

Research Article

Moral Disengagement Moderates the Relationship Between Anger Rumination and Bullying Behavior in Adolescents

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Abstract.

Bullying is an act of verbal, nonverbal, and physical violence. The cause is not trusting each other so that they bully each other even though the problem is trivial. In adolescence, individuals begin to have more abstract and reasonable thoughts, as well as the ability to draw conclusions from events. However, at this age emotions are still relatively unstable so that at this stage many are controlled by the emotions that exist in themselves. Teenagers who are victims of bullying tend to reflect on the distress they have experienced. They have a tendency to remember bad things that have happened in their lives and find it difficult to forget them, which is commonly called rumination. Previous research with child and adolescent subjects found that adolescents who experience victimization more often tend to experience rumination that causes anger and sadness. Moral Disengagement is considered a cognitive process that individuals use to justify behavior that they know is wrong. The purpose of this study was to determine the role of Moral Disengagement in moderating the relationship between anger rumination and bullying behavior in adolescents. This research uses a quantitative approach with a research design using ex-post facto which is carried out after a phenomenon occurs. Based on the results of the study, it was found that anger rumination has a significant role in the emergence of bullying behavior in bullying victims (Sig. $0.000 < 0.005$). The results of this study support previous research on rumination and anger rumination in the development of bullying behavior. Interaction between variables X and Y is not significant, $P = 0.886 (>0.05)$ which means that anger rumination does not affect bullying. Likewise, the interaction between variables M and Y is also not significant, $P = 0.7945 (>0.05)$ which means that moral disagreement variables do not affect bullying behavior. The results of the research show that anger rumination plays a non-significant role in the emergence of bullying behavior in bullying victims (Sig. $0.8836 < 0.005$). The results of this study do not prove the effect of anger rumination on the emergence of bullying behavior. This result is not in accordance with previous research on rumination and anger rumination affecting the emergence of bullying behavior.

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1. BACKGROUND

The Minister for Education, Culture, Research and Technology said that the world of education is currently facing a major challenge in dealing with the “three great sins” of bullying, sexual violence and intolerance. Three great sins in the world of education, the problem that is still frequently encountered is the occurrence of bullying. Since the beginning of the 20th century, bullying has been a central topic of research by psychologists in different fields and levels of education in schools around the world. Based on an initial survey conducted by researchers at the Consultation Forum of Guidance and Counselling Teachers (MGBK) of public and private junior high schools in Malang Regency through padlets, the average result in each school was that cases of violations committed by students were bullying or harassment. Bullying is a negative and aggressive behaviour by a person or group who repeatedly abuses the power imbalance to harm others. The imbalance in question is the difference in size, physical strength, gender and social status (Wiyani, 2020). Ballerina found that bullying is an act of verbal, non-verbal and physical violence. It is caused by a lack of trust in each other, so that they bully each other even when the problem is trivial (Ballerina & Immanuel, 2019)

Four main factors have been identified as influencing bullying: personality, family, childhood adversity and school environment (Muhopilah & Tentama, 2019). Personality factors are triggers for bullying, such as individuals with a hard character, impulsiveness, low levels of empathy, inattention to their own feelings, boredom and resentment (Fomichova & Kryński, 2020). The dominant factor in causing bullying behaviour is the lack of parental contribution, the form of physical violence, namely hitting, the factor of lack of education and attention, so that the perpetrator can commit acts of bullying (Herawati, 2019). The family is the first and most important environment for instilling characteristics and attitudes in children, and parents are the key (Faizah et al., 2021). Children who experience violence in the family are at risk of engaging in bullying behaviour (Zhu & Chan, 2015).

Other factors that lead to bullying are internal factors, such as feeling weak, quiet, shy, anxious, not self-confident, not liking social situations and having a dysfunctional family, while external factors come from the family, peers and the environment

(N. Permata et al., 2021). In families where there is a lot of turmoil and the children witness it, 82.3% of bullying is caused by this. Peer factors account for 77.2% of bullying behaviour in junior high school students and school environment factors for 46.8% (Herawati, 2019). Another study found that electronic and non-electronic media

are also factors that cause bullying (Haslan, M. M., Sawaludin, & Fauzan, 2021) Weber (2014) states that there are four factors that cause a person to engage in bullying behaviour, including individual, family, environmental and peer factors (ZAKIYAH et al., 2017) Another factor that causes bullying behaviour that comes from within a person is empathy (Arofa et al., 2018). Empathy is an activity to understand what other people feel and think in accordance with the conditions they experience without losing self-control of the person concerned. (Taufik, 2012)

