

THE IMPACT OF SELF-ESTEEM ON ADOLESCENT GIRLS VICTIMS OF BULLYING IN ISLAMIC BOARDING SCHOOLS

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ABSTRACT

Self-esteem is a self-assessment carried out by oneself. The assessment reflects an attitude of acceptance and rejection and shows how far an individual believes he or she is capable, important, successful and valuable. The purpose of this study is to describe the picture of self-esteem in late adolescent girls who are victims of bullying. The research method uses a qualitative approach with descriptive analysis methods with in-depth interview techniques and non-participant observation. The results of the study found that bullying negatively impacts adolescent self-esteem.

Keywords: bullying, teens, self esteem

INTRODUCTION

Juvenile comes from the Latin word *adolenscence* which means to grow or grow into an adult. The term *adolenscence* has an even broader meaning that includes mental, emotional, social, and physical maturity (Hurlock, 1992). Adolescence is one of the important periods in the span of human life. Adolescence is in a period of developmental transition from childhood to adulthood involving cognitive, biological, and socio-emotional changes (Santrock, 2002). Psychological changes that occur in adolescents include intellectual, emotional life, and social life while physical changes include sexual organs, namely reproductive organs have reached maturity and begin to function properly (Sugiyono, 2013). As stated by Calon (J.-S. Lee et al., 1994) that clearly shows the nature of transition or transition because adolescents have not obtained adult status and no longer have child status. Steinberg (2002) divides adolescence into three categories, namely early adolescence (11-14 years), middle adolescence (15-18 years) and late adolescence (18-21 years). The subjects in this study were 16-year-old high school students who were included in the middle adolescent category.

At this time adolescents seek emotional freedom, values that suit themselves and explore themselves in search of self-identity. The impact of adolescents who fail to realize their identity is that they will develop problematic behaviors that are considered deviant, close themselves from the social environment and commit criminality (Yusuf & Francisco, 2009). One of the behavioral deviations in adolescents that has recently received attention from the wider community is bullying. Bullying is an act of intimidation carried out by individuals / groups of people who are physically and mentally strong to weak people, including physical, verbal and relational violence (Coloroso, 2007).

In 2022, there was a suicide of a teenager in the eastern lampung region of west Sumatra province. This suicide was carried out by burning his body using pertalite fuel. Way Bungur Police

Chief Superintendent One (Iptu) Riki Setiawan confirmed that the victim was allegedly depressed due to frequent bullying by her peers. Bullying carried out by peers is in the form of verbal bullying, which often refers to the victim as a poor child. In this incident, the victim died due to burns severe enough that his life could not be helped (Rahmawati et al., 2022).

A bullying case occurred in Bogor City in October 2023, the victim was a junior high school student who was desperate to jump from the 3rd floor of the school. This is due to pressure, often experiencing bullying in the school environment to make his psychic shaken. In this case, special attention and handling from the Regional Indonesian Child Protection Commission (KPAID) Bogor City. The victim survived but suffered injuries and leg injuries (Metropolitan.id, 2023).

In early 2024, there was an act of bullying a high school student in Salatiga who wanted to end his life by committing suicide. This act of bullying is often experienced while at school. The victim often experienced a catastrophe, the motorcycle brake was removed so that after school he had to guide his motorcycle. This resulted in the victim experiencing trauma and did not dare to enter the school until asking to be transferred outside Salatiga. In solving this case, the police were accompanied by the Indonesian Child Protection Agency (LPAI) Central Java to provide assistance from psychologists to the victim. So that the psychological problems of victims immediately get special treatment.

From the above cases, bullying in adolescents is so alarming, where bullying can cause stress to depression and lead to suicide if not treated immediately. In Indonesia, bullying cases in schools are rampant, based on data from the Indonesian Child Protection Commission (KPAI) there are 2,355 cases of violations against children in the educational environment that occur in 2023, this figure is the number of reported cases, so the number of unreported can be more.

There are several factors that trigger the emergence of bullying cases including family, friendship, school environment and media (Akbar & Silvianetri, 2023). Family factors have an important role so that they can be the cause of bullying behavior, for example due to family relationships that are less harmonious, parents divorce, imperfect socialization processes in the family, and bad parenting. This can have an impact on the child's psychology.

In a friendship environment, the factor of family problems can be a trigger for bullying behavior among children and adolescents (Bulu et al., 2019).

