The Relationship Between Bullying Behaviour and Self-Confidence in High School Adolescents

Florinda Marta Padakokal[1], Luh Putu Ruliati[2], Yeni Damayanti[3], Mariana Dinah Ch. Lerik[4]

[1-4]Faculty of Public Health, University of Nusa Cendana
E-mail: [1]florindamartapadakokal@gmail.com

Abstract. The problem of bullying in educational institutions is a significant concern. In schools, peers can bully unaccepted individuals, which can diminish their self-confidence. This research examines the relationship between bullying and self-confidence among Wolwal State High School, Alor Regency adolescents. It is a quantitative correlational study using the Product Moment correlation test. The sample comprises 100 teenagers aged 13-19 from Wolwal village, selected through purposive sampling. Instruments include Radhiah's (2020) bullying behaviour scale, based on Coloroso's (2007) theory, and Cahyono's (2019) self-confidence scale, based on Lauster's (2012) theory. Data analysis reveals that physical, verbal, and relational bullying negatively correlates with self-confidence, indicating that increased bullying leads to lower self-confidence in high school students.
*Keywords***:** *bullying behaviour and self-confidence*

Abstrak: Masalah perundungan di institusi pendidikan menjadi perhatian berbagai kalangan. Di sekolah, seseorang yang tidak diterima dapat mengalami perundungan, yang mengurangi rasa percaya dirinya. Penelitian ini bertujuan mengetahui hubungan perundungan dengan kepercayaan diri remaja di SMA Negeri Wolwal, Kabupaten Alor. Penelitian ini bersifat kuantitatif korelasional menggunakan uji korelasi Product Moment. Sampel terdiri dari 100 remaja usia 13-19 tahun di desa Wolwal, dipilih dengan teknik purposive sampling. Instrumen yang digunakan adalah skala perilaku perundungan oleh Radhiah (2020) berdasarkan teori Coloroso (2007) dan skala kepercayaan diri oleh Cahyono (2019) berdasarkan teori Lauster (2012). Hasil analisis data menunjukkan perundungan fisik, verbal, dan relasional berhubungan negatif dengan kepercayaan diri, artinya semakin tinggi perundungan, semakin rendah kepercayaan diri remaja SMA, dan sebaliknya.
Kata kunci : *Perundungan, Remaja, dan Kepercayaan diri*

Introduction

The world of education is in the spotlight, where there is a lot of bullying in the school environment carried out by teachers against students or students against other students. Cases like this not only bring a bad image to education, where education is a place where humanization takes place, but in reality, it does not meet expectations and even raises concerns and the need to question the essence of education in schools. Bullying behaviour uses violence, threats, or coercive behaviour to abuse authority and oppress others without respecting human rights. Bullying behaviour has become a habit that involves an imbalance of power in the social and physical aspects between humans, so this violent behaviour gets special attention from the government, educators, and even every parent (Roheti, 2021).

Data from KPAI (Indonesian Child Protection Commission) in 2019 showed there were cases of bullying that occurred in NTT, namely high-achieving students who committed suicide because of bullying behaviour from school friends. It is suspected that bullying behaviour is often carried out by friends at school verbally, such as insulting and calling the victim a child killer, causing pain and discomfort for the victim, physically and emotionally. The victim's dignity is humiliated and humiliated, which makes the victim feel uncomfortable and has an impact on psychological disorders and ends his life tragically by committing suicide. From the data above, it can be concluded that bullying behaviour still occurs in Indonesia, especially in NTT itself, so there needs to be handling or efforts that can be made to prevent bullying behaviour (KPAI, 2019).

According to Coloroso (2007), bullying behaviour is an aggressive act that causes damage or disturbance and repeatedly occurs in a relationship that is unequal in power for the perpetrator. The victim until the victim is unable to defend himself. Bullying behaviour is actions and words that will cause pain, fear or feelings of depression in a person's soul because this is also done deliberately, so it

becomes a severe problem, and most things like this are often found among teenagers.

