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ANALISED BULLYING TO SELF-ESTEEM FOR JUNIOR HIGH SCHOOL STUDENT

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ABSTRACT

Introduction: *Bullying happens everywhere. Bullying doesn't choose age or gender, the victims are generally weak, shy, silent, and special (disability, closed, clever, beautiful, or have a certain body feature) who can be the subject of ridicule. This situation can make self-esteem descend, too shy, and school phobia. This research aims to identify relations bullying treatment with self-esteem in eighth grade students at Yuniior High School 1 Porong.* **Methods:** *This research design was analytical correlation with cross-sectional. The population used by 45 students, sampling was probabily sampling and simple random sampling technique with a sample of 40 students who've bullied. This research used statistical test of Spearman's rho.* **Result:** *The results on average bullying treatment mild can affect a child's normal self-esteem many as 22,5%, bullying medium can affect low self-esteem many as 25%, and bullying severe can affect low self-esteem many as 22,5%. From Spearman's rho test results that bullying treatment related to self-esteem. Obtained value $\rho=0.008$ ($\rho\leq 0.05$), so there is a relations bullying treatment with self-esteem in eighth grade students at Yuniior High School 1 Porong.* **Conclusions:** *The implication of this research is that treatment of bullying can affect self-esteem. So parents, teachers, or health workers to better supervise the bullying, implement and educate strict sanctions for bully, increasing self-esteem for bullied, and creating an environment that is free from bullying.*

Introduction

Bullying happens everywhere. Bullying does not choose the age or gender, the victims generally are weak child, shy, quiet, and special (handicapped, closed, clever, pretty, or have a certain body characteristics) that can be the subject of ridicule. The definition of bullying according to Ben Rigby (2005) in Astuti (2008: 3) is a desire to hurt. This desire is shown into action, causing a person to suffer. This action was done directly by a person or group that is more powerful, irresponsible, usually

repetitive and done with feelings of pleasure. It can make someone in-bully feel inferior, do not want to socialize, lack of confidence, seemed worried when he went to school (school phobia), and asked to change schools (Sejiwa, 2008: 12). According to the observations found in the Yuniior High School 1 Porong some children never feel bullying, like ridicule, threatened, slandered, beaten, and even ostracized by classmates. Causing the child being bullied in the feel insecure, afraid to go to school, often skipping school, and less able to hang out with friends.

Until now there is no research linking bullying treatment of the impact felt by students.

Although there is no data to load cases of bullying in each country, Detiknews (2010, in Fiftina, 2011) provides an overview of case data in schools, that is the International 23% in junior high schools and 10% in high school and in the UK around 27% occurred in the level of Yuniior High School and 10% in high school. NICHD in the Journal of the AMA in 2001, also mentions that more than 16% of schoolchildren in the US reported experiencing bullying by other pupils. The survey was conducted in 15 686 grade 6 to 10 in a variety of public and private schools in the US. The US Justice Department in 2001 reported that 77% of US students experience bullying is physical, verbal, or mental (Sejiwa, 2008: 10). In 2009 BPS Indonesia recorded of all reported cases of violence, 30% of which is done by the children, and 30% violence committed by children, 48% occurred in the school environment with varied motives and levels. Sejiwa Foundation in 2008 also conduct research on bullying violence in major cities in Indonesia, namely Yogyakarta, Surabaya, and Jakarta recorded the level of violence by fellow students 41.2% for junior high schools and 43.7% for the high school level to the highest category psychological violence in the form of exclusion, and verbal violence (ridicule) and last physical violence (hitting). The amount of violence in Yuniior High School Surabaya reached 59.8% (Wiyani, 2012: 18). Meanwhile, researchers conducted a preliminary study on a class VIII student at Yuniior High School 1 Porong, election VIII class because

the students already know each other, sometimes conflicting so it is possible occur bullying and of a preliminary study on 10 students of class VIII Yuniior High School 1 Porong ever in-bully, who belongs to the category of bullying lightly there are 4 students, bullying were 5 students and bullying weight of one student, then 10 students are researchers measured self-esteem, students who show low self-esteem there are 5 students, self esteem normal 2 students, and high self-esteem there are 3 students.