Victims of bullying are often reluctant to report bullying incidents because they are afraid that they will be labeled, they think it will worsen the situation, or they they they consider that teachers as well as BK teachers cannot or stop bullying at school (J.-H. Lee et al., 2015) in (Wibowo et al., 2021). Bullying if it continues to occur can have an impact on psychological disorders which include low-psychology well-being where victims of bullying feel depressed, uncomfortable, afraid, moody, inferior, and feel worthless, then move away from their friends, become quiet, have difficulty sleeping well, and become users of illegal drugs (Zakiyah, 2019).

Bullying does not only occur in elementary schools (SD), junior high schools (SMP), and high schools (SMA), but also occurs in Islamic boarding school environments. According to Nurlelah (2019), students in Islamic boarding schools come from various regions, nature, characteristics and customs as well as different cultures.

Bullying behavior has a negative impact to affect the learning, socializing and psychological processes. Victims of bullying often experience feelings of fear, quietness, anxiety, withdrawal, lack of confidence which results in decreased learning concentration. If the psychological condition is not able to control themselves properly, it can result in depression to the desire to end life by suicide (Harahap & Saputri, 2019).

Bullying can be related to positive or negative assessments of one's abilities, so that self-esteem is based on one's assessment which can be beneficial for oneself and others in one's personality (Nurhidayah, Aryanti, et al., 2021).

Self-esteem or self-esteem can be associated with the occurrence of bullying behavior because the higher the expectation of self-esteem, the lower the victim of bullying. If self-esteem is lower, the higher the possibility of becoming a victim of bullying (Jufri & Karneli, 2021). Self-esteem is very important for adolescent development, especially in victims of bullying because this can affect self-formation.

In adulthood, when victims of bullying are not met, their self-esteem needs can cause problems in themselves, for example, they will experience failure in academics, where there is a decrease in learning concentration and learning achievement, besides that they also feel isolated in the social environment, feel unloved, and can even cause depression to suicide (Nurhidayah, Asifah, et al., 2021).

Coopersmith (in Ilmawati, 2008) self-esteem is a self-assessment carried out by an individual and is usually related to oneself. The assessment reflects an attitude of acceptance or rejection, and indicates the extent to which the individual believes he or she is capable, important, successful and valuable. Self-esteem is the overall way used to evaluate ourselves, where self-esteem is a match-fight between the ideal-self and the real-self (Santrock, 2012). Meanwhile, according to the Big Dictionary Indonesian self-esteem is the awareness of how much value is given to oneself. Baron and Byrne (in Ginting and Masykur, 2014) also argue that self-esteem is a self-evaluation made by each individual, people's attitudes towards themselves in the range of positive to negative dimensions. Baron and Byrne assert self-esteem refers to a person's attitude toward himself, ranging from very negative to very positive, the individual shown appears to have a negative attitude towards himself. High self-esteem means that an individual likes himself, this positive evaluation is partly based on the opinions of others and partly based on specific experiences. Attitudes towards oneself begin with the earliest interaction between the baby and his mother or other caregivers, cultural differences also affect what is important for one's self-esteem.

Coopersmith (Ilmawati, 2018) suggests four aspects of self-esteem, namely:

- a. Strength Power is the ability to influence and control others, as well as the recognition and respect that individuals receive from others. The absence of power makes individuals feel powerless and have no influence.
- b. Significance Significance is acceptance, attention and affection from others that indicate an individual's popularity in his social environment, as opposed to the situation of rejection and alienation from his environment. Acceptance of the environment is characterized by warmth, good reactions, and attraction from the environment to the individual.
- c. Virtue Virtue is to consider worthiness based on cultural values and towards influential people. Virtue is behavior that adheres to moral and ethical standards. Individuals avoid prohibited behavior and engage in behavior that is permissible or required by morals and ethics. Individuals who obey morals and ethics will have a positive attitude so that they will have a positive assessment of themselves as well.
- d. Competency Competency is a convincing performance in meeting the needs of achieving achievements to achieve success. Competence makes individuals have power over the environment.

Factors that Affect Coopersmith's Self-Esteem (in Ilmawati, 2008), there are several things that affect a person's self-esteem that come from the characteristics of the individual himself, namely:

