

## SELF-ESTEEM ABILITY OF FEMALE AND MALE STUDENTS IN A SCHOOL ENVIRONMENT INDICATED OF BULLYING

Fachria Iftiza\*<sup>1</sup>, Afifah Kusvita Wulandari<sup>2</sup>, Halida<sup>3</sup>, Aunurrahman<sup>4</sup>  
Iftizafachria99@gmail.com\*<sup>1</sup>

<sup>1,2,3,4</sup>Master of Educational Technology, Faculty of Teacher Training and Education, Tanjungpura University

### **Abstract**

*Bullying is a social problem that often occurs in schools. Teenagers have a significant impact on bullying behavior which has an impact on mental health. Based on the latest reports, the level of bullying incidents in SMA Kemala Bhayangkari 1 Sungai Raya remains a major concern. Bullying behavior can occur in various types, including verbal, physical, social, and cyberbullying. Of course, teenagers who are victims and those in the school environment will be disturbed by this incident and this will affect their self-esteem. Self-esteem is a person's assessment of themselves. Self-esteem is very important for teenagers to have. This research uses an inferential quantitative research method that compares the self-esteem of female and male teenagers. The total sample in this study was 28 students. The aim of this research is to determine significant differences in self-esteem abilities between female and male students. The results of data collection obtained through distributing questionnaires, a parametric independent t test was carried out using the IBM SPSS Statistics 27 application. The results of this research were that there was no significant difference between the self-esteem of female and male students in a school environment that had indications of bullying. High or low self-esteem in teenagers is not determined by gender because developing self-esteem is an awareness of love for oneself, regardless of the school environment being indexed by bullying cases.*

**Kata kunci:** *bullying, self-esteem, mental health*

### **Abstrak**

*Bullying menjadi salah satu masalah sosial yang kerap terjadi di sekolah. Dampak yang signifikan dirasakan remaja terhadap perilaku bullying berpengaruh pada kesehatan mental. Berdasarkan laporan-laporan terbaru, tingkat kejadian bullying di lingkungan sekolah menengah kemala bhayangkari 1 sungai raya tetap menjadi perhatian utama. Perilaku bullying dapat terjadi dalam berbagai bentuk, termasuk verbal, fisik, sosial, dan cyberbullying. Tentunya, bagi remaja yang menjadi korban maupun yang berada di lingkungan sekolah akan terusik dengan kejadian tersebut dan akan berpengaruh pada kemampuan self-esteem. Self esteem adalah penilaian seseorang terhadap dirinya sendiri yang tentunya hal ini sangat penting dimiliki oleh remaja. Penelitian ini menggunakan metode penelitian kuantitatif inferensial yang membandingkan self-esteem remaja perempuan dan laki-laki. Jumlah sampel pada penelitian ini sebanyak 28 siswa. Tujuan dari penelitian ini untuk mengetahui ada atau tidak adanya perbedaan kemampuan self esteem pada siswa perempuan dan laki-laki. Hasil pengumpulan data yang didapat melalui penyebaran kuisioner, dilakukan uji parametrik independent t test melalui aplikasi IBM SPSS Statistics 27. Hasil penelitian ini yaitu tidak ada perbedaan yang signifikan antara self-esteem siswa perempuan dan laki-laki di lingkungan sekolah yang memiliki indikasi bullying. Tinggi atau rendahnya self-esteem pada remaja tidak ditentukan oleh gender karena mengembangkan self-esteem adalah kesadaran akan cinta terhadap diri sendiri, terlepas dari lingkungan sekolah yang terindeksi kasus bullying.*

