THE INFLUENCE OF BULLYING ON THE DEVELOPMENT OF SELF-CONFIDENCE OF GRADE 4 STUDENTS AT ELEMENTARY SCHOOL 1 GONDANGLEGI

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Abstract

Bullying is rehashed forceful behavior that's intentioned done to harmed, mortify, or rule others physically, candidly, or rationally. There are numerous cases of bullying, particularly in Indonesia where 35% of them happen in schools, due to a few variables that cause it as well as the moo level of self-confidence of Indonesian children. This consider points to look at the impact between bullying on the advancement of self-confidence in understudies, particularly in review IV children at SDN 1 Gondanglegi. This investigate was conducted utilizing quantitative strategies by dispersing surveys to respondents who fit the investigate test criteria. The comes about appeared: 1) From the comes about of typicality test, it is gotten that the contrast between the watched information is typical. 2) From the comes about of relationship test gotten between bullying and the improvement of self-confidence is modestly connected with a positive relationship. 3) From the comes about of basic direct relapse investigation, it is gotten that bullying does not completely influence the advancement of students' self-confidence, and the coefficient of assurance is 32%. In this way, it is concluded that bullying does not completely influence the level of students' self-confidence.

Keywords: *bullying; confidence development; elementary school; grade IV*

A. Introduction

Bullying is purposefulness and rehashed forceful behavior that points to physically, sincerely, or rationally hurt, mortify, or control another individual. It can happen in a assortment of places: in school settings, within the work environment, on the Web, in so-called cyberbullying, and indeed in open places and at the basic school level (Amanda Sithan et al., undated). Children Influenced The issue of maintaining human rights is advance fortified by the Tradition on the Rights of the Child. The Tradition on the Rights of the Child states that all nations must guarantee that children develop up well, get a

Sarah Anisa, Mardhatillah, Yuris Indria Persada

reasonable instruction, are secured and tuned in to, and are reasonably implemented by their governments. Bullying is isolated into three categories: verbal manhandle, physical mishandle, and social mishandle. Verbal savagery is communicated by utilizing hostile or undermining words or saying words that eventually harmed someone's sentiments. Physical savagery incorporates, for case, hitting, kicking or attacking somebody.

Self-confidence is one of the many personality traits that exist in every individual and is also a form of self-confidence that a person or individual has in their own abilities (Tantri & Wardani, 2022). This is done by going through the stages of evaluating attacks and self-improvement which results in a deterioration in both physical condition and appearance (Nurul et al., 2014). Students can learn something (Amnda et al., 2020). High self-confidence will make students able to respond positively to all life needs (Pratiwi & Laxmiwati, unidentified).

School is a place where students' cognitive and affective development can be influenced by their character growth. In addition, students spend more time at school and look for a comfortable place than their own homes (Anang Zulqurnain et al., 2022). In the educational process, children, along with processing programs and facilities, are the essence of the processed or referred to as learners. The relationship between the child and the processor, or educator, is different. Also different are the types of learning processes and elements of learning activities. This should all be done in a place that supports children's development.

Bullying is an aggressive act carried out deliberately and repeatedly by individuals or groups against victims who have difficulty defending themselves (Oktaviany & Ramadan, 2023). Variables that impact bullying incorporate issues within the family or school environment, where schools regularly need watchfulness and disregard bullying that happens (Nur et al., n.d.). In addition, interaction with peers also plays a role, as different social conditions can affect a person's behavior. Technological advances in this digital era, with many social platforms that are not educational and easily accessible to the public, also play a role in triggering bullying. The bully will feel a high level of self-confidence that can make a person aggressive, irritable and irritable, and will have a low tolerance for frustration. The act of bullying that continues to increase from year to year causes a lot of damage and losses that occur (Psychology, t.t.). The presence of persistent bullying will too cause eagerness of intellect and a tall sense of confinement due to diminished self-confidence. Victims of bullying who feel inferior, insecure, will tend to remain silent, unable to fight back or ignore (Putri Sekolah Tinggi Ilmu Kesehatan Purna Bhakti Husada Batusangkar, 2018) The level of self-confidence can be affected from within and the surrounding environment (Vandini, 2015).If the victim does not get support or security and even continues to be bullied, it will reduce self-confidence and