Santrock (2013)states that when teenagers enter the age range of 13-22, teenagers will tend to show physical and psychological changes. These changes can make teenagers more vulnerable to pressure and stress, making it easier to become victims or perpetrators of bullying. A complex social environment often makes teenagers experience a transition from the family social environment to the school environment. This can make them face pressure from various sources, including peers, teachers, and the school environment. Then, the identity phase, when teenagers enter the age range of 13-22 years, is also a period where teenagers are looking for their identity.

One way or another, a person's level of self-confidence can be influenced by how the surrounding environment accepts a person(Ghufron & Risnawati 2017). In a school environment, if someone is not accepted, they can receive bullying from friends or people around them. A person's self-confidence can decrease if that person experiences bullying from friends or their environment(Permana, Rahman, & Emasaroh 2021).

Therefore, this research needs to be carried out to determine the relationship between bullying behaviour and adolescent self-confidence at Wolwal State High School, Alor Regency, by looking at the prevalence of bullying behaviour carried out by adolescents and their impact.

Method

This research was conducted in Alor district, Wolwal village, in June 2023, with the type of research used being quantitative correlational using the Product Moment correlation test. The population in this study was taken based on characteristics, while the sample used in random sampling technique was 100 teenagers aged 13-22 years who live in Alor Regency, Wolwal village. The instrument used is a psychological scale, namely the bullying behaviour scale by

Radhiah (2020), which was prepared based on Coloroso's (2007) theory, which refers to 3 aspects: physical, verbal, and relational bullying. The self-confidence scale by Cahyono (2019), which was prepared based on the theory of Ghufron & Risnawati (2017), refers to 5 aspects: belief in one's abilities, optimism, objective, responsibility and rationality. The data analysis technique used is the correlation test product moments to determine the relationship between the two variables in the research.

Results

Bullying Behaviour

The bullying behaviour scale consists of 27 items. The description of bullying behaviour data consists of 4 answer choices, namely often, (SR) sometimes, (KD) rarely, (JR) never (TP) and each is given a score of 1-4.
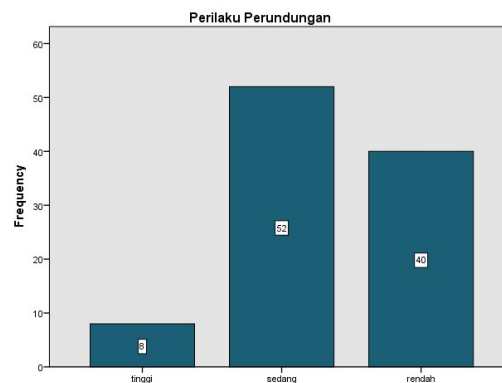

Figure 1
Categorization of Bullying Behaviour

Based on the diagram above, it is known that the level of bullying behaviour among teenagers at Wolwal State High School is in the high category of 8 people (8%). The medium category is 52 people (52%), and the low category is 40 people (40%). Based on the table above, it can be concluded that the level of bullying behaviour at Wolwal State High School is mainly in the medium category.

Furthermore, the researcher also categorizes the variables of bullying behaviour. Results of descriptive analysis of bullying behaviour based on aspects can be seen in the following table:

Table 1
Categorization of Scores Based on Aspects of Bullying Behaviour

Aspect	Categorization	Norm	Score Range	Amount	Percentage
Physical Bullying	Low	X < Mean – 1 SD	X < 18	23	23%
	Currently	*Mean*– 1 SD < X < Mean + 1 SD	18 < X < 27	60	60%
	Tall	X > Mean + 1 SD	X<27	17	17%
		Total		100	100%
Verbal Bullying	Low	X < Mean – 1 SD	X < 24	49	49%
	Currently	*Mean*– 1 SD < X < Mean + 1 SD	241 < X < 36	36	36%
	Tall	X > Mean + 1 SD	X<36	15	15%
		Total		100	100%
Relational Bullying	Low	X < Mean – 1 SD	X < 12	36	36%
	Currently	*Mean*– 1 SD < X < Mean + 1 SD	18< X < 12	46	46%
	Tall	X > Mean + 1 SD	X<18	18	18%
		Total		100	100%

Based on the table above, it can be seen that the measurements of the results show that the percentage level of respondents for each aspect of the bullying behaviour variable is mainly in the medium category and for the physical bullying aspect, it is in the medium categorization level with a percentage of 60 participants (60%).