**Kata kunci:** *perudungan, harga diri, kesehatan mental*

Bullying has become a serious social problem in school environment, with a significant impact on teenagers

mental health. Bullying is aggressive behavior carried out repeatedly by individuals or groups against other people

or groups, causing physical or psychological harm (Adiyono et al., 2022). The second educational environment after the family is school, so school plays an important role in the psychological, social and emotional development of a teenager (Dafiq et al., 2020). The school environment, both real and virtual, is a complex place where social and psychological dynamics interact, and this can contribute to teenagers. There are several things the school can do to handle bullying cases include socializing, create regulations and sanctions, and strengthen communication between teachers (Nasution & Adi, 2023). Even though awareness of this problem is increasing, research on how bullying affects teens' self-esteem is still developing. Based on the latest reports, the level of bullying incidents in SMA Kemala Bhayangkari 1 Sungai Raya remains a major concern. Bullying behavior can take many forms, including verbal, physical, social, and cyberbullying, and may have long-term impacts on a teenager's psychological development.

Self-esteem, as a key psychological concept, plays a critical role in shaping teenagers' emotional and social well-being. This research will explore the experience of being a student in a school environment where bullying cases often occur. So it can influence teenagers' self-perception and explain the level of self-esteem of female and male students.

Bullying cases often occur in Indonesia, 40% of teenagers experience bullying at school and 32% have become victims of physical violence (Triana, 2021). Sarwono in (Hikmah Diajeng E.F. et al., 2021) during the transition period from children to adults or what is often referred to as teenagers, Every individual will experience psychological and social emotional changes, This is what makes

teenagers in general have difficulty controlling their emotions.

Bullying is treatment carried out individually or in groups against someone using power or violence so that it can harm other people (Masithoh NKS et al., 2023). Verbal and non-verbal factors are the cause of bullying cases at school. For Example, the seniority of a student who feels older than his junior or intimidation of someone who is quiet (Wirmando et al., 2021). For non-verbal cases, carried out via social media which has a wider reach. This method is done by distributing photos of someone who is considered disgraceful. This will damage a person's self-image.

The important role of the family in developing children's character. Children has the potential to become a bully because his parents' parenting style does not provide enough attention and affection (Zuroida & Kireida Kusnadi, 2022). Parents quarrel in front of children also make children think that fighting is normal and the role of parents should be to provide information about bullying behavior as a comparison of bad characteristics. Parents should develop a sense of empathy and other good values (Iftiza et al., 2022).

Most bullying problems are difficult for teachers and parents to detect. Especially in cases of verbal bullying, this is because there is no physical evidence. This is different from non-verbal bullying which is easy to follow up on. However, with technology developing rapidly, bullying is easy to trace because the victim may have the ability to record the incident.

Self-esteem is very important for every individual, including teenagers. Coopersmith (Ramadhani & Ningsih, 2021) self-esteem is an assessment that can tend to be positive or negative from an individual towards himself and this assessment includes his confidence as an important, capable, successful and

valuable person. Zeigler-Hill (Valencia & Soetikno, 2022) revealed that during an individual's development period, a relative increase in self-esteem is found during childhood and when entering adolescence, self-esteem tends to be unstable.

A teenager who has high self-esteem will have a positive view of what is inside himself and his life (Sasmitha et al., 2021). Teenagers with low self-esteem tend to have a negative view of themselves and their lives, and do not like the general perception of the image of everything around them. Laumi and Adiyati (Meisyah & Cahyanti, 2022) teenagers who have high self-esteem will have a positive mood, feel happy, satisfied with goals and achievements, physically and psychologically healthy, have good academic achievements, good endurance in dealing with stress and anxiety, positive teamwork, initiative, persistent, and independent. Teenagers who have decreased self-esteem will experience negative impacts such as stress, depression, anxiety, aggressive behavior, deviant behavior, narcissistic behavior, and may even be at risk of committing suicide. (Amalia et al., 2023). Of course, a teenager will not think about committing suicide if he has positive self-esteem (Risnawati et al., 2021). Social anxiety will not be experienced by people who have high self-esteem because they have high self-confidence and have good problem solving skills (Andhika Anggawira et al., 2022).