Factors that cause the occurrence of bullying include: differences in grade (seniority), economics, religion, gender, ethnicity / racism, families who do not get along, the school situation is not harmonious or discriminatory character of the individual / groups such as resentment, envy (Astuti, 2008: 4). Bullying by someone resulting in reduced self-esteem, that a person's attitude towards him from very negative to very positive (Baron & Byrne, 2004: 173). Bullying can be linked to self-esteem. The impact of bullying is also described by Priyatna (2010: 4) include: low self-esteem, anxiety, loneliness, low levels of social competence, depression, social withdrawal, physical complaints on health, running away from home. Therefore, if a child ever be bullied repeatedly, can cause feelings of depression, can experience physical pain and psychological, and declining self-esteem, but when the action of the bully can be stopped as well as the teachers and parents to give their full support to the children in -bully, probably will start to increase her self-esteem so that he can be more confident and be able to live his days with the spirit.

Combating bullying according to Astuti (2008: 43), among others, to do with the action of the formation of organizations or networks with guidance and consulting activities, training, and dissemination of information bullying. In addition, action should be taken the school to address bullying is to reduce or eliminate bullying (whether imposed or carried out by a student, teacher, or parent, look at the education system and school socialization, organize community networks effective schools. In addition to address the problem of bullying at home is by reducing domestic problems, to communicate openly with your spouse and children, if there are problems to discuss and solve the problem together, if children are bullies informed about the consequences, if the child is a victim then by taking children to strengthen themselves and more confident and dare to denounce the matter to the school and if there are injuries, consult a child to the doctor and psychiatrist. Moreover, according to Hidayat (2012: 243), how to improve self-esteem by giving attention, helping individuals to express ideas and feelings, as well as provide an opportunity for positive social activities and develop social skills by encouraging an optimistic attitude and participate in all activities. Meanwhile, the role of nurses in addressing bullying in schools (through UKS) is to maintain good communication with victims of bullying in order to be open and be able to tell the problems of bullying he was feeling, nurses also have to understand the condition and provide the motivation to keep going and not feel inferior themselves by digging capabilities that exist in a person ever

be bullied, such as feelings of inferiority may have been transferred to the positive activities he could do and that pleased him. Because of the impact of bullying is not addressed early can create trauma in the future can even cause mental disorders (especially the self-esteem that are too low) on a person when the problem of bullying that received sustained. Based on the above description of the problem, the researchers want to link bullying and self-esteem. The researchers want to conduct research on "Relationships Bullying with Self-Esteem in Class VIII at Yuniior High School 1 Porong".

Methodology

This study used a study design analytic correlation, because there is no intervention from the researchers, and simply connects between bullying and self-esteem in class VIII Yuniior High School 1 Porong with design chart cross-sectional study in which researchers conducted observations at the time and did not follow up. Researchers can search, describe a relationship, estimating, and testing based on existing theories. Data collection on May 4, 2013, then continued research data collection on June 8, 2013 at Yuniior High School 1 Porong.

The population in this study was a class VIII student at Yuniior High School 1 Porong ever in bully amounted to 45 students. Samples in this study were 40 students of class VIII Yuniior High School 1 Porong who meet the following criteria:

a. Inclusion criteria

- 1. Willing to be investigated*
- 2. Ever in-bully*

b. Exclusion criteria

- 1. Uncooperative*
- 2. Who have physical disabilities*
- 3. Who do not go to school either because permission, sick, or negligent in the day when the research.*

Sampling in this study used probability sampling with simple random sampling technique sampling is done randomly, the way he put all the numbers of respondents were included in the population in the box, after all we take the new collected 40 numbers of respondents from a number of the population to be sampled.

