

Self Esteem And Dynamics of Bullying In School Students Basis In Blitar District

Luky Priyanto^{1*}
Nanda Istiqomah²
Amelia Nanda Islami²

¹²³Department of Islamic Guidance and Counseling, Faculty of Islamic Religion,
Universitas Islam Balitar, INDONESIA

Abstract

The phenomenon of bullying in school environments is a major concern in the fields of education and mental health because of its broad impact on children's well-being. Self-esteem is one of the psychological aspects that is often associated with involvement in bullying, both as a perpetrator and a victim. Incidentbullyingis a phenomenon that never ends from time to time. Every year new cases of criminal behavior emerge.bullywhich is more common in school environments. One of the contributing factors is becauseSelf Esteem(Self-Esteem) is low or high whereSelf Esteem(Self-Esteem) which refers to an individual's self-evaluation. This study is to explore the relationship betweenSelf Esteem(Self-Esteem) at riskbullyingin adolescent elementary school students in Blitar Regency. In this study, the researcher used a descriptive correlation design with a quantitative approach. cross sectionalwith a sample size of 74 respondents using the techniquetotal sampling.

^{1*}Corresponding author, email: Luky.aseli@gmail.com

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The instruments used are Rosenberg self-esteem scale (RSES) and Olweus Bully/Victim Questionnaire (OBVQ). Data were analyzed univariately and bivariately. Univariate test of gender, description Self Esteem (Self-Esteem) and risk Bullying using frequency distribution and bivariate using test Chi square. Most of the respondents experienced Self Esteem (high self-esteem, namely 39 people (52.7%) and the majority of respondents experienced the risk of bullying low, namely 33 people (44.6%). The results of the study using statistical tests chi square obtained value $P\text{-}V\text{value} = 0.000 < 0.05$. The results of the study showed a relationship Self Esteem (Self-Esteem) at risk bullying in elementary school children in Blitar Regency in 2024

Keywords: Self-Esteem, Risk of Bullying, Psychologi,

1. INTRODUCTION

Elementary school often experiences bullying. Elementary School (SD) is the most basic level of formal education in Indonesia which plays a role in the continuation of the next education process. This is in accordance with the Regulation of the Minister of National Education Number 23 of 2006 which states that elementary education aims to lay the foundation of intelligence, knowledge, personality, noble morals and skills to live independently, and to follow further education. Based on the quote above, it is known that the goal of elementary education in Indonesia is to lay the foundation of intelligence, knowledge, personality, noble morals and skills in each child. Something basic can be likened to a foundation, where this foundation will later support and support everything that is above it.

Basic education in Indonesia is the foundation for the next level of education must play a role in forming a solid foundation related to the character and personality of children, especially students. However, if the foundation in laying the foundations of education that have an impact on the formation of character and personality of

children is not strong, later children will be easily influenced by negative things. In its development, parents completely hand over educating their children to the school because of the demands of the world of work that cannot be denied have taken up a lot of the parents' time. The first education is obtained from the family environment. The formation of behavior, character and personality of children begins in the family environment. Each family applies different parenting patterns in educating their children.

The different parenting patterns applied in each family certainly shape different children's behavior. The role of schools becomes much heavier if the task of education is completely handed over to schools. The form of behavioral deviation that occurs in elementary school students is not only violence which is a form of aggressive behavior. In reality, things that we see as normal behavior for elementary school children are sometimes classified as behavioral deviations.

Starting from just teasing his friends, hitting, pinching, pulling hair and tripping his friend while walking School bullying behavior is not taken seriously by teachers, teachers assume that the school bullying behavior that occurs is a process of student development and the lack of follow-up from teachers to overcome the problem of school bullying behavior that occurs at school will result in school bullying behavior.

2. LITERATURE REVIEW

Based on Data from *United Nations International Children's Emergency Fund* (UNICEF) in 2018, 50% of teenagers aged 13-15 years in the world had experienced violence in the form of physical fights and bullying or bullying from his friends at school. According to data from the Indonesian Child Protection Commission (KPAI) in 2020, there were around 185 cases of bullying in 2019 to 2020.

There were 46 victims and 51 perpetrators *bullying* in 2019, as well as 76 victims and 12 perpetrators *bullying* in 2020 (AuliasariHarbelubun & Irnawati, 2021).

