



THE RELATIONSHIP BETWEEN BULLYING EXPERIENCE AND SELF-CONCEPT AMONG ADOLESCENTS

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ABSTRACT

Bullying is a situation where an abuse of power is committed by a person or group of people. Bullying behavior experienced by adolescents can result in teenage self-concept being disrupted so that it can result in self-withdrawn or inferior. The results of the study showed that 58.4% of adolescents had high bullying experiences and 41.6% of adolescents had moderate bullying experiences at Junior High School in 2019. The purpose of this study was to determine the relationship between bullying experiences and self-concept in adolescents at Junior High School. This research method used a non-experimental quantitative design with a descriptive-analytic design. The sampling technique used was purposive sampling with a total sample of 89 respondents. Data collection was carried out after the result of the screening from 5 classes matched the inclusion criteria. Data analysis was performed using Rank Spearman correlation showed that the p-value was 0.000, which means that there was a relationship between bullying and self-concept in adolescents in Junior High School. This study concluded that there was a significant relationship between the experience of bullying and self-concept in adolescents of Junior High School.

Keywords: experience of bullying; self-concept; youth

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INTRODUCTION

Adolescents are a period of individual life in which psychological exploration to find self-identity occurs. During the transition from childhood to adolescence, individuals begin to develop abstract characteristics and self-concepts become more different. Teenagers begin to look at themselves with personal judgment and standards, but lacking in interpretations of social comparison. Teenagers begin to have unique traits, one of which is the nature of wanting to imitate something that is seen, in the surrounding environment (Kusmiran, 2011).

In finding their identity, adolescents who get along with a good environment, will create a good identity as well, and vice versa. Identity deviations often occur, for example, attempting criminal acts or violence including *bullying*, rebellion and other despicable acts (Kemenkes RI, 2016). The Regulation of Minister of Health of RI No. 25 of 2014 defined that adolescents are residents at the age range of 10-18 years old. Furthermore, the Population and Family Planning Agency (BKKBN) claimed that the age range of teenagers is 10-24 years old and not yet married. Adolescence is a period where a person experiences various changes both physiologically, intellectually and psychologically (Kemenkes RI, 2016).

Adolescents will experience changes in their physical, psychological and intellectual development. Physical development is a change in the body, sensory capacity and motor skills characterized by height and weight gain and the maturity of sexual organs. The intellectual development of adolescents is ability of them to realize the result of their logical thinking. Psychological change is the development of emotions in adolescents, namely emotions that are more volatile and usually expressed with violence, as a result adolescents become irritable and feel ashamed (Kusmiran, 2011). Bullying is a situation where an abuse of power is committed by a person or group of people. Bullying is categorized into three groups, including physical, verbal and psychological bullying (Sejiwa, 2015).

Based on the results of the previous research (Matraisa and Tumon, 2014) boys and girls are vulnerable to be abused verbally such as giving nicknames, hitting or socially such as rumors or gossip, extortion and isolation. Bullying cases that are often found are cases of seniority or intimidation from senior students to their juniors both physically and non-physically. The Indonesian Child Protection Commission (KPAI) revealed the results of supervision of cases during 2018. It obtained that among 161 violence and bullying cases, 41 cases or 25.5% of them were violence and bullying cases where children were the perpetrators. Research conducted by Tumon (2014) found that 42% or 84 students from 200 junior high school students in Semarang City had experienced bullying during school.

Research conducted by Tukhid, Ludyanti, and Mone (2018) revealed that 90.8% or 258 students of total 284 students in SMPN 1 Pare had experienced physical bullying in moderate category, 4% or 1 student experienced high physical bullying, and 8.8% or 25 students experienced low physical bullying. Meanwhile, students who experienced low verbal bullying category was 2.1% or 6 students, students who experienced medium verbal bullying category was 96.8% or 275 students, while those who experienced high verbal bullying category was 1.1% or 3 students. Furthermore, students who obtained psychological bullying at medium category was 94% or 267 students, while those who experienced it at high category was 6% or 12 students.

Adolescents who have experienced bullying can experience both long-term and short-term behavioral effects. In terms of short-term effects, adolescents will feel depressed, have wounds and bruises on their body, losing their personal belongings and losing the desire to go to school and ultimately avoid school itself. Meanwhile the long term effects are the tendency to consider themselves inferior for long time. As a result, adolescent who become bullying victims find it difficult to adapt to a bad environment and even tend to be easily irritable, uncomfortable with the surrounding environment so that they have no ability to deal with bullying which often occurs in schools, especially in early adolescence. Adolescents do not only pursue physical satisfaction but also increase psychological pressure (feeling received and appreciated). The impact caused by bullying behavior experienced by adolescents can result in adolescent self-concept being disrupted so that they can feel inferior (Mubin, 2014).