2 this research there were two variables are independent variables and the dependent variable. The independent variable in this research was the treatment of bullying in class VIII Yuniior High School 1 Porong. The dependent variable in this study is the esteem (self esteem) in class VIII Yuniior High School 1 Porong. In this study, data collection was done by using a questionnaire. Questionnaire to determine bullying and self-esteem class VIII student at Yuniior High School 1 Porong. Questionnaire included a disclaimer with the details: 18 statements about the conduct of bullying and 10 statements on self-esteem in class VIII Yuniior High School 1 Porong.

a. Questionnaire bullying

There were 18 statements in accordance Adolescent Peer Relations Instrument. Bullying verbal contained in the statement number 1, 4, 7, 11, 13, and 18, for the physical bullying contained in the statement number 2, 5, 8, 10, 15, and 16, as well as for the social / psychological

bullying contained in statement number 3, 6, 9, 12, 14, and 17.

b. Questionnaire esteem (self esteem)

There were 10 statements in accordance Rosenberg Self-Esteem Scale.

Once the proposal has been approved for the retrieval of data then the researchers took care of a letter of request from the data collection followed by administering licensing institutions to the principal of Yuniior High School 1 Porong. As a first step the study, researchers selected respondents using random techniques and calculate the sample size by using the formula. After getting the desired respondent then the next step was to seek approval from survey respondents to provide a letter of approval of the respondents (Informed Consent). After obtaining the agreement of the respondent be giving questionnaires to class VIII student at Yuniior High School 1 Porong, and asked to complete a questionnaire that was given.

Result and Discussion

1. Characteristicts Respondents by Gender

Table 5.1 Characteristics of respondents by sex class VIII Yuniior High School 1 Porong on June 8, 2013 (n = 40)

<i>Gender</i>	<i>f</i>	<i>%</i>
<i>Male</i>	<i>32</i>	<i>80</i>
<i>Female</i>	<i>8</i>	<i>20</i>
<i>Total</i>	<i>40</i>	<i>100</i>

2. Characteristics Respondents by Age

Table 5.2 Characteristics of respondents by age class VIII student at Yuniior High School 1 Porong on June 8, 2013 (n = 40)

Age (years old)	f	%
12-13	8	20
14	26	65
15-16	6	15
Total	40	100

3. Characteristics Respondents by Age

Table 5.2 Characteristics of respondents by age class VIII student at Yuniior High School 1 Porong on June 8, 2013 (n = 40)

Religion	f	%
Islam	37	92,5
Kristen	2	5
Hindu	1	2,5
Budha	0	0
Total	40	100

4. Characteristics Respondents by Live at

Table 5.4 Characteristics of respondents by staying at home to eighth grade students at Yuniior High School 1 Porong on 08 June 2013 (n = 40)

Live at	f	%
Father and Mother	35	87,5
Father	1	2,5
Mother	2	5
etc	2	5
Total	40	100

5. Characteristics Respondents by Son to

Table 5.5 Characteristics of respondents by birth order in class VIII Yuniior High School 1 Porong on June 8, 2013 (n = 40)

Son to	f	%
1	13	32,5
2	15	37,5
>2	12	30
Total	40	100

6. Characteristics Respondents by Pocket Money Every Day

Table 5.6 Characteristics of respondents based daily allowance class VIII student at Yuniior High School 1 Porong on June 8, 2013 (n = 40)

daily allowance	f	%
>Rp.10.000)	4	10
(Rp.6.000-Rp.10.000)	21	52,5
(Rp.1.000-Rp.5.000)	15	37,5
Total	40	100

7. Characteristics Respondents by Style Parenting Parents

Table 5.7 Characteristics of respondents based parenting style parenting class VIII student at Yuniior High School 1 Porong on June 8, 2013 (n = 40)

Style Parenting Parents	f	%
Otoriter	9	22,5
Democratis	21	52,5
Permisif	10	25
Total	40	100

8. Characteristics Respondents Based on Bullying

Table 5.8 Characteristics of respondents by bullying class VIII student at Junior High School 1 Porong on June 8, 2013 (n = 40)