The impact of bullying is enormous and can be lifelong traumatic for its victims, affecting the mental and emotional development of children, making them fearful, insecure, anxious, sad, tearful and irritable (I. Permata, 2022). Bullying can also be bad for victims and perpetrators, both of whom may experience psychological and social problems, including suicide (Abdussalam, 2018) Previous research by Elledge et al. found that the effects on victims of bullying included loneliness, sleep disturbance due to worry, smoking and suicide in both male and female adolescents, and alcohol consumption in female adolescents (Elledge et al., 2019).

According to Kusumawardani, the effects of bullying behaviour are loneliness, crying, depression, children becoming shy, quiet and causing mental disorders (Kusumawardani et al., 2020) From the results of Permata's research, it was found that the impact of bullying on the behaviour of students who were victims of bullying was that some victims became afraid, felt inferior and some even felt uncomfortable intimidating victims so that they made school a scary place instead of a fun place (I. Permata, 2022). Victims of bullying can experience depression, anxiety, antisocial personality disorder and even suicide. In addition to adults, children or adolescents who are victims of bullying may experience low self-esteem and loss of interest in certain activities ((Pangabea et al., 2023)).

Adolescence is a new period in a person's life characterised by changes within the individual, including physical, cognitive, social and psychological changes ((Junalia & Malkis, 2022)). It is usually at this age that individuals begin to think more abstractly and rationally, and to be able to draw conclusions from an event. However, at this age emotions are still considered to be unstable, so at this stage many are controlled by the emotions that exist within them, which are commonly referred to as self-centred (Santrock, 2011).

Rumination is an involuntary and maladaptive stress response that involves repetitive and intrusive cognitions and dwelling on distress. Rumination itself is defined as repetitive, prolonged thinking about worries about one's experiences (Watkins & Roberts, 2020). Research conducted in Finland with children and adolescents found that

adolescents who experienced victimisation more often were more likely to experience rumination that caused anger and sadness (Malamut & Salmiyalli, 2021). Meanwhile, research conducted with male prisoners in Melbourne, Australia, found that rumination, anger rumination and aggressive script training were positively correlated with aggressive behaviour (Hosie et al., 2022). In terms of cyberbullying behaviour, research has shown that adolescents with high levels of anger rumination are more likely to engage in cyberbullying, and anger rumination significantly predicts cyberbullying behaviour in adolescents with high levels of moral disengagement (Yang et al., 2021). Male victims of cyberbullying tend to ruminate on past anger experiences and are more likely to become perpetrators of cyberbullying (Zsila et al., 2019).

Moral disengagement is seen as a cognitive process that individuals use to justify behaviour that they know is wrong. This theory was formulated to explain why people engage in behaviour that violates their own moral standards. Most people have formed their own moral standards, which is a process of self-regulation that prevents them from behaving in ways that violate their internal morality. However, this self-regulatory process can be selectively disabled by moral disengagement. In social cognitive theories of moral agency, moral disengagement refers to a set of self-serving cognitive distortions by which people convince themselves of immoral actions that violate their moral standards (Bandura, 2016)]. In this way, self-regulatory mechanisms can be deactivated and moral self-sanctions released. As a result, people can easily engage in inhumane behaviour or refrain from certain prosocial behaviours without feeling remorse or guilt.

This study uses Moral Disengagement as a moderating variable. In previous studies, Moral Disengagement has functioned as an independent variable. Perpetrators of bullying score higher on Moral Disengagement than victims of bullying (Runions et al., 2019). Previous research has found a positive relationship between Moral Disengagement and bullying, a positive relationship between Moral Disengagement and victims of bullying, and a negative relationship between Moral Disengagement and defence (Killer et al., 2019). In a study of adolescents aged 11-16 in Spain, a positive relationship was found between Moral Disengagement and bullying behaviour (Romera et al., 2021).

Perpetrators of bullying may be cognitively reconstructed through moral disengagement. In this study, moral disengagement is used as a moderator of the relationship between anger rumination and bullying behaviour in junior high school adolescents. It is hypothesized that moral disengagement may act as a moderator that strengthens or weakens the relationship between anger rumination and bullying.