all aspects of his personal social life. This is often since casualties of bullying cannot express their sentiments, casualties will in the long run feel thrust which is included in mental clutters. As a result, victims have low self-confidence, always feel embarrassed, find it difficult to focus, and always feel anxious. So that they cannot mingle with the surrounding environment and can even interfere with or cause mental disorders such as a sense of injury that will continue to be felt by victims.

Based on the results of previous research, there are nine themes in total, three of which are forms of behavior with six of them being the impact caused not only in terms of physical but also mental or psychological impacts that affect the daily lives of students (Hopeman et al., 2020). For this reason, through this ponder, analysts need to discover more data around the affect of bullying on the improvement of behavior that happens within the school environment, particularly for fourth review understudies at SD Negeri 1 Gondanglegi, so that the issue of bullying can be given more consideration by the community. The author hopes that this research can at least reduce the acts of bullying that occur at least in the surrounding environment through information or an initial description, so that bullying cases don't proceed to happen and increment.

B. Method

The strategy utilized by analysts in this think about is quantitative strategy. The data collection technique used by researchers is through distributing questionnaires to respondents who match the research sample criteria. The questionnaire contains closed questions related to the effect of bullying on self-confidence in each student in class IV as many as 29 students at SD Negeri 1 Gondanglegi the data collected will then be analyzed using a statistical program, namely through SPSS.

The distribution of questionnaires containing assessments using four options with each different score depending on the positive or negative statements in it. The description to determine the score is as follows.

Table 1. Questionnaire Answer Statement Scoring Score

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Positive	4	3	2	1
Negative	1	2	3	4

To degree the impact of bullying on the level of self-confidence in understudies, a measuring instrument is utilized within the frame of an objective test address with a add up to of 14 things that will be filled in by all fourth review understudies at SD Negeri 1 Gondanglegi.

C. Finding and Discussion

The information gotten after dispersing and filling out surveys in lesson IV SD Negeri 1 Gondanglegi gotten the information within the taking after table.

Table 2. Score Results Based on the Influence of Bullying (X), and Self-Confidence Development (Y)

Student number	X	Y	Student number	X	Y
1	19	27	16	13	25
2	13	29	17	14	25
3	24	32	18	20	24
4	9	21	19	16	21
5	18	20	20	12	22
6	21	30	21	22	26
7	17	27	22	15	25
8	21	31	23	13	21
9	20	32	24	24	27
10	18	29	25	21	32
11	18	23	25	17	28
12	18	31	27	18	23
13	22	26	28	17	27
14	21	32	29	21	28
15	16	27			

Table 3. Test for normality

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		29
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	3.05005308
Most Extreme Differences	Absolute	.135
	Positive	.135
	Negative	-.099
Test Statistic		.135
Asymp. Sig. (2-tailed)		.190[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Based on the results of the normality test, it is known that the significance value is 0.190> 0.05, it can be concluded that the residual value is said to be normal.

Table 4. Correlation test

Correlations

		Bullying	self-confidence
Bullying	Pearson Correlation	1	.566[**]
	Sig. (2-tailed)		.001
	N	29	29
self-confidence	Pearson Correlation	.566[**]	1
	Sig. (2-tailed)	.001	
	N	29	29

Both variables are correlated because the significance value is 0.001 <0.05. Variable X to variable Y has a correlation with the degree of relationship, namely moderate correlation and the form of the relationship is positive.