Bullying	f	%
Soft Bullying	14	35
Median Bullying	17	42,5
Severe Bullying	9	22,5
Total	40	100

9. Characteristics Respondents Based on Self-Esteem

Table 5.9 Characteristics of respondents by self-esteem (self esteem) class VIII student at Junior High School 1 Porong on June 8, 2013 (N = 40)

Self Esteem	f	%
Low Self Esteem	24	60
Normal Self Esteem	13	32,5
High Self Esteem	3	7,5
Total	40	100

10. The Relationship between Bullying with Self-Esteem

Table 5.10 Cross Tabulation Bullying with Self-Esteem

Bullying	Self Esteem						Total	
	Low		Normal		High			
	f	%	f	%	f	%	f	%
Soft	5	12,5	9	22,5	0	0	14	35
Median	10	25	4	10	3	7,5	17	42,5
Severe	9	22,5	0	0	0	0	9	22,5
Total	24	60	13	32,5	3	7,5	40	100

$\rho = 0,008$ ($\rho \leq 0,05$)

1. Bullying at Junior High School

Based on Table 5.8 shows the results of 40 respondents class VIII Junior High School 1 Porong showed that respondents who had received bullying were as many as 17 people (42.5%) with a median age of 14 years (32.5%), with the money pocket every day is pretty average (Rp.6.000-10,000) as much as 27.5%, while respondents who had received mild bullying as many as 14 people (35%) at an average age of 14 years (22.5%), with pocket money every day is pretty average (Rp.6.000-10,000) as much as 17.5% of respondents who had received severe bullying were 9 people (22.5%) at the age of 14 years by 10% and age 15-16 years by 10%, with less daily allowance (1.000-5,000) as much as 15%.

According to investigators, the respondents said they have to get bullying lightly because interpersonal relationships are still quite good, rarely involved in a conflict in school, when you get the bullying they rarely felt intimidated, while respondents who said that they had received treatment bullying was because often in trouble with their peers at school, when a friend stirred them tend to feel intimidated because they feel hurt and think it has hurt him, other than that of respondents who said very often get treatment bullying almost every day because they are often humbled by their peers, to feel as a party very weak, and felt very intimidated because of mistreatment do his friends. While from the schools themselves, the lack of regulations that includes about sanctions given to the perpetrators of bullying, conselor teachers was actually know about the treatment of bullying that has been happening in the Junior High School

I Porong, but they still consider it is something that is common and is not need to worry, even though the impact of bullying victims are very diverse including decreased self-esteem, school performance declined, and sometimes they are scared to go to school, they worry about bullies will do the same as yesterday. The impact of bullying by Sejiwa (2008: 12), namely: shut up (school phobia), crying, asking changing schools, learning concentration decreases, academic achievement decline, do not want to play / socialize, like carrying certain goods (as requested "bully"), children become fearful, angry / irritable, restless, crying, lying, bullying behavior towards others, contusions / bruises, do not get excited, be quiet, easy-sensitive, be humble, be alone, be rough and revenge, wet, cold sweats, insecure, anxious, weepy (for the young), nightmares and irritability.

Judging from the general data by age, respondents who have received treatment mild bullying with an average age of 14 years were 9 people (22.5%), respondents who have received treatment bullying were an average age of 14 years as many as 13 people (32.5%) and the respondents that are subjected to severe bullying with an average age of 14 years and the age of 15-16 years as many as four people (10%). The most dominant age of respondents receive treatment bullying are 14 years of age due to the students of class VIII usually average age of 14 years and often gets better bullying from peers as well as class brothers, for it according to Frieden, et al. (2011: 44) age is best to measure the level of bullying is when a child is in school at least one year. Students who are 14 years old

more often bullying of friends / senior who has a greater age than students aged 15-16 years were only a few ever get treatment bullying, this is because they tend to feel as seniors who make frequent bullying and rare among those who had received treatment bullying. Therefore, age is also one cause of treatment bullying which has the power imbalance where the actors who come from the student / student feel more senior undertake certain actions to the victim, the student / student more junior and they feel helpless because they can not resistance (Wiyani, 2012: 16). Therefore, the practice of bullying is hard to stop, because most people think it is fair without them knowing the impact that could occur when the practice of continuous bullying occurs. Nalini (2012: 11) argues that most victims of bullying become worse associated with self-esteem, scared, anxious, depressed, until heavier.