2. RESEARCH METHODS

2.1. Variables or concepts studied

2.1.1. Bullying Behavior

Olweus describes the perpetrators of bullying as individuals who are aggressive, impulsive, have a need to dominate, have a tendency to commit violence and have very little empathy for their victims (Akbar & Wiranti, 2021). According to Priyatna, bullying is a deliberate act by the perpetrator on the victim, not an act of negligence (Priyatna, 2010). Coloroso, bullying is a conscious and deliberate hostile act that aims to harm such as frightening, through threats of aggression and causing terror (Coloroso, 2011). Glambek, et al mentioned that WHO considers bullying as a public health problem, has the same academic definition of bullying and is considered as an individual who is exposed to physical or emotional attacks, such as teasing, unpleasant nicknames, sarcasm, harassment, threats, rumors or social isolation as an element of bullying (Glambek et al., 2018). According to Yun & Kang, the definition of bullying refers to the categories of: being physically or indirectly harmed, e.g. teasing, mobbing or gossiping; repeatedly being harmed; inequality of power between victim and perpetrator (Yun & Kang, 2018). Basically, bullying behavior is a form of physical or psychological intimidation that occurs repeatedly and continuously forms violence (Kurnia, 2020).

Bullying there are 3 actors: victims of bullying are who are considered "different" in any way, physical appearance being the most frequent trigger of childhood bullying, victims tend to have no friends or few friends; Bullies is the person who intimidates the victim by force (Akbar & Wirasti, 2021), Students who bully are more often male than female (Smith et al., 2019). The characteristics of bully are: impulsive, have problems controlling anger, like to control rather than lead, tend to get frustrated and feel upset, lack empathy, blame the victim, have difficulty following rules, do not respect authority, view violence in a positive way, are physically stronger than other children (Menesini & Salmiyalli, 2017) and are considered popular (Wirasti, et al., 2021); Meanwhile, bystanders are individuals who are not victims or perpetrators of bullying and can also be called observers (Callaghan et al., 2019). Most students are neither bullies nor victims, but rather bystanders

(Troop-Gordon et al., 2019). They are present as witnesses in the act of bullying, ostensibly helping the victim, but they actually watch the act of bullying and laugh at it (Papageorgiou & Wells, 2008). From the above definition, it can be concluded that bullying behavior is a deliberate and repeated act of violence against someone who is

weaker, either directly or indirectly. Forms of bullying are verbal, physical, relational and cyberbullying.

2.1.2. Anger Rumination

Rumination is an involuntary and maladaptive stress response that involves repetitive and intrusive cognitions and dwelling on distress. Rumination itself is defined as repetitive, prolonged thoughts of worry about one's experiences (Watkins & Roberts, 2020). Rumination is a pattern of thinking about something repeatedly, worrying too much about the past and future, or staying up all night thinking about the same thing. According to Nolen-Hoeksema (cited in Papageorgio & Wells, 2004), it is repetitive and passive thinking that focuses on one's own feelings of sadness or depression (Papageorgiou & Wells, 2008). Rumination is not a mental-emotional disorder, but rather a way of thinking about problems that, if not addressed immediately, can lead to more serious mental disorders. Rumination can exacerbate psychopathological disorders such as depression in at least four ways: by amplifying and prolonging existing negative mood states and negative thoughts, by interfering with effective problem solving, by interfering with active daily behaviour, and by reducing sensitivity to changing events and contexts. Experimental studies of rumination have also found that persistent rumination can slow emotional recovery from the adverse event that occurred and increase negative emotions towards the next stressful event (Watkins & Roberts, 2020). Anger rumination is defined as the tendency to repeatedly think about the causes, situational factors, and consequences of anger (Sukhodolsky et al., 2001). Compared to those with low anger rumination, those with high anger rumination tend to perceive situations as frustrating and suppress anger (Takebe et al., 2016).

Adolescents who experience bullying more often are more likely to experience rumination, which leads to anger and sadness (Malamut & Salmiyalli, 2021). Another study found that rumination, anger rumination and aggressive script rehearsal were positively correlated with aggression behaviour (Hosie et al., 2022). High anger rumination is more likely to engage in cyberbullying, and anger rumination significantly predicts cyberbullying behaviour in adolescents with high moral disengagement (Yang et al., 2021). Male victims of cyberbullying tend to ruminate on past anger experiences and are more likely to become perpetrators of cyberbullying (Zsila et al., 2019).

