

SELF-ESTEEM AND BULLYING BEHAVIOR AMONG JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACT

This research is motivated by the rampant cases of bullying that occur in the community, especially in the school environment. The impact of this bullying is alarming for the mental health of adolescents, both adolescents who become perpetrators and adolescents who are victims. Even in some cases, bullying is fatal to the life of a teenager. This study aims to determine the relationship between self-esteem and bullying behavior in adolescents at SMP Negeri 30 Padang. The research method used is quantitative. The population in this study were 314 students consisting of grades VII and VIII. The research sample consisted of 176 students. Mechanical sampling in this study using the technique of proportionate stratified random sampling method is the determination of the sample noticed strata (levels) and taking into consideration the elements of the existing categories in the study population. The results of this study can be concluded 1) The self-esteem category of 30 Negeri Junior High School students in Padang shows a percentage of 30.2% having a high level of self-esteem and 69.8% having a low level of self-esteem, 2) The category of bullying behavior in the 30 Negeri Junior High School in Padang shows the percentage of 80.2% tends to behave in a considerable bullying, and 19.8% tend to act in a small bullying, 3) This study proves that there is a negative relationship between self-esteem and bullying behavior in adolescents in SMP Negeri 30 Padang.

Keywords: Self-esteem, bullying behavior, adolescents

A. INTRODUCTION

One phenomenon that has caught the attention of the educational world today is violence in schools, both done by teachers against students, and by students against other students. The rise of brawl and violence carried out by students in schools which increasingly adorn the rows of news pages printed or electronic media, is evidence of the deprivation of human values. Of course, the violence has not only tarnished the image of education that has been believed by many as a place where the humanization process takes place but also raises several questions, even claims from various parties that are increasingly critical to question the essence of education in schools today (Putri, 2018)

Education in Indonesia requires a person to take formal education for 12 (twelve) years. The elementary school period is the period of one's introduction to the world of schooling. At this time, children are educated for 6 (six) years, generally at the age of 6-12 years, followed by the junior high school which took education for 3 (three) years. At this time, children have moved into early adolescence at the age of 13-16 years. At this time is the most vulnerable because this is a time when a teenager is looking for an identity. The last formal education is a high school and took knowledge for 3 (three) years and generally aged 17-19 years. This period is the end of adolescence that has been able to distinguish right from wrong. In all three levels of formal education, it was during junior high school that many teenagers experienced and tried new things. The curiosity of very high teenagers causes this. It is during this early adolescence that all the interest of his curiosity

increases. Youth is one period of human development. This period is a period of change or a transition period where there is a change from childhood to adulthood which includes biological, psychological, and social changes.

One of the most talked-about adolescent behavior is bullying as a form of repression of weak victims by doing things that are not liked repeatedly. Susanti (2006) argues that bullying comes from the word bully, which means bullying, someone who annoys others who are weaker. Some terms in Indonesian that are often used to describe the phenomenon of bullying include oppression, 'bullying,' 'hazing,' 'bullying,' 'exclusion,' and intimidation (Halimah, Khumas, & Zainuddin, 2015).

Bullying includes dominant, aggressive behavior and causes damage or pressure. Physical or verbal aggressive actions. Behavior bullying causes symptoms of psychological, physical and emotional. Negative impacts in the short and long term of bullying behavior such as depression, anxiety and low self-esteem (Marela & et al., 2017) . Bullying can be defined as an intentional aggressive action, which is carried out by a group of people or someone repeatedly and from time to time against a victim who cannot be defended easily (Indriyani, 2019). According to the Indonesian, Child Protection Commission (KPAI) cases of violence (bullying) in schools are ranked top in the education sector. The number of children as perpetrators of bullying in schools has increased from 67 cases in 2014 to 79 cases in 2015. This confirms that bullying violence cases still occur in schools in Indonesia (Wicaksana, 2017).

Bullying cases found by KPAI are found in various forms/types. Andrew Mellor explained that there are several types of bullying, namely: (1) physical bullying, which is a type of bullying that involves physical contact between the perpetrator and the victim. Behaviors included: hitting, kicking, spitting, pushing, strangling, hurting using objects, forcing victims to do certain activities, pulling, damaging objects belonging to the victim, etc. (2) verbal bullying involves verbal language aimed at hurting someone's heart (Andrani & et al., 2018). According to Goble (Mayers, 2012) defines self-esteem as self-assessment carried out by an individual and is usually related to him. The assessment reflects the attitude of acceptance and rejection and shows how far the individual believes in himself, is capable, significant, successful, and valuable.