While the treatment is bullying when viewed in economic terms is of 40 respondents surveyed, respondents who have received treatment mild bullying consisted of 7 people (17.5%) with pocket money every day is pretty average (Rp.6.000-10,000), respondents who have received treatment bullying was composed of 11 people (27.5%) with pocket money every day is pretty average (Rp.6.000-10,000), and respondents who have received treatment of severe bullying consisted of six people (15%) with pocket money every day on average less (1.000-5,000). From the results of research conducted by researchers, students have pocket money every day on average / considerably and lower more are subjected to bullying, researchers assume that they often got a mockery of their allowance, in

addition to the students who get pocket money less inclined experience frustration due to the purchase of goods or foods also tend to be limited even afford to buy food whose prices above their allowance so that when there are friends who mocked about pocket money, they tend to feel intimidated. According to Baron & Byrne (2004: 220) that economic conditions may leave frustrated. In addition, students who are subjected to bullying in schools, as well as the possibility of getting treatment bullying in his own house, because in view of the terms of parents who have low income, can bring limited capabilities and limited facilities in educating children, make parents stress and will easily vent their emotions when getting into trouble in educating children. The stress of making parents commit acts of violence against children in the home (Wiyani, 2012: 95).

For the support of various stakeholders in order to prevent bullying is necessary, so that the treatment bullying does not happen everywhere, strict sanctions and educate is also very necessary to apply for the perpetrator of bullying in order not to repeat his actions.

2. Self Esteem at Yunion High School
In Table 5.9 shows respondents who have low self esteem as many as 24 people (60%), respondents with normal self-esteem as much as 13 people (32.5%), and respondents who have high self-esteem as much as 3 people (7.5%) ,

When viewed from the style of parenting parents, from 40 respondents surveyed, respondents who have low self esteem on average have a permissive style of parenting parents were 9 people (22.5%),

respondents with self-esteem average normal style democratic parenting parents as many as 10 people (25%), and respondents who have high self-esteem have an average of parenting style patterns largely democratic as many as 3 people (7.5%). The biggest factor affecting the self-esteem of a child is a parent parenting styles (Fathi, 2008: 53). From these data the students who have low self-esteem have an average style permissive parenting because of the style of parenting that implement free system, so that children feel no / less attention his parents, when there are problems in children, parents tend to be quiet and rarely communicates with his son, for him to applying the free system, the child will be unhappy because life no curb, but the child also needs attention and affection from parents. According Widyarini (2009: 11), parents who have parenting permissive try to behave accept and be positive impulses (impulse emotions), desires and behavior of their children, use little punishment, consult on children, few gave the household responsibilities and let the children set up its own activities and does not control, trying to reach the target particular by giving reasons, but without showing the power. Meanwhile, according to Surbakti (2009: 47) parents give full freedom to the child and permissiveness. Furthermore, children who have self-esteem of normal and high-dominant style parenting democratic because in the style of parenting demokratif implement free system but continue to monitor the child's development, style foster democratic style of parenting that promotes open communication, implement a free system that continually analyzes and can be justified, the child is given an