2.1.3. Moral disengagement

Moral disengagement is considered to be a cognitive process that individuals use to justify behaviour that they know is wrong (Bandura, 2016). Bandura's theory of moral disengagement was formulated to explain why people engage in behaviour that violates their own moral standards. This theory explains that most people have developed their own moral standards as a result of the self-regulatory process, which can be used to guide behaviour and reduce immoral behaviour. Thus, individuals can usually refrain from behaving in a way that violates internal moral standards. There is a positive relationship between moral disengagement and bullying behaviour (Romera et al., 2021). There is a positive relationship between moral disengagement and bullying, and a positive relationship between moral disengagement and being a victim of bullying (Killer et al., 2019).

The Relationship Between Anger Rumination and Bullying Behaviour Moderated by Moral Disengagement In adolescents who experience anger rumination, there is a tendency to engage in bullying behaviour that is influenced by high moral disengagement. In the case of cyberbullying, research has been conducted and obtained results, high anger rumination is more likely to be involved in cyberbullying, then anger rumination significantly predicts cyberbullying behaviour in adolescents when moral disengagement is high (Yang et al., 2021). Previous research has found that the relationship between anger rumination and bullying behaviour only occurs when moral disengagement is high, and moral disengagement acts as a moderator (Takebe et al., 2016). The study was conducted with late adolescents and early adults (aged 17-25 years). For this reason, the present study aims to test whether the presence of moral disengagement can strengthen or weaken the relationship between anger rumination and bullying behaviour in early adolescents (aged 12-15 years).

2.2. Sampling Method

The sampling technique used in this study was purposive because the research sample was representative according to the characteristics of the research subjects identified (Purwanto, 2020). The subjects of this study were 141 students obtained from the recommendation of counseling teachers in public and private junior high schools in Kasembon District. The characteristics of the research subjects were early adolescents, students in junior high school Kasembon, and had been victims of bullying. The research

sample is in accordance with the assessment of the guidance and counselling teacher at the school where the research is conducted..

2.2.1. Research subject

Subject this research amounted to 141 students from junior high schools in Kasembon District, with the characteristics of aged 12- 15 years, students in junior high school who have been victims of bullying. Research data was collected by distributing research instruments using Google forms and with the help of school counsellors.

TABLE 1: Description of Research Subjects (N=141).

Characteristics	Number (N)	Percentage (%)
Gender		
Male	66	46.8%
Female	75	53.2%
Age		
12 years old	4	2.8%
13 years old	54	38.3%
14 years old	50	35.5%
15 years old	33	23.4%
Kelas		
VII	76	53.9%
VIII	65	46.1%

The research is planned to be conducted in June 2023. The subjects of this study were more than female, 53.2%. Their average age was 13-14 years old, and While their positions are in grades 7 and 8 class.

2.2.2. Research Instruments

2.3. Bullying behaviour

The scale used to measure bullying is the Olweus Bully/Victim Questionnaire OBVQ R. Sample items, “Other students left me out of things on purpose, excluded from their group of friends, or completely ignored me”, “I had money or things taken away from me or damaged”. Cronbach’s alpha OBVQ R 0.84 using ten items from the victimisation dimension. The researchers also concluded that the victimisation factor has two sub-dimensions (direct and indirect types of victimisation), and this factor is more suitable when stratified by gender. Range of answers: 1 (one) it happened to me only once or twice in the last two months, two (2) it happens to me 2 to 3 times a month, three (3) it happened to me once a week, and four (4) it happened to me several times a week.

2.4. Anger rumination

To measure rumination, the Anger Rumination Scale (ARS) is a scale that measures anger rumination or “the tendency to focus on angry moods, recall past anger episodes, and think about the causes and consequences of anger episodes”. It has 19 items and four subscales: Angry Afterthoughts, Thoughts of Revenge, Angry Memories and Understanding of Causes. The ARS consists of 19 items scored on a four-point Likert scale ranging from 1 = almost never to 4 = almost always. Sample items, “ I ruminate about my past anger experiences”, “I keep thinking about the events that angered me for a long time”. Cronbach’s alpha this scale from original validation of the ARS demonstrated good reliability and validity ($\alpha = .93$).

Possible scores for thoughts after anger range from 6 to 42, with higher scores indicating more thoughts after anger. Possible scores on the revenge and understanding causes subscale range from 4 to 28, with higher scores indicating more thoughts of revenge and more time spent trying to understand causes. Possible scores on the Angry Memories subscale range from 5 to 35, with higher scores indicating more angry memories. All items are worded so that higher scores correspond to higher levels of angry rumination. There are no reverse scored items and the score is the sum of each item (Sukhodolsky et al., 2001).

