

THE EFFECT OF *BULLYING* TOWARD OF SELF-ESTEEM ON ADOLESCENT IN TERNATE CITY

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Abstract

Victims of *bullying behavior* experience serious consequences and the impact is decreased self-esteem. This study aims to determine the effect of *bullying* on the self-esteem of adolescents in Ternate City. This study explains the Effect of *Bullying* on Self-Esteem of Adolescents in Ternate City. The method used in this study is quantitative-qualitative research (*mixed method*). The type of research used is *ex post facto* . The study was conducted in Ternate City with a sample of 230 adolescents. The sample collection technique used *purposive sampling technique*. The data collection technique used a questionnaire consisting of a *bullying questionnaire* and a self-esteem questionnaire as well as interviews and observations. Validity technique using Gregory's Formula and reliability based on Cronbach's *Alpha coefficient* with the respective values of *Bullying* and Self-Esteem as much as .0,779 and 0,915. The data analysis technique uses simple regression analysis with a significance level of 0.05. Based on the results of the analysis, there is no significant influence of *bullying* ($p = 0,132$) on Self esteem in adolescents that occur in Ternate City.

Keywords: *Bullying* , Self-Esteem, Teenagers

INTRODUCTION

Education is a process of *humanism* which means humanize humans . They is generation that must we help and give concern in every reaction the changes going to maturity. With Thus , in order to be able to to form Independent , thinking individual critical and have attitude good morals and ethics (Pristiwanti , Badariah , Hidayat & Dewi , 2022; Hayati , Rondli & Hilyana , 2024). According to Law No.20 of 2003, education is a business realize condition Study so that participant educate Can active as well as capable develop its potential in spiritual religious matters , control self , personality , intelligence , morals noble , and skills , for society , nation and state.

School is institution formal education that provides education nature academic and also provide non- academic education , the role of teachers has sufficient contribution big in create superior and quality children. School must can apply method possible teaching and guidance student develop potential they in spiritual, emotional , and social matters. To develop their potential not only through teaching methods but also how they relate to their peers. Interaction with peers can affect students' learning outcomes. For adolescents, getting emotional support from peers such as empathy, caring, and attention is very important because it can make them feel loved and increase their self-esteem. Adolescents with high self-esteem will have high self-confidence, which helps them avoid bad emotional problems. Having peer relationships can help students improve their spiritual, emotional, and social (Fadhilah & Mukhlis, 2021; Yunnere, Anggraini & Vitri, 2021; Bete & Arifin, 2023; Fikriyyah, Farid & Rouf, 2024).

In fact, there are still many problems that arise in the education process, especially in students' social relationships, one of which is violence in schools. Many deviations, including physical and mental violence, occur in schools which are often known as *school bullying*, this is in accordance with research conducted by Rahayu & Permana, 2019 that the level of *bullying behavior* with the type of verbal bullying was found to be 42.16%, physical *bullying* as much as 39.22%, and rational bullying as much as 48.04% in schools. Schools should be a place to learn and build good character, but sometimes *bullying behavior* occurs that can interfere with students' desire to learn. *Bullying* can occur repeatedly with the aim of dominating, hurting, or isolating others (Purnaningtias, Aika, Fasihah, Farisi, Sucipto & Putri, 2020; Bete & Arifin, 2023; Canrawati & Setyawan, 2023).

According to the latest data from BPS (Central Statistics Agency), the number of students experiencing bullying increased from 2021 to 2022, bullying cases in Indonesia in 2022 reached 35.55% for 5th grade elementary school students, 41.34% for 8th grade junior high school students, and 30.31% for 11th grade high school students. Of the 34 provinces in Indonesia, the highest percentage of 5th grade elementary school students experiencing bullying occurred in Gorontalo Province. Bullying cases in 8th grade junior high school occurred in Maluku Province with an incidence rate of 38.10%. In North Maluku, the highest rate of bullying occurred in 11th grade high school students at 27.74%. Children at this age are easily trapped in the world of crime because they are in the process of getting to know and finding their identity.

Bullying victims have lower self-esteem if not addressed. This is in accordance with the results of the study by Rasul, Novitayani & Dineva (2023). The results of the *Spearman rank statistical test* showed a relationship between bullying and self-esteem in high school adolescents ($p = 0.000$) and the correlation value ($r = - 0.434$). This shows that there is a non-unidirectional (negative) correlation, which means that the higher *the bullying* , the lower the self-esteem experienced by adolescents and vice versa. This is also supported by the 2019

Study Research by Saniya at SMAN 5 Pekanbaru City which also found that high *bullying victims* had low self-esteem (Saniya, 2019).