### **RESEARCH METHODS**

This research uses a quantitative approach with inferential statistical methods to explore the relationships between variables and to test the proposed hypotheses. The data collection instrument used was a questionnaire

which was carefully designed to cover dimensions relevant to the research objectives. The questionnaire was then distributed to students randomly selected from the relevant population. The data collected will be processed using SPSS (Statistical Package for the Social Sciences) software to analyze the level of significance. This process provides an empirical basis for producing reliable findings and allows researchers to generalize the results of this study to a larger population,

This research method provides advantages in understanding phenomena with a quantitative approach, allowing more precise measurements and wider generalizations. By using SPSS, data analysis can be carried out systematically, obtaining accurate statistical results to support research findings. The results of this research can provide valuable insights for practitioners, policy, and future researchers in the context of the topics studied, as well as provide a strong empirical basis for the development of related concepts and theories

### **RESULTS AND DISCUSSION**

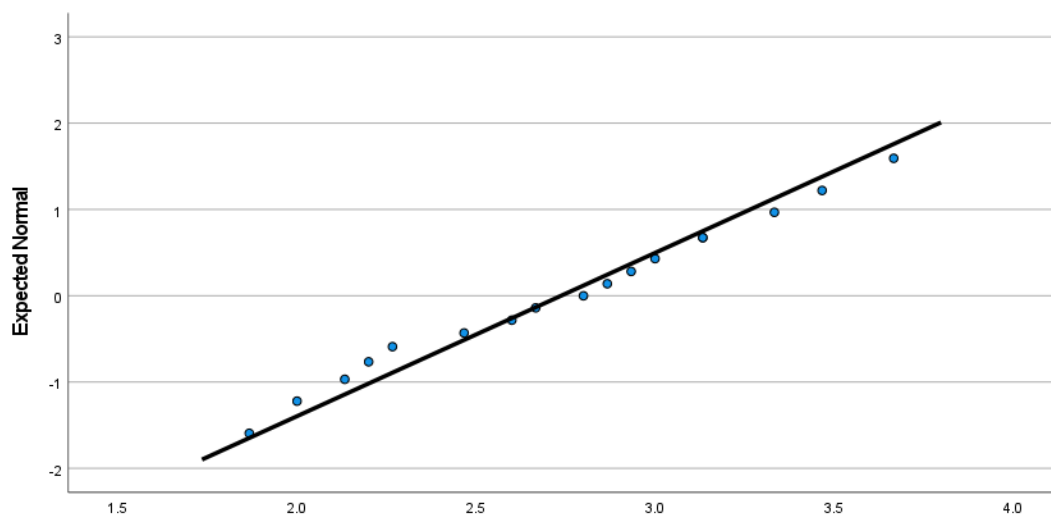
Researchers conducted a normality test on the results of distributing questionnaires to 28 students. This normality test is to see the distribution of data regarding gender and the mean (average).

**Tabel 1.** Normality Test

Mean	Responden	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
	Female	.108	17	.200*	.975	17	.902
	Male	.119	11	.200*	.954	11	.691

The samples processed were <50, so researchers focused on the results of the Shapiro-Wilk normality test. From the table above it can be seen that female have a Shapiro-Wilk statistical test of 0.975 with a p-value (significance value) of

