

# The Impact of Bullying on Self Confidence Primary School Students

Cindy Permatasari<sup>1</sup>, Lafifah Balqis Lubis<sup>2</sup>, Zahra Amelia<sup>3</sup>, Karina Wanda<sup>4</sup>

## Article Info

Page : 57-61

ISSN : 3026-5290

Vol 1 No 2 2023

## Corresponding Author

Cindy Permatasari, Elementary School Teacher Education, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara  
Email: cindypermata2003@gmail.com

## Abstract

Bullying is an abuse of power that causes unhappiness in children so that children cannot reach their full potential. This journal aims to determine the effect of bullying on the learning outcomes of elementary school students, in every activity at school and outside school they will always have good interactions with their friends, teachers and other people in the school environment. Bullying behavior from time to time continues to haunt Indonesian children. Bullying cases that are often encountered are seniority issues or intimidation of senior students carried out on children in younger classes, both physically and non-physically. The reality of bullying is something that is common in schools, for example primary and secondary schools, even though in the UN Charter of Children's Rights, students in the school environment should receive a sense of security when receiving education. Apart from that, students also feel that they are unable to do something, this can be seen from the behavior of students who do not complete the assignments given by the teacher. Not having the confidence to get help from other people, so students close themselves off to help from other people. The impact that bullying behavior has on children's self-confidence is that there are victims of bullying who experience a decrease in their level of self-confidence, but there are also victims of bullying who experience an increase in their self-confidence because of the bullying behavior becomes motivation. The results of this journal also show that bullying not only creates an unsafe learning environment, but also contributes to decreased motivation, anxiety, and decreased academic performance. This underscores the need for preventive measures and close intervention to create school environments that support students' academic growth and emotional well-being. Bullying behavior can have serious impacts on victims and perpetrators, one of which is that victims of bullying may experience stress, anxiety and depression, and can also disrupt concentration and focus on learning.

## Keyword:

Forms Of Bullying, Impact Of Bullying Behavior, Factors Of Bullying Behavior

## 1. INTRODUCTION

Elementary school children, in every activity at school, always interact with their friends, teachers and other people in the school environment. The social interactions of elementary school children vary, starting from imitation, namely elementary school children imitating what their teachers do, for example, teachers shaking the principal's hand when they meet. This elementary school child also imitates the behavior carried out by the teacher. They shake the teacher's hand when they arrive or when they go home, then identification is carried out by elementary school children. Bullying is a pattern of aggressive behavior that involves an imbalance of power with the aim of making other people feel uncomfortable, afraid and hurt, which is often carried out on the basis of differences in the other person's appearance, culture, race, religion, sexual orientation and gender identity (Rohman, 2016; Sobba, 2017). Bullying is the deliberate and repeated abuse of power by one or more children against other children, with the intention of hurting or causing feelings of pressure/stress (Soedjatmiko et al., 2016). Bullying is a term that is foreign to most Indonesian people, even though this phenomenon has been going on for a long time and occurs in various aspects of life, including

the world of education. A child is someone who is not yet 18 (eighteen) years old, including children who are still in the womb. Children need different protection than adults. This is based on the physical and mental reasons of immature and mature children. Children need to receive legal protection from everyone, including the government, family, community and school. Child protection from the government, such as laws regarding child protection and violence against children. For example, protecting children from the family by giving parental love to children, avoiding acts of violence against children. Child protection from the community, for example, the community participates in enforcing child protection regulations, not committing violence against children. Meanwhile, child protection from the school, for example, ensures that there is no violence between students or violence perpetrated by teachers against students, and that there is good handling when there is violent behavior in the school environment. School is a place to socialize with peers, learn to respect peers, younger friends and teachers and is primarily a place to gain knowledge and where education takes place. Education is the most important means of developing potential so that education interacts with the environment creatively for children. Education aims to produce people with noble character and noble character. Education is also directed as rapid empowerment in various fields and various alternatives (Purnamasari 2017).

In reality, many children still do not receive protection, especially at school. There is still a lot of violence against children that occurs in schools. Theoretically, violence against children can be defined as an event of physical injury, mental, or sexual, all of which are indicated by losses and threats to the health and welfare of children (Suyanto 2013). Research by Hillis, Mercy, Amobi and Kress (2016) states that an average of 50% or estimated to be more than 1 billion children in the world aged 2-17 years experience physical, sexual, emotional violence and neglect in Africa, Asia and North America has experienced violence in the past year. Saptandary (Novalia 2016) stated that school bullying incidents certainly have an impact on victims of bullying such as lack of motivation or self-esteem, experiencing mental health problems, experiencing nightmares, having feelings of fear and often acts of violence against a child leads to the death of the victim. Another impact experienced by victims of bullying is experiencing various kinds of disorders which include low psychological well-being, for example low self-confidence in students who experience bullying. Students' lack of understanding about the impact of bullying behavior and factors within students causes the prevalence of bullying behavior. In addition, teachers lack attention to bullying that occurs in the school environment, as they still think that bullying is just a joke and is just children's mischief in general. The teacher's role should be to provide children with a detailed and in-depth understanding of bullying behavior, in order to minimize bullying behavior. These preliminary data findings are in line with research by Putri, Ismaya, and Fardani (2021) which found that there are two types of forms and factors of verbal bullying that occur, namely verbal bullying based on nicknames and verbal bullying based on physicality. Victims of verbal bullying become less confident in themselves, this is proven by the victim becoming quiet and insecure about himself when playing together. Purbasari (2014) further stated that bullying among students has different characteristics from adult violence. Violence perpetrated by adults is usually carried out by a single perpetrator, while violence perpetrated by fellow students takes place in groups or the term is usually called School Bullying. Based on the background above and the results of previous research, the aim of this research is to analyze the impact of bullying on children's self-confidence in elementary school.