According to Lazarus (Santrock J., 2007), self-esteem will often increase if adolescents address a problem at hand and not avoid it. Face challenges realistically and honestly. Conversely, denial, self-deception and avoidance are triggers of negative evaluations. However, there are still many teenagers who "keep their mouths shut" or choose to remain silent when they are ridiculed or forced to do what they have never done to be accepted by their social groups.

Harassment in adolescents is now a matter of ridicule. Teenagers who often abuse behavior are usually from low self-esteem. In some cases, harassment is fatal to the loss of a person's life.

The objectives of this research are:

1. To know the categorization of adolescent self-esteem in SMP N 30 Padang
2. To find out the categorization of bullying behavior in adolescents in SMP N 30 Padang.
3. To find out whether there is a relationship between self-esteem and bullying behavior in adolescents in SMP N 30 Padang.

B. LITERATURE REVIEW

1. PRIDE

According to Lerner and Spinner, self-esteem is a positive or negative level associated with one's self-concept (Ghufron, 2010). Self-esteem is a global evaluative dimension of self, also called self-dignity or self-image (Santrock J., 2007).

Self-esteem is one factor in determining individual behavior. Every person wants a positive appreciation of himself. According to Maslow, the need for self-esteem in adolescents is a critical need (Widodo, 2013). Take care of yourself as a key that is very important to recognize behavior, so that someone will feel that he is useful or meaningful to others.

Self-esteem is not a factor that is carried from birth but is a factor that is learned and formed throughout individual experiences. According to Klass and Hodge (Widodo, 2013) stated that self-esteem is the result of evaluations made and maintained by individuals, which are obtained from the results of the interaction of individuals with the environment, as well as the acceptance, appreciation, and treatment of others towards these individuals.

Self-esteem involves the perception, one's evaluation of himself or self-evaluation as price or dignity, and is associated with one's self-concept (Mappiare, 2006). Coopersmith (Wardani, 2011) also said that self-esteem is an evaluation made by an individual and the habit of looking at himself, especially the attitude of accepting, rejecting, and an indication of the amount of individual trust inability, meaningfulness, success, worth. So it can be concluded that self-esteem is a positive or negative level that determines a person's behavior obtained from the results of social experience and interaction and is associated with self-concept and is an evaluation of individuals to view themselves.

It was stated by Coopersmith (Ghufron, 2010) that several factors, namely influence the formation of self-esteem:

Individual Meaning

Usually, it involves how much an individual believes that he is capable, meaningful, and valuable according to personal standards and values.

Someone's success

Related to the strength or ability of individuals to influence and control themselves and others.

Individual Strength

Strength of the rules, norms and provisions that exist in society. The more obedient to things that have been determined in society, the higher the ability of individuals to be considered as role models of society. Therefore, the higher the community's acceptance of the individual concerned, this encourages high self-esteem.

Appropriate Individual Performance In Achieving Expected Achievements

If an individual fails, his self-esteem becomes low. Conversely, if a person's performance matches the demands and expectations, it will encourage the formation of high self-esteem.

Murk (Nengsih, 2015) concluded the level of self-esteem based on several definitions put forward by several experts into three categories, namely:

Low self-esteem (low self-esteem)

Characteristics of individuals with low self-esteem include hypersensitivity, instability, awkwardness, and lack of self-confidence. Individuals with low self-esteem are more focused on protecting themselves from threats rather than trying to actualize their potential and enjoy life. Individuals with low self-esteem also do not have a clear and sensitive identity picture of social cues that are considered relevant to themselves. They use self-handicapping strategies and lower expectations to avoid further inferior feelings.

High self-esteem (high self-esteem)

High self-esteem is positively correlated with happiness; those who have high self-esteem have a good view of themselves, life, and the future. Individuals with high self-esteem are better able to deal with stress and avoid anxiety so that they are still able to act well when dealing with stress and trauma. There is empirical support regarding the relationship between high self-esteem and interpersonal relationships. Individuals who have high self-esteem have preferred interpersonal characteristics and have excellent moral and health stars. High self-esteem can also help improve performance related to problem-solving abilities in certain situations that require initiative and resistance.

Medium self-esteem (moderate self-esteem)

Individuals with average levels of self-esteem are the result of an individual's exposure to factors that support ownership of a high level of self-esteem but have several factors that prevent them from low levels of self-esteem.