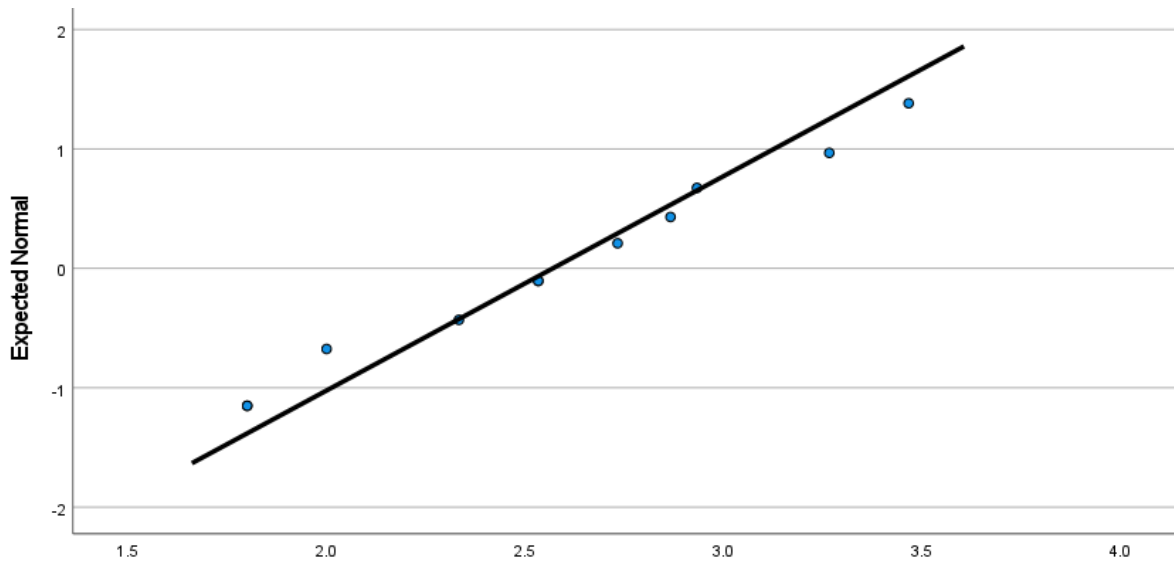
0.902, and for male it is 0.954 with a p-value of 0.691. The significance value for women and men is > 0.05, so that the data on Bullying in the School Environment on Adolescent Self-Esteem for female and male is normally distributed.



**Picture1.** Normal QQ Plot of mean female

Picture 1 explains that the average (mean) data for female gender is spread around the diagonal line and points to the

right. It can be concluded that the data is normally distributed.



**Picture2.** Normal QQ Plot of mean male

Picture 2 explains that the average (mean) data for male gender is spread around the diagonal line and points to the right. It can be concluded that the data is

normally distributed. Because the average data for women and men is normally distributed, a parametric test, namely the independent t test, was carried out.

**Table 2.** t test

		Levene's Test for Equality of Variance				t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
mean	Equal variances assumed	.002	.968	.802	26	.430	.16756	.20882	-.26168	.59679
	Equal variances not assumed			.793	20.650	.437	.16756	.21131	-.27234	.60746

assume  
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From the results of the analysis presented, it can be seen that Levene's test for Equality of Variances was first carried out. The test statistic (F) is 0.002, with a p value (Sig.) of 0.968. At a significance level of 0.05, there is not enough evidence to reject the null hypothesis, which means the assumption of equality of variance is acceptable. Then proceed with the t test for Equality of Averages with two assumptions. The t statistic is 0.802, with degrees of freedom (df) of 26, and p value (Sig.) of 0.430. With a p value greater than the 0.05 significance level, we do not have enough evidence to reject the null hypothesis, which means there is no significant difference between group means assuming equal variances. The t statistic is 0.793, with adjusted degrees of freedom (df) of 20.650, and p value (Sig.) of 0.437. At the 0.05 significance level, we also do not have enough evidence to reject the null hypothesis, indicating that there is no significant difference between the group means, despite the assumption of unequal variances.

Based on these results, there is not enough statistical evidence to reject the hypothesis that the variances between the groups are equal, and there are no significant differences in the group means. Thus, in this context, there is no indication that the groups differ significantly in terms of variability or means.

Based on the results of the data processing above, there is no significant difference in the average self-esteem of female and male. Thus, in this context, there is no indication that the groups differ significantly in terms of variability or means. Several factors cause there to be no

differences between female and male students in developing self-esteem abilities in school environments that are indexed to have cases of bullying, specifically society's perception of gender equality, equal opportunities to receive education and technology that can be used by everyone.