- a. There are several physical characteristics that can be related to self-esteem. Body posture that is considered less than ideal by others and oneself sometimes causes adolescents to be embarrassed to relate to others, not confident, tend to be quiet and lazy to get along. This situation can affect their personality including self-esteem, they will judge themselves as people who do not have positive self-esteem.
- b. General Abilities The general ability in this case is intelligence can also affect one's self-esteem. If the individual has high intelligence, he will have a definite picture of himself as a person who is able to face new challenges, has self-confidence, and does not despair when facing failure. Such individuals can be classified as people who have high self-esteem.
- c. Attitude Statement A person who judges and declares himself as incapable of carrying out the duties assigned to him, then he will develop feelings of inferiority, worthlessness, and often feel sad, depressed, lazy, and moody. This situation will affect the formation of negative self-esteem.
- d. Problems and Diseases Individuals who have low self-esteem, often say that they experience some symptoms such as often feeling anxious, and have some psychosomatic illnesses than people who have high self-esteem. This is because individuals continuously feel that the disease they experience as a serious problem. Thus he will develop feelings towards himself as worthless and useless to himself or others.
- e. Everyone wants a positive assessment of themselves, but in social life in general not everyone can always give a positive value to themselves. This is due to individual differences. Individuals who always consider themselves as more or equal to others tend to develop positive self-esteem in themselves.
- f. Aspiration The thing associated with aspiration is success. The term success has a different meaning for each person. People who achieve success in accordance with their aspirations or expectations will feel proud and value themselves as people who have abilities, are valuable and useful both for themselves and for others. Individuals who experience this state will have high self-esteem. Conversely, the sense of insuccess of his efforts can lead to disappointment and feeling himself as a person who will never succeed because he has no ability and is useless to himself or to others.

Koentjoro (in Hanafiah, 2012) mentions that factors that influence the development of self-esteem include:

- a. Family Environment The family environment is the first place to socialize for a person. This has to do with the attitude of parents which is a factor that affects self-esteem. Where fair treatment, the provision of active security, democratic education, are obtained in individuals who have high self-esteem.
- b. The environment around which individuals interact has an influence on the formation of individual self-esteem. The formation of individual self-esteem begins from the moment the individual realizes that he is valuable as an individual with his environment, acceptance, appreciation and treatment of others towards the individual. In other words, the formation of self-esteem is more determined than the social environment.
- c. Psychological Environment Self-acceptance or appreciation of the individual to thoughts about himself that are stronger and deeper and the formation of self-esteem, so that individuals can determine their direction when they begin to enter social life as adult members of society.

d. Sex differences result in differences in patterns of thinking, ways of thinking and acting between men and women. This situation is possible in view of the way parents are treated and societal expectations are different in both sexes.

Coopersmith (in Ilmawati, 2008), There are differences in human characteristics that have high self-esteem and low self-esteem. These characteristics are:

a. Individuals with high self-esteem are generally active in social / community activities, able to express ideas and opinions, have a stable personality, have low levels of anxiety, and are more success-oriented. These individuals have high expectations for their future, so they have high motivation.

b. Individuals with low self-esteem generally lack self-confidence, are less able to fit into a group, and are less able to express ideas. They are less successful in interpersonal relationships and less active in social activities

Based on a preliminary study conducted on January 6, 2024 through a brief interview with BK teachers at one of the Islamic boarding schools in the Bogor area, it was determined that there were some students who often experienced bullying while in the Islamic boarding school. In this case the researcher took 1 respondent with the aim of describing his psychological as a whole. Seeing the problems above, researchers aim to examine the impact of self-esteem on adolescent girls victims of bullying in Islamic boarding schools.

RESEARCH METHODS

The research approach used is qualitative descriptive with data triangulation research methods. In a study to increase validity and generality in qualitative research, a triangulation method is needed. Triangulation refers to taking data from different sources, to gain clarity about research data. Triangulation can be divided into several forms, namely:

- 1) Data triangulation: i.e. using different data sources.
- 2) Researcher triangulation: i.e. including several different researchers and evaluators.
- 3) Theory triangulation: i.e. using different perspectives to interpret the same data.
- 4) Method triangulation: i.e. using different methods to research the same thing. (Moleong, 2012).

This research uses data triangulation, where data triangulation is carried out using several informants to obtain data source information. The informants in this study are; BK Teachers, Homeroom Teachers, Parents, classmates and Dormitory Caregivers. In this study took 1 respondent female high school student who often gets bullied to often do problems while in the Islamic boarding school in Bogor area. The goal of taking 1 respondent is to describe the psychological subject. Research conducted through 2 stages, namely; Observation and interview.

RESULTS AND DISCUSSION

The implementation of research with the subject was carried out in Islamic boarding schools in one of the Bogor areas. The subject of the study was a grade 10 student who was also a student at the Islamic boarding school. The study was conducted in August 2023.