Based on Observations and Interviews in the initial data collection conducted on October 11, 2024 at SMA N 2 Ternate City and SMA N 3 Ternate City with the resource person BK (Counseling Guidance) Teacher, there are often disputes in the class that lead to fights that begin with students teasing each other, often teasing each other, intimidating, pulling hair, bringing up each other's shame during junior high school and spread by their friends, there is the term "pajak-pajak" (asking other students for money by force), immorality: in the form of personal videos that are spread to the class environment and the ones who spread it are their own friends because they have experienced/fought with friends until they were beaten, and humiliated, fighting because students mock each other's parents. Not all students always report to the BK teacher or to the homeroom teacher and only choose to remain silent because most of the bullies are in groups. Based on information from the BK teacher, every year they have handled approximately 50 cases in one year and possibly more because many cases are handled directly without being recorded in the school report book. The BK teacher has a report book which is a record of cases that occur at school and most of the cases that occur are cases of bullying between students.

Based on these problems, the researcher is interested in conducting research with the title "**THE EFFECT OF BULLYING TOWARD OF SELF-ESTEEM ON ADOLESCENT IN TERNATE CITY**" with the aim of exploring the influence of *bullying behavior* on the self-esteem of adolescent victims of *bullying* at school. By understanding the relationship between these two variables, it is hoped that this study can contribute to efforts to prevent *bullying* and support the development of intervention programs aimed at increasing self-esteem.

RESEARCH METHODS

This study uses a quantitative-qualitative approach (*mixed method*). The research method used is *ex post facto* . This study shows the data that has been obtained without manipulating the research variables, and shows the causal relationship between the *independent variable (bullying)* and the *dependent variable (self-esteem)* (Maharani, Rosmiati & Nasori, 2021; Kartika, 2022).

mixed method research method has various approaches such as those found in quantitative and qualitative research. In this study, the researcher used the *Sequential explanatory design model* . This model involves data collection and analysis, where the first stage focuses on quantitative data, and the second stage focuses on qualitative data (Waruwu, 2023).

The location of the research was carried out at 2 Senior High Schools (SMA), namely SMA 2 Ternate City and SMA 3 Ternate City. The researcher chose Ternate City as the research location because Ternate City is one of the cities in North Maluku with the most teenagers and

there are several cases of *Bullying* , but there has been no research on *bullying cases* in Ternate City. Based on this, the researcher chose Ternate City as the location for this study. In collecting samples, this study used a *purposive sampling technique* with Senior High School (SMA) teenagers aged 14-18 years. The population in this study were teenagers in Ternate City with an age range of 14-18 years with a total population of 300 respondents. The sample used is a sample that will be screened *first* with the following characteristics: 1) respondents have experienced *bullying*, 2) respondents have experienced verbal / physical / psychological *bullying*, 3) Respondents have experienced *bullying* since elementary school, junior high school, high school, until now, 4) Respondents have experienced *bullying* at school, home and outside school . Based on this, out of 300 respondents, 70 respondents did not meet the characteristics, so the research sample used was 230 teenagers in Ternate City.

Data collection in this study used 2 questionnaires, namely the *bullying questionnaire* and the self-esteem questionnaire. Validity in this study used the Gregory formula with 2 expert judgments. Questionnaire study can outlined as following :

1. *Bullying*

Questionnaire *bullying* consists of of 43 statements referring to 3 aspects from Theory Kurnia (2016) namely physical *bullying* , verbal *bullying* and psychological *bullying* . Questionnaire declared valid with validity Contents using 2 expert judgments later use Gregory's formula with category very high validity is 1 with Alpha Crombach of 0.779.

2. Self esteem

Questionnaire self esteem used Theory Coopersmith (1967) adapted by Latief & Retnowati (2018) which consists of from 3 aspects that is feeling valuable , feeling able and feeling accepted consisting of from 24 grains statement . Questionnaire declared valid with validity Contents using 2 expert judgments later use Gregory's formula with category very high validity is 1 with Alpha Crombach of 0.915.

RESULTS AND DISCUSSION

Table 1. Statistical Test Results Descriptive

	N	Minimum	Maximum	Mean	Std. Deviation
<i>Bullying</i>	230	55	158	114.26	19,197
Self esteem	230	28	112	54.14	15,012
Valid N (listwise)	230				

Source : Processed data from SPSS

Based on **Table 1.** Statistical Test Results Descriptive above , can we describe distribution of data obtained by researchers is from the *bullying* variable there are 43 grains statement with sample as many as 230 respondents with minimum value 55 while mark maximum 158 and average *bullying* of 114.26. Standard deviation from *Bullying* is 19,197, and the variable Self-esteem contains 24 statements with a sample of 230 respondents with a minimum value of 28 while the maximum value is 112 and the average self-esteem is 54.14. Standard deviation from Self -esteem is 15,012.

Table 2. Shows the results of the analysis through statistics regression simple that is No existence connection between *bullying* towards of Self esteem Because $p > 0.05$ then the conclusion obtained is hypothesis being tested in study this cannot accepted or *bullying* no influential to self esteem in adolescence .