Confidence Self

The self-confidence scale consists of 14 items. The description of self-confidence data consists of 4 answer choices, namely often, (SS) strongly agree, (S) agree, (TS) disagree, (STS) strongly disagree, and each is given a score of 1-4.
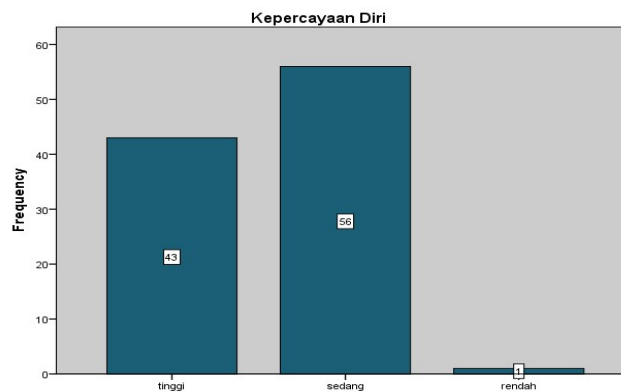

Figure 2
Categorization of Self-Confidence

Based on the diagram above, it is known that the level of self-confidence among teenagers at Wolwal State High School is 43 people (43%), the medium category is 56 people (56%), and the low category is one person (1%). Based on the table above, it can be concluded that the level of self-confidence at Wolwal State High School is mostly in the medium category

Test Assumptions

Normality test

Table 2
One-Sample Kolmogorov-Smirnov Test Results

Based on Table 2, it is known that bullying behaviour has a significance value of 0.101. This value is more significant than 0.101 > 0.05 (p > 0.05), meaning the bullying behaviour variable is normally distributed. The self-confidence variable has a significant value of 0.074. This value is also greater than 0.074 > 0.05 (p > 0.05), meaning the self-confidence variable is normally distributed.

Linearity Test

Table 3
ANOVA Linearity Test Results Table

Variable	N	Linearity	A	Deviation From Linearity
Bullying Behaviour Confidence	100	0.000	0.05	0.338

Table 3 shows that the linearity test results are the significance value of deviation from linearity of 0.338 > 0.05 (p> 0.05), which means there is a linear relationship between bullying behaviour and self-confidence in Wolwal State High School teenagers.

Hypothesis testing

Product Moment correlation analysis is an analysis that requires variables with a normal or linear distribution. Testing the significance of the relationship between the two variables is carried out by comparing the probability value (p) with the significance level (α), provided that $p < 0.05$ means there is a significant correlation. In contrast, if $p > 0.05$, there is no significant correlation. The following

Variable	Asymp.Sig.(2 tailed)	AInformation
Bullying Behaviour	0.101	0.05 Normal
Confidence	0.074	0.05 Normal

are the results of the hypothesis test, which can be seen in the table below:

Table 4
Hypothesis test results in correlations between physical bullying and self-confidence

Variable	Correlations	
Physical Bullying	*Person Correlation*	- 295**
Confidence	Sig. (2-tailed)	,003
	N	100
**. Correlation is significant at the 0.01 level (2-tailed).		

Based on the Correlation Coefficient analysis using IBM SPSS version 20 presented in the table above, the correlation coefficient between the maturity of bullying behaviour and self-confidence in Kupang City teenagers is (r) = -295** with a significance value (p) = 0.003. The significance value $p = 0.000 < \alpha = 0.05$ shows a significant correlation between physical bullying and self-confidence.

Table 5
Hypothesis testing correlations of verbal bullying and self-confidence

Variable	Correlations	
Verbal Bullying	*Person Correlation*	-325**
Confidence	Sig. (2-tailed)	,001
	N	100
**. Correlation is significant at the 0.01 level (2-tailed).		