From the results of research conducted, K experienced the psychological impact of bullying. Bullying experienced in verbal form in the form of a lede "You are a smart child, don't need to learn" while at school. The ledean did not make the subject feel praised, but rather a serious speech so that he felt afraid of failure because he was considered a smart child and felt depressed. In addition, he often feels that his friends do not like him and take advantage. Although the subject takes private lessons outside of school and tends to be able to learn but he has a lack of confidence in his abilities. In addition, in a school environment, the subject does not have close friends so he

is always alone and tends not to want to gather with other friends. In addition, the subject is an obedient child, closed, difficult to make his own decisions, quiet, does not like crowds and will speak when necessary. In this case it can be said that the subject tends to withdraw from his environment.

From the problems experienced at school, the subject wants to change schools so that they often violate boarding rules so that, such as being dishonest with pocket money, cheating, late for boarding activities and sometimes not caring about the words of the caregiver. Although it does not make the subject expelled, it is only given punishment that makes the subject feel ashamed of his actions and feel failed with himself.

Bullying can be linked to self-esteem. Self-esteem is an assessment that reflects an attitude of acceptance or rejection in individuals so that they can show self-confidence, ability, importance, success and value (Coopersmith, in Ilmawati. 2008). In this study the subject has a tendency to lack confidence in the abilities possessed, feeling excessive doubt in carrying out the activities carried out so that in this case it can be said that the subject has low self-esteem. If the self-esteem of the individual is low, it will be difficult to carry out activities properly.

In research (Nurhidayah, Asifah, et al., 2021) In adulthood, when victims of bullying are not fulfilled self-esteem, it will have an impact on self-problems. As well as failure in academics, decreased learning concentration, decreased achievement, feeling isolated in the social environment can even cause depression to suicide. In this study the subject had a tendency to stay away from the surrounding environment. Until having the desire to move the cottage because he felt pressured to be in an uncomfortable friendship environment and ended up committing several actions violating the rules in the Islamic boarding school to be expelled from the cottage. In addition, the subject had attempted suicide which his mother knew through writing messages. If this situation occurs continuously without action, it can cause stress and depression.

From the problem of bullying experienced by the subject. Self Esteem is very important for each individual in living daily life. Good Self Esteem makes it easier for individuals to be able to socialize with peers and the surrounding environment. Examples of manifestations of self-esteem are; There is an attitude of confidence, a feeling of worth and not afraid of failure. In this study, the subjects had difficulty achieving good self-esteem so that it had a negative impact on their daily activities. The subject has excessive feelings of fear and anxiety in addition to the lack of motivation in oneself to fight the negative feelings present in him. In the surrounding environment, the subject does not get a support system from his friends. Although subjects often choose to be alone, no friends are willing to approach and provide support to the subject. This is what triggers the discomfort of the subject being in the cottage and wanting to be able to move and find a new atmosphere.

The existence of bullying behavior has a negative impact on victims resulting in fear, stress, insecurity and other psychological problems. Therefore, the importance of self-esteem in adolescent development because it can affect self-formation. High self-esteem has a good impact on forming individuals who dare to appear confident, dare to make decisions, control emotions well, are able to socialize with the environment and have good life motivation. While low self-esteem has a bad impact on the formation of individuals to be timid, lack of confidence, difficult to make decisions, easily anxious, hesitant in acting, difficulty concentrating, difficult to control emotions and have less motivation.

So it can be interpreted that self-esteem has a positive impact if the self-esteem of individuals is in the high or good category, while self-esteem has a negative impact if the self-esteem of individuals is in the low category. In the research conducted, it was found that the subject had low

self-esteem that had a negative impact on the development of adolescence. Impact experienced; The subject has excessive fear, lack of confidence, difficulty in making decisions, often experiences excessive anxiety, withdraws from the environment to have the desire to end life. If the problem is left without follow-up, it can make the subject continue to experience psychological distress and interfere with the development process.

CONCLUSION

Bullying behavior adversely affects the psychological health of individuals. Individuals who experience bullying will experience feelings of pressure, hesitation in acting, excessive anxiety in behavior, difficulty exercising self-control, tend to withdraw from the environment, difficult in making firm decisions and can make individuals think about ending life. In addition to the impact on psychological health, bullying behavior can also affect concentration and decreased learning achievement. Therefore, the formation of self-esteem in individuals is very important and support from friends around becomes reinforcement so that individuals are able to feel care for each other. If the self-esteem possessed by the individual can be fulfilled or it can be said to be high it has a positive impact on the development of the individual. Another case with self-esteem that is not fulfilled or can be said to be low has a negative impact on the process of individual development and will inhibit self-formation. Efforts are needed to prevent and handle bullying in the child's environment involving the cooperation of teachers, parents, and students in order to create a safe children's environment so that victims of bullying can seek help from their environment.

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