Incident *bullying* has become a never-ending phenomenon from time to time. Every year new cases arise related to *bullying* which is more common in school environments (Ayu Sestiani & Muhid, 2021). According to (Suciartini & Sumartini, 2019), *Bullying* comes from the word *bully*, which is a word that refers to the concept of a "threat" made by one person to another person, resulting in psychological disturbances for the victim in the form of physical or psychological stress.

Bullying usually done in groups by oppressing small groups whose lifestyles are different from those of the larger group. The assessments that arise in oneself and the assessments of others towards oneself occur because of behavior. *bullying*, while the ability to self-assess and understand oneself is called *self esteem* which means self-esteem where *self esteem* form a positive perspective on oneself. *Self esteem* has an important role in the development of children who can be the main lens for how to view themselves in evaluating their experiences and competencies. In addition *self esteem* is a big part of adolescent self-understanding (Tsaousis, 2016)

Self esteem can be high and can also be low. *Self esteem* high will have an effect on higher self-improvement in expressing positive influences and regulating negative influences than someone with *self esteem* low, and reflects acceptance and rejection of oneself. A person with *self esteem* high, it will be reflected in his positive behavior, able to socialize and communicate with others, ethical and polite, and can develop positive aspects within himself. While someone with *self esteem* low, then they will consider themselves to have a negative self-image, feel worthless, have a bad self-concept, so they will show a negative attitude towards their environment and will become one of the inhibiting factors in being able to socialize and establish relationships with other people.

3. METHODS

In this study, the method used is a quantitative research method. This quantitative research is correlational and uses a quantitative approach. *Cross Sectional*. **Population and Sample**

The population in this study was 74 elementary school students. In this study, the researcher will take samples by means of *total sampling* as many as 74 people. In this study using *nonprobability* namely saturated sample or total population sampling. The sampling technique used in this study uses *total sampling*. *Total sampling* is a sampling technique where the number of samples the same as the population (Mamuroh et al., 2019).

Research Instruments

Research instruments are measuring tools used to measure a social or natural phenomenon. The following are measuring tools used for several variables in this study, namely Bullying and *Self Esteem*

Data Analysis Techniques

1. Univariate Analysis

The analysis was conducted to describe or depict the characteristics of each variable (Praptomo, 2017). The variables analyzed univariately were *Self Esteem* (Self-Esteem) and *Riskbullying* in students. To conduct univariate data analysis, the frequency distribution of the two variables studied was used.

2. Bivariate Analysis

Bivariate analysis is an analysis conducted on two variables that are estimated to have a relationship (Praptomo, 2017). The purpose of this analysis is to knowing the relationship *Self Esteem* (Self-Esteem) and *RiskBullying* on students. In this study, a non- parametric statistical test was used, namely the *Chi Square*. There is a relationship if $p\text{-value} < 0.05$.

Formula *Chi-square* as follows :

$$\chi^2 = \frac{\sum (f_o - f_h)^2}{f_h}$$

Information :

f_o = Observed frequencies f_h =

Expected frequency \sum

= Amount

4. RESULTS

Univariate Research Results

Univariate analysis was conducted to see the distribution of respondents based on the characteristics of the respondents. The data obtained by the researcher were primary data collected through filling out a questionnaire consisting of 74 elementary school student respondents in Blitar Regency. This univariate frequency distribution includes gender, *Self Esteem* (Self-Esteem), risk *Bullying* in elementary school students.

Table 4.1
Frequency distribution of gender in adolescent students
N = 74

Type	Frequency (n)	Percentage (%)
Sex		
Woman	34	45.9%
Man	40	54.1%
Total	74	100

Source: SPSS Managed Data (2024)

Based on the frequency distribution in table 4.1, it shows that the majority of respondents were male, totaling 40 respondents (54.1%).

Description *Self Esteem* (Self-Esteem) in Elementary School Students in 2024

Table 4.2
Frequency distribution *Self Esteem* (Self-Esteem) in Elementary School Students in Blitar Regency
N = 74

No	Variables	Frequency (n)	Percentage (%)
1	Tall	39	52.7%
2	Low	35	47.3%
	amount	74	100

Based on the frequency distribution in table 4.2, it shows that the majority have *Self Esteem* (High Self-Esteem) namely 39 people (52.7%).