Self-concept is a picture that a person has about himself, formed through experiences gained from interactions with the environment. Self-concept is not an innate factor, but rather develops from a continuous and distinguish experience. The basis of an individual's self-concept is instilled in the early days of a child's life and becomes the basis that affects his behavior in the future (Agustini, 2015). The self-concept of bullying victims tends to make them not able to defend itself because they are weak against internal and external factors. Adolescents who have a negative self-concept usually tend to be bullying victims because they tend to withdraw themselves from the surrounding environment (Sejiwa, 2015).

Preliminary study was conducted on February 13, 2019 involving 10 adolescents in class VIII at Junior High School 3 Ceper. Researchers revealed from the results of interviews and questionnaires that 70% or 7 adolescents got high bullying scores and 30% or 3 students got medium bullying scores. The purpose of this study was to know the relationship between bullying experiences and self-concept in adolescents at SMPN 3 Ceper.

METHOD

This research was conducted through a non-experimental quantitative design with a descriptive analytic design. Based on the time approach, the research was performed in cross sectional since the cause and effect variables occurred in the research object were measured or collected at the same time (Notoatmodjo, 2015). The data in the current research was collected using a bullying experience questionnaire with a reliability test value of 0.78 and a self-concept with a reliability test value of 0.92. The sampling technique used was purposive sampling, which is taking samples based on certain consideration made by the researchers and based on the population characteristics known (Notoatmodjo, 2015). Data collection was carried out after the result of the screening from 5 classes matched the inclusion criteria. Data analysis was performed using Rank Spearman correlation, showing the p-value of 0.000, which means that there was a relationship between bullying and self-concept in adolescents in Junior High School. The number of samples used was 89 adolescents.

RESULTS

Table 1.
 Average Age of Respondents (n = 89)

Characteristics	Min	Max	Mean	Standards Deviation
Age	14	15	14.27	.446

Table 1 shows that the average age of the eighth grade students was 14.27 ± 0.446 years old.

Table 2.
 Frequency Distribution of Respondents' Characteristics by Gender (n = 89)

Gender	F	%
Female	50	56.2
Male	39	43.8

Table 2 above shows that the gender of the eighth grade students were mostly female by 56.2%.

Table 3.
 Frequency Distribution of Bullying Experience (n = 89)

Bullying Experience	f	%
High	52	58.4
Is	37	41.6

Table 3 shows that most of the eighth grade students who had bullying experience at the high category were 58.4%.

Table 4.
 Frequency Distribution of Self-Concept In Junior High School 3 Ceper (N = 89)

Self-concept	f	%
Positive	35	39.3
Negative	54	60.7

Table 4 shows that the most of the self-concept of own by the eighth graders were negative by 60.7%.

Table 5.
Bullying Experiences Related to Self-Concepts in Adolescents Grade VIII

		Correlation		
			Bullying	Self-concept
Spearm an's rho	Bullying	Correlation Coefficient	1,000	.488 (**)
		Sig. (2-tailed)		.000
		n	89	89
Self-concept		Correlation Coefficient	.488 (**)	1.000
		Sig. (2-tailed)	.000	
		n	89	89

** Correlation is significant at the 0.01 level (2-tailed)

Table 5 shows that the current research obtained of p value pf 0.000 <0.005, meaning that there was a significant relationship between the experience of bullying and self-concept in adolescents in Junior High School 3 Ceper. The correlation coefficient between variables in the data analysis obtained 1,000 results, meaning that the level of vulnerability of the relationships between variables has a significant relationship and has a moderate strong relationship between the bullying experience and self-concept in adolescents in Junior High School 3 Ceper.

DISCUSSION

The average age of respondents in table 2 was 14.27 ± 0.545 years old. Adolescence is a transition period in the span of human life that bridges childhood and adulthood (Hurlock, 2012). Middle adolescent was at the age of 14-17 years old in which the identity of middle adolescent development is self-image changes, highly focused on themselves, the increase of narcissism, and tendency towards self-discovery experience (Hurlock, 2012). During adolescence period, physical changes occur rapidly along with the behavioral and attitudes changes. There are four major changes in adolescents, first emotional changes whose intensity depends on the level of physical and psychological changes that occur more quickly during the early teens. Second, changes in the body, interests and roles that are expected by social groups to play a role, create new problems that have more impact and are more difficult to solve the problems faced. Third, since interests and behavioral patterns changes, then values also change. During adolescence, what was considered important during childhood, is no longer important, because they finally understand that quality is more important than quantity. Fourth, most adolescents are ambivalent about every change. They want and demand freedom, but they often fear responsibility for the consequences and doubt their ability to overcome these responsibilities (Nurichsan, 2016).