The influx of globalization is changing society's perception of gender equality. Puspitawati (Rangkuti & Abidin, 2022) explains that the essence of gender equality is to assume that women and men have the same position. That is, it includes the same rights, functions and duties. No one is more powerful or better than others. Increasing equality of educational opportunities between men and women may lead to similar self-esteem development abilities. Equality of access to education can provide equal opportunities for the development of skills, knowledge and a sense of competence. Differences in gender and socio-economic status are not reasons for a person's right to receive education (Cahyawati & Muqowim, 2023).

Media and the surrounding environment can also play a role in shaping self-perception. If positive and supportive messages are received by individuals of different genders, this can create an environment that supports the development of similar self-esteem. Chen & Lee (Cingel et al., 2022) explain that social networking sites help people make social comparisons which increase individual psychological distress and consequently lower overall levels of self-esteem. Many observers and researchers believe that due to the increasing use of

social networking sites, people are falling victim to low self-esteem and self-growth.

Apart from that, bullying can occur and can be done by anyone. There is a tendency that male adolescents are more often involved in bullying behavior than female adolescents; However, it cannot be ignored that teenage girls also have the potential to be involved in similar bullying acts as teenage boys (Aini, 2023). Research results show that students with high levels of self-esteem are actually more vulnerable to bullying (Tri Anugrah Eni et al., 2023). The explanation for this finding is based on the allegation that class IX students who initially had high self-esteem were then involved in repeated acts of bullying. They may become targets of bullying behavior because they belong to a group that is often the victim in the school environment or because of their superiority or privilege, which makes them a target for other students. However, this is what causes a decrease in the level of self-esteem for teenagers. The higher the verbal violence experienced, the lower the self-esteem of late teenagers (Amalia et al., 2023). Someone with a high level of self-esteem tends to feel confident in their ability to overcome various challenges and is willing to take risks to achieve success. This belief arises because the individual feels he has adequate self-worth, so that even though he faces the possibility of failure, he still feels entitled and is able to respond positively to the situation.

Although there were no differences in self-esteem abilities between women and men in this study, in the development process there were differences in factors that influenced self-esteem abilities. Ratnasari and Suleeman (Mulyana et al., 2020) stated that gender is one of the factors that can influence an

individual's emotional regulation. For example, girls and boys may respond to emotional support in different ways. Girls may respond more by using their feelings and seeking social support, whereas boys may tend to show strength or suppress their feelings. Therefore, the approach to providing emotional support needs to be adapted to different communication styles. Female and male students need to develop self-esteem in themselves as an awareness of self-love, regardless of the school environment being indexed by cases of bullying.

There are several things that schools can do to handle bullying cases, for example cooperation between parents and teachers. Collaboration in the form of parenting can help families with parenting skills and their understanding of the growth of children and adolescents (Grant & Ray, 2018). Apart from that, teachers can also find out the background, culture and goals of parents towards students. Apart from that, implementing an anti-bullying school program is the right way. Several things that schools need to do are to create violation points for cases of bullying, teachers and school officials will reprimand the perpetrators of bullying and give directions so that they do not do the same thing again (Rena et al., 2021). Furthermore, seminars or material can be provided for students regarding the impact of bullying behavior and the school can collaborate with the police.

## CONCLUSION

From the results of statistical analysis, this research shows that there is no significant difference in self-esteem between male and female groups in school environments where bullying cases are detected. These results indicate the acceptance of the null hypothesis

regarding the equality of variances and means between the two groups. Bullying is a social deviant behavior in the school environment that does not look at gender, so female or male students can be perpetrators or victims of bullying. The same is true with self-esteem abilities. High and low self-esteem in teenagers is not determined by gender because developing self-esteem is an awareness of love for oneself, regardless of the school environment being indexed by bullying cases. However, in developing self-esteem abilities between teenage girls and boys there are differences. This is because

adolescent girls and boys have different individual emotional regulations. Of course, handling bullying cases requires cooperation between the school, family and community.

This research aims to explain whether or not there are significant differences in self-esteem abilities between adolescent girls and boys in schools indexed by bullying. For this reason, it is hoped that there will be more in-depth research using qualitative research methodology for future researchers.

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