2.5. Moral Disengagement

The Moral Disengagement Scale (MDS) was used to measure moral disengagement with Cronbach’s alpha 0.865. Items are measured on a 7-point Likert scale ranging from options: one (1) is strongly disagree until seven (7) is strongly agree. It consists of MJ: Moral justification; EL: Euphemistic labeling; AC: Advantageous comparison; DIS: Displacement of responsibility; DIF: Diffusion of responsibility; DC: Distorting consequences; AB: Attribution of blame; *DH*: Dehumanization (50). Sample items, “It is alright to lie to keep your friends out of trouble” (MJ), “Sharing test questions is just a way of helping your friends” (EL).

2.5.1. Research design

This research uses a quantitative approach with an ex post facto research design, carried out after a phenomenon has occurred. In this study, it is reviewed based on the results of previous research by trying to present the moderation variables that play a

role in the influence of the independent and dependent variables. Bullying perpetrators may be cognitively reconstructed through moral disagreement. In this study, moral disengagement will be used as a moderator of the relationship between anger rumination and bullying behaviour in junior high school adolescents. There is an alleged possibility that Moral Disengagement can act as a moderator that strengthens or weakens the relationship between anger rumination and bullying behaviour in adolescents.

2.5.2. Data Collection Procedures

After obtaining information about the location and the subject of the study, the researcher will prepare a research measurement instrument that has been adapted and translated into Indonesian. The next step is for the researcher to pilot test the measuring instrument. Data collection procedures by providing OBVQ R, ARS and MDS scales to research subjects. scales were distributed in the form of google forms sent through the Guidance and Counselling teachers at each school..

2.5.3. Data analysis technique

The research data obtained will be analysed using Hayes (2018). This data analysis technique is used to test the causal relationship between the Anger Rumination variable and the Bullying Behaviour variable, which is strengthened or weakened by the presence of the Moral Disapproval variables.

3. RESULT

TABLE 2: *Mean, Standart Deviasi, and Mode (N=141).*

Variabel	Mean	SD	Mode	Kategori
Anger Rumination	57.30	12.380	30	Tinggi
Bullying	24.43	7.328	41	Sedang
Moral Disagagement	103.69	20.358	80	Sedang

From the table above, it can be seen that the acquisition of scores on the bullying scale is in the high category, meaning that the majority of research participants are often victims of bullying. As for the results of the anger rumination scale and the moral disengagement scale, it was found that the participants were in the moderate category, which means that not all of them experienced angry contemplation of the bullying they experienced.

3.1. Hypothesis testing

The effect of anger rumination on bullying behaviour

From the results of the simple regression test, the rumination variable has a significant positive effect on bullying behaviour (sig. 0.000 <0.05), it can be concluded that the anger rumination variable has a significant effect on the bullying variable.

TABLE 3: The influence of anger rumination on bullying and moral disagreement on bullying.

Variabel independent	coeff	Sig.
Constant	22.4816	0.1223
Anger Rumination Moral Disagagement	-.0360 -.0344	0.8836 0.7945

From the table three, it can be seen that the interaction between variables X and Y is not significant, $p = 0.886 (>0.05)$ which means that anger rumination does not affect bullying. Likewise, the interaction between variables M and Y is also not significant, $p = 0.7945 (>0.05)$ which means that moral disagreement variables do not affect bullying behaviour.

The relationship between anger rumination and bullying is moderated by moral disagreement.

While the results of the regression test with Hayes of the moral disagreement variable as a moderator of the effect of the anger rumination variable on the bullying variable showed a positive effect that was not significant (sig. 0.567 > 0.005), it was concluded that the existence of the moral disagreement variable was not able to moderate the effect of the anger rumination variable on the bullying variable.

TABLE 4: Moral Disapproval as a Moderator of the Effect of Anger Rumination on Bullying Behaviour.

Variabel independent	coeff	Sig.
Constant	22.4816	0.1223
Anger Rumination Moral Disagagement Int_1	-.0360 -.0344 0.0013	0.8836 0.7945 0.5673

4. DISCUSSION

4.1. The effect of anger rumination on bullying behaviour

Based on the results of the research, it was found that anger rumination plays a not significant role in the emergence of bullying behaviour in bullying victims (Sig. 0.8836 < 0.005).