Risk Overview *Bullying* in Elementary School Students in Blitar Regency
Table 4.3
Frequency distribution of risk *Bullying* children
Elementary Schools in Blitar Regency
N = 74

No	variables	(n)	Frequency (%)	Percentage
1	Tall	11		14.9%
2	Currently	30		40.5%
3	Low	33		44.6%
Amount		74		100

Source: SPSS Managed Data (2024)

Based on the frequency distribution in table 4.3, it shows that most of the risks *Bullying* experienced by adolescent students is in the low category, namely 33 people (44.6%)

4.1 Bivariate Research Results

In bivariate analysis, it was carried out to see whether there was a relationship. *Self Esteem* (Self-Esteem) at risk *Bullying* in elementary school children in Blitar Regency. In this bivariate analysis the independent variable is *Self Esteem* (Self-Esteem) while the dependent variable is Risk *Bullying*.

Table 4.4
Connection *Self Esteem* (Self-Esteem) at risk *Bullying* Elementary
School Students in Blitar Regency

Risiko <i>Bullying</i>	Diri Diri (Self Esteem)		Total
	Tinggi	Rendah	
Tinggi	0	11	11
	0,0%	14,9%	14,9%
Sedang	16	14	30
	21,6%	18,9%	40,5%
Rendah	23	10	33
	31,1%	13,5%	44,6%
Total	39	35	74
	52,7%	47,3%	100%

Based on table 4.4 test results *Chi-square* it was found that the P value was 0.000 with a significance level of 0.05. If the P value is greater than 0.05 the null hypothesis is accepted, and if the P value is less than 0.05 the null hypothesis is rejected. The test results *Chi-Square* shows a P value of less than 0.05 ($0.000 < 0.05$). So it can be concluded that there is a relationship between the variables of Self-Esteem (*Self Esteem*) with risk *Bullying* in elementary school children in Blitar Regency

5. DISCUSSION

From the bivariate analysis calculations carried out by the author, it is known that *Self Esteem* (Self-Esteem) at risk *Bullying*. The number of respondents obtained was 74 people. Based on *output* Above, a significance value of 0.000 or less than 0.05 can be said to be a significant relationship between the Self-Esteem variables. (*Self Esteem*) with Risk variables *Bullying*. This means that the level of closeness of the relationship is very strong. Then to see the direction of the relationship from the results *output* namely, it has a positive value, which means that the relationship between the two variables is one-way.

The results of this study are in line with the results of a study conducted by Vintyana (2015) entitled The Relationship Between Self-Esteem and the Tendency of Bullying Behavior in Students of SMP Kristen 1 Magelang that self-esteem and the tendency of bullying behavior have a high correlation, this shows that bullying is more influenced by other factors outside of self-esteem factors such as peer factors, teachers, and the school environment. A good environment and upholding religious values play a very important role in the formation of student character.

Based on the results of this study, namely self-esteem is related to bullying behavior that occurs in students, there are other factors that cause bullying in schools. This is reinforced by Priyatna (2010) who said that there is no single factor in bullying

that occurs in adolescents. Many factors are involved in this, be it self-factors, family, friends, or the school environment.

Saifullah (2016) also said that the school environment also influences bullying that occurs in students, if the school environment teaches good things, it can prevent deviations in these students. This study is in line with Levianti's research (2013) that bullying will not occur if there is high supervision and ethics, a school that has good discipline, proper guidance for students, and consistent regulations.

The results of this study are not in line with the results of Apsari's study (2013) entitled the relationship between self-esteem and school discipline with bullying behavior which states that there is a significant relationship, meaning that bullying will occur because of low self-esteem and low levels of school discipline. Self-esteem possessed by adolescents will have an impact on adolescent behavior. When adolescents have low self-esteem, they feel unable to establish relationships with friends, are easily offended, and easily angry, as a result adolescents will take actions that can harm others (Mulyati, 2014).

6. CONCLUSION

Based on the research results, the following conclusions were obtained:

1. The description of self-esteem in adolescent students of Balitar Distric in 2024 shows that the majority of respondents have high self-esteem.
2. The description of the risk of bullying among adolescent students of Balitar Distric in 2024 shows that the majority have a low risk of bullying.
3. There is a relationship between Self Esteem and the risk of bullying in adolescent students at of Balitar Distric in 2024

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