relational bullying variable by 68% while other variables outside the study explain the rest ($100\% - 68\% = 32\%$). Extraversion has a positive and very significant effect on relational bullying in students of Mts Makrifatul I'Imi and Al Quraniyah

in the South Bengkulu district. The calculated t value is $5.57 > 1.96$, which shows that extraversion personality contributes to relational bullying. Conformity has a positive and significant effect on relational bullying in students of Makrifatul I'Imi and Al Quraniyah Mts in the South Bengkulu district. This shows that conformity contributes to relational bullying because the calculated t value is $4.51 > 1.96$. School climate positively and significantly affects relational bullying in students at Mts Makrifatul I'Imi and Al Quraniyah in South Bengkulu Regency. The t -value is $4.19 > 1.96$, which shows that school climate contributes to relational bullying. Based on the Islamic perspective contained in the Qur'an and Hadith, which have been explained in the previous chapter, the researcher concludes that an Islamic education formulation is needed, which not only prioritizes intellectual development for the achievement of academic quality alone but must begin with the development of morality or *akhlaqul kharimah* according to the teachings of Islamic education based on the Qur'an and Hadith through faith (belief), sharia (worship or worship practice), and morals (religious practice) in life in order to create personal piety and social piety.

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