The results of this study do not prove the effect of anger rumination on the emergence of bullying behaviour, this result is not in accordance with previous research on rumination and anger rumination affecting the emergence of bullying behaviour. Rumination about bullying victims can trigger the emergence of bullying behaviour (Hosie et al., 2022), while anger rumination can trigger the emergence of aggressive behaviour (Walters & Espelage, 2018), and anger rumination about bullying victims can trigger bullying (Walters, 2021). Previous gender research found that male victims of bullying were more likely to develop bullying behaviour as a form of revenge due to anger rumination (Zsila et al., 2019). Meanwhile, another study found that adolescents who had been bullied as children were more likely to engage in verbal violence as a result of anger rumination (Wang, 2023).

Given the detrimental effects of bullying behaviour, it is important to understand the factors that trigger this behaviour. In this research it was not found that anger rumination influenced the emergence of bullying behaviour in adolescent victims of bullying, it could be that the emergence of bullying behaviour in adolescents in this junior high school was influenced by other factors that cause bullying. This research was conducted on junior high school adolescents in grades VII and VIII in Kasembon District, Malang Regency. In the research sample, adolescents who have been and often become victims of bullying in their schools were taken. From this research can provide results that victims of bullying do not always bring up bullying behaviour from time to time.

From the results of this study obtained data that not all victims of bullying have pent-up feelings of anger or rumination of anger and give rise to bullying behaviour as a form of revenge. This is in line with previous research which found that not all young people who are victims of bullying at school end up bullying others, as not all young people who are victims of bullying become aggressive (Malamut & Salmiyalli, 2021). Meanwhile, other triggering factors for the emergence of bullying behaviour in bully-victims have not been investigated.

4.2. The relationship of anger rumination to bullying behaviour moderated by Moral Disagagement.

Based on the results of the regression test carried out, the results show that the interaction variable between anger rumination and bullying with moderator of moral disagreement is not significant because the value is $p = 0.5673$ (Sig. > 0.05). This means that the

variable of moral disengagement is not able to moderate the effect of the relationship between anger rumination and the emergence of bullying behaviour in victims of bullying.

Most people have formed their own moral standards, which is a process of self-regulation from behaving in ways that violate their internal morals, as is the case with bullies, but this self-regulation process can be selectively disabled by moral disengagement. This means that although victim may have experienced bullying and may have angry ruminations, this does not necessarily mean that they will engage in bullying behaviour. In this case, moral disengagement still plays a role as an independent variable that is directly related to the occurrence of bullying behaviour. This is consistent with previous research (Runions et al., 2019).

In the social cognitive theory of moral agency, moral disengagement refers to a set of self-serving cognitive distortions in which people convince themselves of immoral actions contrary to their moral standards (Bandura, 2016). In this way, self-regulatory mechanisms can be deactivated and moral self-sanctions released. As a result, people may simply engage in inhumane behaviour or refrain from certain prosocial behaviours without feeling remorse or guilt. However, the role of moral disengagement proved unable to strengthen or weaken the relationship between anger rumination and bullying behaviour in bullying victims. This could be because the process of moral formation in adolescents is good, so that they are able to sort out the things that are good to do from those that are not.

The process of moral formation in adolescents is strongly influenced by parental factors Democratic parenting has been shown to be more dominant in shaping adolescent morality. Meanwhile, teachers also play an equally important role in shaping adolescent morality (Firmansyah, 2020). Although the presence of teachers is not always

5. CONCLUSION

Perpetrators of bullying can be cognitively reconstructed through moral disengagement. In this research, moral disengagement is not used as a moderator of the relationship between anger rumination and bullying behaviour in junior high school adolescents. Interaction between variables X to Y is not significant, $p = 0.886 (>0.05)$ which means that anger rumination does not affect bullying . Likewise, the interaction between variables M to Y is also not significant, $p = 0.7945 (>0.05)$ which means that moral disagreement variables do not affect bullying behaviour. The results of the research, it was found that anger rumination plays a not significant role in the emergence of bullying

behaviour in bullying victims (Sig. 0.8836<0.005). The results of this study do not prove the effect of anger rumination on the emergence of bullying behaviour, this result is not in accordance with previous research on rumination and anger rumination affecting the emergence of bullying behaviour

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Ethics Policy

Respondents in this study were informed about the purpose of the study. All participants were provided with informed concerns in the questionnaires that had been distributed.

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