Tawalujan, Kundre & Rompas (2018) in their research found that among their total respondents, 24 respondents (44.5%) aged between 12-13 years old and 30 respondents (55.6%) aged 14-16 years old. They are adolescents who experienced various changes through a fairly complex process and related to the task of adolescence development. Matriasa Tumon (2014) stated that adolescents at the age of 12-15 years old are in critical periods because it encourages the emergence of negative potential, such as bullying. Bullying causes the victim to be in a helpless, weak and oppressed position.

The results of the study showed that there were more than 50 female respondents (56.2%). This was in line with the previous study (2016) that most of those who become bullying victims were female with 33 female respondents (61.1%) and 21 male respondents (38.9%). Women use emotional focused coping more often than men because they tend to perceive problems faced with emotions such as crying and isolating themselves. Women are more likely to experience verbal bullying because women are more often targeted in this regard. There is a consistency in gender differences in aggressive behavior between men and women. Men more often become the perpetrators of bullying than women. Men behave more aggressively compared to women to express their behavior physically.

Behavior of children began to look clearly different at the beginning of school-age. Men generally show bullying behavior because their benthic physical action is higher than in girls (Hartinjung, 2015). Bullying is a situation where an abuse of power is committed by a person or group of people. Men and women are vulnerable to be bullied verbally such as by nicknames, hitting or socially such as spreading rumors or gossip, extortion and isolation (Sejiwa, 2015). The results showed that most of the students had bullying experience by 58.4%. Bullying is a situation where an abuse of power is committed by a person or group of people. Bullying is categorized into three groups, including physical, verbal and psychological bullying (Sejiwa, 2010).

Based on the results of previous research (Hartinjung, 2015), some of the research respondents (94.1%) were bullying victims where the behavior obtained was usually small things such as being mocked using nicknames and taking physical actions such as pinching, pushing or intercepted. The percentage of bullying behavior done by students was mostly in the form of verbal bullying, followed by physical bullying. Self-concept is an individual's mental image. Positive self-concepts are important for the mental and physical health of individuals. Individuals who have positive self-concepts are able to develop and maintain interpersonal relationships better and are more resistant to psychological and physical illness. Individuals who have a stronger self-concept should be more able to accept or adapt to changes that might occur throughout their lives. Individuals perceive themselves as affecting their interactions with others (Darmawan, 2017).

The results showed that the majority of respondents had a negative self-concept by 60.7%. Someone who has a negative self-concept can be interpreted by negative self-evaluation, self-loathing, low self-esteem, and lack of personal respect. A poor self-concept will result in insecurity, not daring to try new things and challenging things, fear of failure, fear of success, feeling stupid, inferior, feeling worthless, feeling unworthy of success, pessimistic and many more other inferior behaviors. Individuals who have negative self-concepts will have negative views about themselves and others. He also has a tendency to get negative responses from other people and their environment. Individuals with negative self-concepts are always pessimistic in staring and living their future (Prastiwi, 2013).

Based on the results of previous research conducted by Purnaningtyas (2015), it was known that self-concept is one of the factors that influence the tendency of bullying. These results are consistent with research conducted by Mubin (2014) that self-concept influences adolescent aggression behavior. Self-concept is one of the factors that determine whether someone will behave negatively or not, because negative behavior is a manifestation of a disturbance in the effort to achieve self-esteem. Adolescents who have a positive self-concept tend to have a good assessment of themselves so as to minimize the appearance of

aggression behavior. This is in accordance with the opinion of that bullying can occur due to individual characteristics. When an adolescent wants to increase his popularity among their playmate, he will attract their friends' attention and doing the bullying. Astuti (2009) explained that individuals who are vengeful or jealous of their friends, also have the opportunity to do bullying. Individuals who have a negative self-concept lack confidence and are jealous of seeing friends who surpass themselves.

The self-concept of someone affects their formation in interacting socially. Self-concept in early adolescents is formed through several processes, in which sometimes problems occur. Someone who gets into trouble in the middle of the process of forming a self-concept and cannot go through the process properly, he is considered to have a tendency to be bullying victims, because someone who has a tendency to be a bullying victim usually has a negative self-concept. Negative self-concept is owned by adolescents who lack self-confidence, low self-esteem and often withdraw themselves from social interaction around them. Meanwhile, adolescents who obtained problem in the middle of the self-concept formation process but able to solve and get out of these problems, will avoid bullying behavior (Herdyanti, 2016).

CONCLUSION

Based on the results of research and discussion of the relationship of bullying experience on self-concept in adolescents in Junior High School 3 Ceper, it can be concluded that there is an effect of bullying experience on self-concept in adolescents in Junior High School 3 Ceper with a p-value of 0.000.

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