Table 5 shows that the correlation coefficient between aspects of verbal bullying and self-confidence is -0.325**. Based on the criteria above, it can be seen that the correlation of these two variables is significant because the significance figure is 0.001 <0.05 (p < 0.05). The correlation is unidirectional, which means a relationship exists between physical bullying and self-confidence among teenagers at Wolwal State High School, Alor Regency.

Table 6
Hypothesis testing correlations of relational bullying and self-confidence

Variable	Correlations	
Relational Bullying	*Person Correlation*	-283**
Confidence	Sig. (2-tailed)	,004
	N	100
**. Correlation is significant at the 0.01 level (2-tailed).		

Table 6 shows that the correlation coefficient between aspects of relational bullying and self-confidence is -0.283**. Based on the criteria above, it can be seen that the correlation of these two variables is significant because the significance figure is 0.004 <0.05 (p < 0.05). The correlation is unidirectional, which means a relationship exists between physical bullying and self-confidence among teenagers at Wolwal State High School, Alor Regency.

Discussion

Based on the results of a hypothesis test using the Product Moment correlation test showed that there is a negative and significant relationship between physical bullying, verbal bullying, and relational bullying on self-confidence in teenagers at Wolwal State High School, Alor Regency.

The relationship between physical bullying and adolescent self-confidence

The research results above were analyzed using Pearson Correlation, which shows that the correlation coefficient obtained is -0.295 and a significant value of 0.003 (p < 0.05), which means there is a significant relationship between physical bullying and self-confidence or physical bullying is negatively correlated with self-confidence. This shows that the higher the physical bullying, the lower the self-confidence and vice versa; the lower the physical bullying, the higher your self-confidence.

Physical bullying can cause teenagers to experience psychological disorders. This is in line with research conducted byHertinjung and Karyani(2015), which explains that physical bullying harms both the perpetrator and the victim. The impacts that victims usually experience in teenagers include low self-esteem behaviour that causes anxiety and fear and lowers a person's self-confidence. When someone experiences physical bullying, they often feel threatened and helpless. These detrimental physical actions can cause doubt about one's abilities and affect a positive view of oneself (Arif and Novrianda, 2019).

It can be seen from the respondents' answers to the questionnaire that the section above shows that the percentage results above show that the highest level of physical bullying among teenagers at Wolwal State High School, Alor Regency, is in a low category with a value of 23% (23 people), while in the medium category, it is 60. % (60 people), and in the high category it was 17% (17 people). This shows that the majority of teenagers at Wolwal State High School in the Alor district have a slightly high level of physical bullying.

In line with the research results, which show the facts that occur in the field, namely in Alor Regency, especially at Wolwal State High School, physical bullying often occurs, which is carried out using someone's physical strength to weaken or make the victim afraid. The form of bullying behaviour that often occurs is physical bullying, which is characterized by acts of violence against a person's physical body, such as grabbing, kicking, pushing, and pinching. This is based on the respondents' answers from the questionnaire related to physical bullying acts encountered by Wolwal State High School students.

The relationship between verbal bullying and adolescent self-confidence

The research results above were analyzed using Pearson Correlation, which shows that the correlation coefficient obtained is -0.325 and a significant value of 0.001 ($p < 0.05$), which means there is a significant relationship between verbal bullying and self-confidence or physical bullying is negatively correlated with self-confidence. This shows that the higher the verbal bullying, the lower the self-confidence; vice versa, the lower the verbal bullying, the higher your self-confidence.

Worse, verbal bullying has a more significant impact on a person when compared to physical bullying because it is hidden and attacks the victim's mental and psychological state, making it difficult to heal. Verbal bullying, which involves using words or actions that demean or insult someone, can have a significant negative impact on the self-confidence of the individual who is the victim of the

bullying. When someone experiences repeated verbal bullying, the negative messages sent to them can damage their self-image and weaken their self-confidence. They may start to doubt their abilities and worth, feel low self-esteem, and feel worthless (Ani, 2019).

In line with the results of research conducted by Quarterly(2021) where the results of this research show that the person-product-moment correlation value obtained from the calculated r is - 0315 > r table 0.220, which is negatively correlated, which means there is a significant negative relationship between verbal bullying and confidence. So, the higher the verbal bullying, the lower the student's self-confidence; vice versa, the lower the verbal bullying, the higher the student's confidence.