Some factors that affect self-esteem include:

Gender Factor

According to Ancok (Ghufron, 2010) women always feel their self-esteem is lower than men, such as feeling inadequate, lack of self-confidence, or feel they have to be protected. This may occur due to the different roles of parents and community expectations of both men and women.

Intelligence

Intelligence as a complete picture of an individual's functional capacity is closely related to achievement because intelligence measurement is always based on academic ability. According to Coopersmith (Ghufron, 2010), individuals with high self-esteem than individuals with low self-esteem. Furthermore, it is said individuals with high self-esteem have better intelligence scores, better levels of aspiration, and always try hard.

Physical condition

Coopersmith (Ghufron, 2010) found a consistent relationship between physical attractiveness and height with self-esteem. Individuals with attractive physical health tend to have better self-esteem compared to less attractive physical conditions.

Family environment

The family can influence the low and high self-esteem of adolescents. If people value positively towards themselves, then they become confident in doing the things they do and get positive results too. Conversely, people who judge negatively on themselves become insecure when doing something and finally, the results obtained are not encouraging.

According to Coopersmith (Ghufron, 2010) aspects contained in self-esteem, there are three, namely:

Power (power)

The ability of individuals to influence others, as well as controlling or controlling others, besides controlling themselves. This strength is characterized by the recognition and respect that individuals receive from others and power is also associated with the initiative.

Significance (significance)

Receipts are obtained based on the judgment of others. The meaning that is gained by an individual can be seen from the acceptance, attention, appreciation, and affection of others. Individuals will find it useful for others if they get recognition and attention from the environment, popularity, and family support. The more love the individual receives, then the individual will feel more meaningful. On the contrary, if the individual does not get a positive reaction from the surrounding environment, then the individual will most likely feel disrespected and avoid association.

Virtue (virtue)

Adherence to ethics or moral norms in society. This is marked by obedience to stay away from behavior that is not allowed, and individuals feel free from unpleasant feelings.

Competence (ability)

Is the ability to produce results in accordance with the desires of the goals they have. This competence is characterized by individuals who successfully meet the demands of achievement and the ability of individuals to adapt.

2. BULLYING BEHAVIOR

Etymologically the word bully means to bully, a person who annoys weak people. Whereas according to the term bullying in the Indonesian language can use society (derived from the word community) and the culprit (bully) is called a donation. Being afraid means disturbing, harassing, and obstructing others. Bullying is aggressive and negative behavior in a person repeatedly abusing power imbalances to hurt victims (Wiyani, 2012) mentally. According to Priyatna, bullying is a deliberate act by the perpetrators to the victims and carried out repeatedly (Priyatna, 2010).

Bullying is a desire to hurt others. This action is carried out directly by someone or a group that is stronger, irresponsible, usually repeated and carried out happily (Lestari, 2016). According to Maharani et al. (2015), bullying is a bullying pressure that is done continuously only to hurt someone physically and emotionally. Bullying behavior is a form of child abuse that is lower or weaker to obtain certain benefits and satisfaction (Wiyani, 2012).

So, it can be concluded that bullying behavior is an aggressive and harmful act and practice that is done consciously to hurt and is done continuously to hurt the victim physically and mentally to get certain benefits and satisfaction.

According to Ariesto and Kholilah (Tis'ina, 2015), the causes of bullying include:

Family

The perpetrators of bullying often come from troubled families, parents who often overly punish their children, or home situations that are full of stress, aggression, and hostility. Children will learn bullying behavior when observing conflicts that occur in their parents and then imitating their peers. If there is no clear consequence from the environment on his trying behavior, he will learn that those who have power are allowed to behave aggressively and that aggressive behavior can increase one's status and power. From here, children develop bullying behavior.

Action bully in school can occur in children who are victims of other children's groups. Because the school often ignores the existence of this bullying, children as bullying will get a reinforcement of their behavior to intimidate other children. Bullying is overgrowing in the school environment often giving negative input to students, for example, in the form of punishment that is not constructive so it does not develop a sense of respect and respect among fellow school members.

Children, when interacting in school and with friends around the house, are sometimes encouraged to bullying. Some children were bullying to prove that they can belong to a particular group, even though they feel uncomfortable with the behavior. Bullying includes intentional acts of perpetrators on their victims, which are intended to disturb someone weaker. Individual factors where lack of knowledge is one of the causes of bullying behavior. The better the level of adolescent awareness about bullying will be able to minimize or eliminate bullying behavior

According to Olweus (Ulfah, 2012), the aspects of bullying include:

Verbal

Saying something that means to hurt or laugh at someone (making jokes) by saying/greeting him with a name that bothers him, telling a lie or spreading false rumors about someone.