Table 2. Analysis Results Regression Simple

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	836,259	1	836,259	2,282	0.132
Residual	83551,606	228	366,454		
Total	84387865	229			

Source : Processed data from SPSS

- a. Predictors: (Constant), Self esteemself
- b. Dependent Variable: bullying

Based on results research conducted to obtain analysis that no there is influence *bullying* to Self esteem in adolescents that occurred in Ternate City. This proves that *bullying* cannot affect someone to experience low self-esteem. Therefore, this is in line with research conducted by Dewi, Alodya, Ameylia, Purnamasari, Najib, Rahim, Agusti, Nufus & Sari (2023) obtained the results that there was no significant difference in the level of *bullying*, this can be seen from the results of the Kolmogorov-Smirnov test statistic value is 0.108 with a df of 98. The significance value obtained is 0.007. This shows that the "Self-Esteem" data is also not normally distributed because the significance value is lower than 0.05, of course there are other factors such as individual background and environment can also influence these results.

From the insignificant results, this is also caused by several factors outside the variables studied, including social support in the form of family support, peer support, and teacher support. Social support is data or responses from other people and communities who value, love, respect, are involved, and care about good communication. When *bullying victims* receive strong social support from their environment, they immediately get help from others

in the form of love, trust, attention, gratitude, and positive values. Meanwhile, *bullying victims* who experience minimal social support in their social environment tend to feel lonely, afraid of being *bullied* again, feel disappointed, and ignored by the people around them (Sestiani & Muhid, 2021). Several studies support this by explaining that social support comes from important individuals who are close to a person, such as family, teachers, or friends (Firmansyah, 2021).

In this study, it was found that respondents on average experienced bullying verbally, physically, psychologically, and some even experienced bullying as a whole, namely verbally, physically, and psychologically. This is also explained by the opinions of Natalia & Lestari, 2021; Agustini, Nuriana, Nadiroh & Ridho, 2024; that bullying has several aspects, the first is Physical Bullying, namely Victims often experience rough physical treatment such as blocking the victim's path, snarling, pushing, hitting, grabbing, and even damaging things, Verbal Bullying such as This involves the use of words, comments, nicknames, or psychological pressure that is painful or embarrassing, Psychological Bullying such as relational exclusion, eye contact, sighs, mocking laughter and rude body language.

In addition, there are qualitative data results conducted through 3 research subjects concluded that there are several factors that make individuals not experience a decrease in self-esteem from *the bullying* they experience. In Subject I, the results of the interview were obtained, the factors that made the subject not feel too disturbed by *the bullying* carried out by several of the subject's friends were from peer support and from handling at school. The forms of peer support obtained by the subject were 1). Emotional support, which includes giving affection, attention, warmth, and showing sympathy and empathy towards others and 2). Support that can be given in the form of praise or good evaluation, motivation to grow, and support for other people's ideas or views by assessing them positively. This is in line with the explanation of the research conducted by Mahambeng, Mangantes & Naharia, 2024 peer social support has a big role for victims of bullying, namely, reducing the sense of alienation that is often experienced by victims of bullying, thus helping them overcome feelings of self-doubt that often arise due to bullying .

Furthermore, in Subject II, the factor that made the subject not feel too disturbed by bullying carried out by several of the subject's friends was from family support, especially parents and from peers. In a study conducted by Purbowati, Suryaningsih & Dewi, 2024, there was a relationship between family support and adolescent coping mechanisms in dealing with bullying incidents, that the higher the family support, the more adaptive the adolescent's coping mechanisms in dealing with bullying incidents.

Subject III The results of the interview were obtained as factors that made the subject not feel disturbed by bullying carried out by several of the subject's friends, namely from habits in the family, especially parenting patterns and from the subject's friendship style with peers. One approach that parents can apply is character education, especially in the family,

which has a crucial role in instilling moral values in children, so that it can reduce or eliminate stress due to the influence of bullying experienced. This is in line with research conducted by Firmawati & Sudirman, 2021, stating that adolescents need family support through attention both verbally and non-verbally which can provide a sense of security and comfort, so that they feel cared for.

Based on the results of interviews with 3 subjects, the factors that cause *bullying* not to affect adolescent self-esteem are family support, peer support and teacher support. When *bullying victims* receive strong social support from their environment, they immediately get help from others in the form of love, trust, attention, gratitude, and positive values so that they are able to more easily deal with the problems that occur.

CONCLUSION

Based on results research data analysis about "Influence *bullying* towards self esteem in Ternate City" obtained conclusion as following : No existence significant influence based on results analysis regression simple show No existence connection between *bullying* toward of self esteem because $p > 0.05$ then the conclusion obtained is H_a no accepted or *bullying* No influential to self esteem in adolescence . Results that are not significant this is also caused by several factor outside from the variables studied , including variable the in the form of support social in form support family , support Friend peers and support teachers

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