Tabel 5. Simple Linear Regression Test

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	122.555	1	122.555	12.704	.001[b]
	Residual	260.479	27	9.647		
	Total	383.034	28			

a. Dependent Variable: self-confidence
b. Predictors: (Constant), Bullying experience

From the output it is known that the value of F count = 12,704 with a significance level of 0.001 <0.05, so the regression model can be used to predict the participation variable or in other words there is an influence of the Bullying variable (x) on the self-confidence variable (y).

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

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.566[a]	.320	.295	3.106

a. Predictors: (Constant), Bullying experience
b. Dependent Variable: self-confidence

The magnitude of the correlation / relationship value (R) is 0.566. From this output, the coefficient of determination (R Square) is 0.320, which means that the influence of the independent variable (Bullying) on the dependent variable (Self-confidence level) is 32%.

Discussion

Based on the acquisition of the data above, the researcher conducted a normality test with the results of the data knowing that the significance value of 0.190 was more than 0.05. Thus obtaining the conclusion that the residual value can be said to be normal. Furthermore, based on the results of the second analysis of researchers using the correlation test, it shows that bullying behavior and the level of student confidence are correlated because the significance value obtained is 0.001 less than 0.05. Variable X to variable Y has a correlation of the degree of relationship, namely as a moderate correlation, with a positive relationship form. Or in other words, the high level of bullying behavior may affect the high self-confidence of the student bully, causing him to become stubborn and feel that no one can compete with him. This is often in line with the tall self-confidence uneasiness of casualties of bullying so that it regularly causes a sense of self-closing.

Based on the comes about of the investigation of the straightforward straight relapse test, it appears that there's an impact of the bullying variable (X) on the self-confidence variable (Y). The comes about can be found within the results of the basic direct relapse within the anova area. With the comes about from the yield, it is known that the esteem of F tally = 12,704 with a noteworthiness level of 0.001 less than 0.05, so the relapse illustrate can be utilized to expect the participation variable. In expansion, with respect to the greatness of the impact of the two factors, it can be seen within the rundown demonstrate point that the esteem of the relationship / relationship (R) is 0.566. From this result, the coefficient of assurance (R square) is 0.320, which suggests that the impact of the autonomous variable (bullying) on the subordinate variable (level of self-confidence) is 32%. So it suggests that the level of self-confidence can be affected by bullying. From the over comes about, there's an impact between bullying on the level of self-confidence of fourth review understudies of SD Negeri 1 Gondanglegi which is 32%. After conducting the centrality test, it is gotten that Fhitung = 12. 704 is more prominent than 0.05, so the impact is critical or noteworthy.

From the comes about of investigate that has gone through a few tests over, it is known that bullying components can influence the level of self-confidence of a individual or understudy. Usually in line with the comes about of inquire about conducted by Suci (2021). Casualties of bullying don't continuously appear or cause pessimism since it can be a inspiration for understudies to proceed to create themselves so that continuously their level of certainty will move forward (Maulida et al., 2022). With the test results showing 32%, it means that bullying behavior or actions do not fully affect the level of student confidence. In research conducted by (Kundre et al., 2018). There are a few understudies who, indeed in spite of the fact that they have gotten or are getting serious

bullying, have a tall level of self-confidence, which can be upheld by a sense of certainty and capacity to overcome issues and be able to precise them.

D. Conclusion

Based on the comes about of the over investigate, it is concluded that there's a positive impact between bullying (X) on the level of self-confidence (Y) in fourth review understudies of SD Negeri 1 Gondanglegi. With a relationship esteem of = 0.566 which is included within the adequate criteria and assurance (R Square) of 0.320 or 32% with importance at the 0.05 level. Typically not calculated 100% to be able to state that bullying behavior can affect the level of certainty of understudies. Since the information is as it were 32%, which suggests that 68% of the level of self-confidence can be affected by other variables. So that bullying behavior (X) that happens influences as it were 32% of the level of self-confidence (Y) of understudies in course IV SD Negeri 1 Gondanglegi.

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