Verbal bullying can also affect a person's communication skills. They may become afraid to speak publicly, express opinions, or participate in discussions. Fear of criticism or rejection can affect a person's ability to communicate confidently. It is important to note that self-confidence is complex and influenced by many factors. Verbal bullying is only one factor that can affect a person's self-confidence. Other factors such as life experience, social support, and environment are essential in forming self-confidence (Ulfah & Winata, 2019).

The relationship between Relational Bullying and adolescent self-confidence
The research results above were analyzed using Pearson Correlation, which shows the correlation coefficient figure obtained at -0.283** and a significant value of 0.004 (p < 0.05), which means there is a significant relationship between relational bullying and self-confidence or relational bullying is negatively correlated with self-confidence. This shows that the higher the relational bullying, the lower the self-confidence; vice versa, the lower the relational bullying, the higher your self-confidence.

Aspects of relational bullying are forms of bullying in which the perpetrator seeks to cause harm. Relational bullying often occurs in early adolescence because,

at that time, physical, mental, emotional and sexual changes occur in individuals. This time is a process when individual teenagers try to find out their identity by adapting to their peers (Janah and Setiawati 2020)

This is in line with research conducted by Oktavia (2019), which shows relational bullying can significantly impact teenagers' self-confidence. Adolescents are generally developing their self-image and experiencing significant physical, emotional, and social changes. The negative messages conveyed through relational bullying can damage their self-image and make them doubt their self-worth. This can lead to low self-confidence, feelings of inferiority, a sense of worthlessness, and even depression or anxiety.

Adolescents who frequently experience relational bullying may also develop negative thought patterns about themselves. They may feel unworthy of friendship, affection, or support from others. This can affect their overall social relationships and make them reluctant to interact with others. Adolescents' self-confidence can also be affected by communication and social interaction. (Waliyanti, 2018).

As illustrated by the respondents' answers to the questionnaire section, it can be seen that the percentage results above show that the highest level of relational bullying among teenagers at Wolwal State High School, Alor Regency, is in a low category with a value of 36% (36 people), while in the medium category, it is 46. % (46 people), and in the high category it was 18% (18 people). This shows that the majority of teenagers at Wolwal State High School in the Alor district have a slightly high level of relational bullying.

In line with the research results, which show that the facts that occur in the field, namely in Alor Regency, especially at Wolwal State High School, is that relational bullying often occurs, which is carried out using a person's physical strength to weaken or make the victim afraid. The form of bullying behaviour that often occurs is relational bullying, which is characterized by acts of violence that hurt someone, such as neglect, exclusion and avoidance. This is based on the

respondents' answers from the questionnaire related to relational bullying acts encountered among Wolwal State High School students.

Educational institutions should play a role in following up on bullying behaviour in the school environment by supervising the teaching and learning process in and outside the classroom and then making policies for students who carry out bullying as appropriate. Educational institutions, especially at the high school level, should also provide a forum or place to report actions and bullying behaviour in the school environment and provide counselling services to victims of bullying behaviour. Iswan & Royanto (2019) stated that teachers in the field of Academics play an important role in managing educational institutions that can reduce bullying behaviour.

Conclusion

Based on the results of the research conducted, there is a negative relationship between physical bullying and self-confidence of -0.295, with a significant value of 0.003 (sig<0.05). This shows that the higher the physical bullying, the lower the self-confidence; vice versa, the lower the physical bullying, the higher the self-confidence. There is a relationship between physical bullying and adolescent self-confidence at Wolwal State High School, Alor Regency.

There is a negative relationship between verbal bullying and self-confidence of -0.325** with a significance value of 0.001 (sig<0.05). This shows that the higher the verbal bullying, the lower the self-confidence; vice versa, the lower the physical bullying, the higher the self-confidence. There is a relationship between verbal bullying and adolescent self-confidence at Wolwal State High School, Alor Regency.