understanding of the importance of sharing, cooperation, and with regard to the obligations and rights. According to Surbakti (2009: 51), parenting style demokratis teaches that the rights and obligations of every individual must be respected. Uphold openness, recognition of the child's opinion, and cooperation. Children are given freedom, but freedom can be justified. Child entrusted to an independent but still monitored. Children will appreciate the others, is critical, and foster a sense of brotherhood and friendship. Teens often have problems regarding self-esteem, they tend to be more concerned with his pride than his desire, but when he was having problems, for example with peers and touched on her self-esteem, the teenager will be easy to find that the price of her being abused and humiliated by their peers, the so often teenagers may experience changes in self-esteem is so fast, for example, someone who constantly bully her friends will be able to lower the price itself, it is usually cheerful, not fear, and confidence could turn into a silent, timid, low self-esteem, it will affect the psychological condition more severe if not handled, in Junior High School N 1 Porong often there are students who feel pride down due to frequent he treated bullying, but of the BK has been no attempt to improve the self-esteem of these students so that they will worsen and felt nothing helped to boost his self-esteem back, it is likely they will bring to a higher level after graduating from junior high school, that condition would be very dangerous if left alone, the psychological condition will easily fragile and will live life with fear, and lack of confidence in his ability.

According to Stoppard (2010: 111), the key to the smooth journey of a child through adolescence is related to self-esteem. Without this, they can experience eating disorders, promiscuity involved, even hurt yourself. Many people do not just have a single idea about the price itself, but various views depending on where he is. A teenager can feel the current high esteem with his friends, who said he was cool. Price himself to be lower when with parents who thought he was lazy and irresponsible, and most low self-esteem when you are among strangers, because, according to the teenager, the stranger would see it as a fool.

3 Relationship between Bullying with Self-Esteem in Class VIII at Junior High School 1 Porong

The linkage between the treatment bullying and self-esteem (self esteem), as shown in the table correspond 5:10 Spearman's rho test results obtained value $\rho = 0.008 \leq \alpha = 0.05$, meaning that there is a statistically significant relationship bullying with self-esteem (self esteem) on class VIII student at Junior High School 1 Porong.

From these data indicate that the respondent amounted to 40 (100%), the mild bullying can affect children have low self-esteem as much as 5 people (12.5%), normal self-esteem as much as 9 people (22.5%), and self-esteem higher by 0 votes (0%). Treatment of moderate bullying can affect children have low self esteem as many as 10 people (25%), normal self-esteem as much as 4 people (10%), and high self-esteem as much as 3 people (7.5%). While the treatment of severe bullying can affect children have low self-esteem as much as 9 people (22.5%), normal

self-esteem and high self-esteem as much as 0 respondents (0%).

Children who receive bullying continuously will affect her self-esteem, even when bullying is already making his pride was humbled, because bullying is done continuously to make someone intimidated, bullied find it difficult to overcome the problem and rarely talked about by people -people who love and support them, they tend to be quiet and save their own problems and therefore can cause a person to have low self-esteem, according to Sunaryo (2004: 34), low self esteem when children feel the loss of affection or love of others, losing the respect of others, and poor interpersonal relationships. Treatment due to perceived bullying by someone resulting in reduced self-esteem (self esteem) (Baron & Byrne, 2004: 173). Bullying so that treatment can be linked to self-esteem. The impact of bullying is also described by Priyatna (2010: 4) include: low self-esteem, anxiety, loneliness, low levels of social competence, depression, social withdrawal, physical complaints on health, running away from home.

According Sejiwa (2008: 13), the treatment of bullying often occurs in the school environment, in places that are free from the supervision of teachers and parents. Teachers are aware of the potential for bullying to be more frequently inspect places such as classrooms, school hallways, cafeteria, yards, courts, restrooms at the moment that is not predicted by the students will be checking (should conduct regular monitoring but at erratic hours). Treatment of bullying also occurs in the wider region, such as the way to school and vice versa. Parents should be more active attention to their children to ensure

they are free from the threat of bullying.

Conclusion

1. Bullying class VIII student at Yuniior High School 1 Porong average respondent been bullying being.

2. Self Esteem class VIII student at Yuniior High School 1 Porong average respondent had low self-esteem.

3. No relationship between bullying with self-esteem in class VIII Yuniior High School 1 Porong

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