Indirect

Altogether reject or exclude someone from a group of friends or leave them intentionally or send notes and try to make other students dislike them.

Physical

Beating, kicking, pushing, playing, or terrorizing and doing things that are intended to hurt.

According to Sullivan (Mulud, 2015), bullying is divided into two forms namely physical and non-physical bullying behavior such as biting, pulling hair, hitting, kicking, locking and intimidating victims in the room or by gazing, gliding, punching, pushing, pushing, spitting, threaten and damage the victim's ownership. Bullying non-physically divided into two, namely bullying is verbal and non-verbal.

Verbal bullying, for example, calls for teasing, bullying, extortion, threatening or intimidation, inciting or saying dirty things to the victim. Non-verbal bullying is divided into direct and indirect. Direct non-verbal bullying for example, movements of hands, feet, staring, face-threatening, bluffing or frightening.

Non-verbal bullying is indirect, for example, manipulation of friendship, alienation, exclusion, sending messages of incitement, cheating, stealth.

Based on the theoretical description above, the hypothesis of this study can be formulated, namely the relationship between self-esteem and bullying behavior in adolescents in SMP N 30 Padang .

C. METHOD

The variables used in this study are self-esteem as the independent variable and bullying behavior as the dependent variable. The research method used is quantitative. The population in this study were 314 students consisting of grades VII and VIII at SMPN 30 Padang. The research sample consisted of 176 students. Mechanical sampling in this study using the technique of proportionate

stratified random sampling method is the determination of the sample noticed strata (levels) and taking into consideration the elements of the existing categories in the study population

D. RESULTS AND DISCUSSION

The results of this study can be concluded 1) The self-esteem category of 30 Negeri Junior High School students in Padang shows a percentage of 30.2% having a high level of self-esteem and 69.8% having a low level of self-esteem, 2) The category of bullying behavior in the 30 Negeri Junior High School in Padang shows the percentage of 80.2% tends to behave in immense bullying, and 19.8% tend to act in a small bullying, 3) This study proves that there is a negative relationship between self-esteem and bullying behavior in adolescents in SMP Negeri 30 Padang

Based on the research conducted, the significance value of the self-esteem and bullying behavior variable is 0,000 with Pearson Correlation value $-0,463$ ($-0,463 > 0.005$) so that it can be concluded that there is a significant negative relationship between self-esteem and bullying behavior in adolescents in State Junior High School 30 Padang.

Based on the analysis of data obtained from 176 subjects studied, there are 53 students or 30.2% have a high level of self-esteem, meaning that someone is positively correlated with happiness; those who have high self-esteem have a good view of themselves, life, and future. Individuals with high self-esteem are better able to deal with stress and avoid anxiety so that they are still able to act well when dealing with stress and trauma. There is empirical support regarding the relationship between high self-esteem and interpersonal relationships. Individuals who have high self-esteem have preferred interpersonal characteristics and have excellent moral and health stars. High self-esteem can also help improve performance related to problem-solving abilities in certain situations that require initiative and resistance. And as many as 123 students or 69.8% have low levels of self-esteem which means that a person only focuses on protecting themselves from threats rather than trying to actualize the potential they have and enjoy life. Individuals with low self-esteem also do not have a clear and sensitive identity picture of social cues that are considered relevant to themselves. They use self-handicapping strategies and lower expectations to avoid further inferior feelings.

While in the categorization of bullying tendencies, there are 141 students or 80.2% who have a high tendency to bullying behavior, and as many as 35 students or 19.8% tend to behave in small bullying means that most students in SMP Negeri 30 Padang mostly the potential for bullying.

E. CONCLUSION

Low self-esteem could potentially cause behavioral bullying in junior high school students. The lower their self-esteem, the more they will engage in bullying behavior. Bullying behavior is done by students to cover up their shortcomings. So, there needs to be a severe effort among stake holders (stakeholders) to build self-esteem among students, through various positive activities that will be able to increase their self-esteem. For example, sports, art and various activities that can explore their potential, which in turn gives awareness to themselves that they have positive potential in themselves and can grow their confidence. Even if they have weaknesses in the academic aspect but they still have non-academic potential that can foster their self-confidence and at the same time, provide a positive assessment of themselves and build better self-esteem.

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