There is a negative relationship between relational bullying and self-confidence of -0.283** with a significance value of 0.004 (sig<0.05). This shows that the higher the relational bullying, the lower the self-confidence; vice versa, the lower the physical bullying, the higher the self-confidence. There is a relationship

between relational bullying and adolescent self-confidence at Wolwal State High School, Alor Regency.

Suggestion

Based on the research results, discussions and conclusions outlined, it is hoped that this research will provide information for students about the impact of bullying behaviour and motivate respondents to avoid it. It is hoped that students can further increase their self-confidence, establish good relationships with peers and other friends of various ages, and build more relationships and friendships so that they are less likely to become victims of bullying behaviour.

For Schools, Educational institutions, especially at the high school level, can provide education or outreach regarding bullying behaviour so that students can understand the impacts of bullying behaviour so that it cannot harm the victim or perpetrator. They are creating a safe, comfortable and friendly school environment to minimize the occurrence of violent or bullying behaviour among students at school.

For future researchers, the results of this research can be used as a source or reference by adding the latest theories. It is hoped that it can expand research by adding variables, samples, and research objects. Apart from that, it is hoped that this research will be further studied and reviewed again if it is to be used as a reference for other researchers conducting research with the same themes and variables.

References

Ani, Sri Dewi, & Tati Nurhayati. 2019. "The Effect of Verbal Bullying in the School Environment on the Development of Student Behaviour." Edueksos: Journal of Social & Economic Education, 8.(2).

Arif, Y., & Novrianda, D. (2016). Physical bullying behaviour and location of the incident in elementary school students. Medika Scientific Health Journal. 10(1), 135-143

Coloroso, B. (2007). Stop Bullying Breaks the Chain of Child Violence From Pre-School to High School. Jakarta: PT Serambi Ilmu Semesta.

Ghufron, M., N. & Risnawati, R., S. (2017). Psychological Theories.Jakarta: Ar-ruzz Media.

Hertinjung, WS, & Karyani, U. (2015). Profile of perpetrators and victims of bullying in elementary schools (University Research Coloqium). (Published Dissertation) Faculty of Psychology, Muhammadiyah University, Surakarta.

Iswan, AH, & Royanto, LRM (2019). Bullying Behaviour Intervention in Elementary School Students as Actors. Journal of Theoretical and Applied Psychology, *9, 122–134.*

Jannah, T., A. Setiawati, D., (2019). Relational Bullying in Students at School.

KPAI. (2019). Kupang Student Suicide Case Allegedly Victim of Bullying. https://minanews.net/kpai-kas-kill-diri-siswa-kupang-diduga-korban-perundungan accessed on March 10, 2023.

Oktavia, A.T. (2019). The Relationship between Peer Conformity and Bullying Behaviour in Grade 6 Students at SD Negeri 170 Pekanbaru. (Dissertation published) Riau Islamic University

Permana, AA, Rahman, FS, & Ermasaroh, NA (2021). The Relationship between Bullying and a Person's Level of Self-Confidence. Journal of Practice Learning and Educational Development, 1(1), 7–10.

Radhiah, CS, (2020). The Relationship Between Bullying and Social Anxiety in Middle School Students Victims of Bullying in Sabang City.(Dissertation published). Faculty of Psychology, Ar-Raniry State Islamic University, Banda Aceh, Aceh.

Roheti, MM (2021). Prevention of Bullying in Students. Journal of Community Service, 1(2).

Santrock, J. W. (2013). Adolescence: Adolescent Development. Jakarta : Erlangga

Quarterly, (2021). The Relationship Between Verbal Bullying and the Self-Confidence of Bullying Victims in Class Xi Students at SMA Negeri 1 Bandar Surabaya Central Lampung 2019/2020 Academic Year. (Dissertation published) Faculty of Teacher Training and Education, University of Lampung, Bandar Lampung

Ulfah, Meidheana Marlia and Widia Winata. 2021. The Effect of Verbal Abuse on Students' Self-Confidence. Instructional Journal, 2.(2).

Waliyanti, E., Kamilah, F., & Fitriansyah, RR (2018). The Phenomenon of Bullying Behaviour among Adolescents in Yogyakarta. Indonesian Nursing Scientific Journal (JIKI), 2(1), 50–6.