## 2. RESEARCH METHODOLOGY

This research uses a qualitative method approach with a case study design, because it is in accordance with the nature and objectives of researchers who want to obtain, not test hypotheses, but try to get a real picture regarding the analysis of the impact of bullying on children's self-confidence in elementary school. The research involved students as research informants, teachers as teachers or homeroom teachers and principals as leaders in elementary schools. Research data is information obtained when conducting research in the field and used as a basis for analysis or conclusions. The data in the research is the impact of bullying on children's self-confidence in elementary school. The primary data source used in the research is data about everything regarding the impact of bullying on self-confidence by perpetrators and victims of bullying in the classroom.

### 3. RESULT AND DISCUSSION

#### *Forms of Bullying*

Forms of bullying behavior include physical, verbal, and psychological or mental. Explanations of other forms of bullying in Gribig Village include the following:

#### *Verbal Bullying*

Verbal bullying is a form of bullying behavior that is captured through the sense of hearing, forms of verbal bullying include calling, shouting, insulting, humiliating in public and slandering. In the interview, it appears that the victim was insulted because of his physical appearance, this was considered verbal bullying. This statement agrees with the theory put forward by Barbara (2006:47-50), This verbal bullying behavior can take the form of insults, calling names, mocking, persuading other people to insult, spreading rumors. Verbal bullying is the easiest form of bullying and verbal bullying will be the beginning of other behavior and can be the first step towards further violence. From the research that has been carried out, there is visible bullying behavior. The motives of the perpetrators for carrying out bullying actions range from joking to actually hurting the victim. After taunting the victim, the perpetrator then walked away feeling relieved that he had done what he wanted. However, all the victim did was remain silent without any resistance. Yulia (2020) states that children who are victims of bullying have a smaller body posture than other friends, are weak/different physically and psychologically. In this case, AR, as the victim of bullying, has a physical difference, namely having buck teeth, so he is treated differently by his playmates.

#### *Physical Bullying*

Physical bullying is a form of bullying behavior that can be seen directly by the sense of sight because there is direct contact between the behavior and the victim. This opinion is supported by the theory put forward by Sejiawa (2008: 2-5), physical bullying is a form of bullying behavior that can be seen from the naked eye because there is direct contact between the bully and the victim. Forms of physical bullying include: slapping, stomping on feet, pulling, kicking, pushing and so on. Physical bullying that occurs to victims is bullying that uses violence by hitting and pushing the victim. This treatment is very sad because it can have an impact on the victim's self-confidence in socializing with his environment. This statement is supported by previous research by Mudjijanti (2012) that playing with peers is no longer fun if bullying behavior starts to occur, it will actually become something scary and traumatizing for the victim who receives the bullying treatment. What experienced by AR as a victim of bullying is something that needs to be paid attention to by various parties, however AR did not dare to report this to his parents, in fact he tended to be indifferent and act normal even though what he experienced was very dangerous for him. As stated by Dewi (2019), not all children/students who experience bullying take it seriously, there are even some who are indifferent/indifferent in responding to this matter as if it is a normal and normal thing that happens.

#### *Mental Bullying*

Mental or psychological bullying is the most dangerous type of bullying because it is not caught by our eyes and ears as a third person. If we are not careful in detecting it or understanding the social character of children in that environment as observers we will never know that mental bullying is happening. This bullying practice occurs secretly and outside of our monitoring of the occurrence of deviant behavior, related to mental bullying. This bullying practice occurs secretly and outside of our monitoring of the occurrence of deviant behavior, related to mental bullying.

#### *The Impact of Bullying Behavior on Children's Self-Confidence*

Based on the results of research conducted by researchers, bullying greatly affects the self-confidence of children who are victims of bullying, children who are victims of bullying will feel that they have lost self-confidence and will feel afraid to socialize with friends outside the family environment, children who are bullied will be left behind and have no their enthusiasm and joy in playing with their friends will feel unprotected, they will also not be confident in socializing with their peers. Ulum et al (2019) stated that self-confidence in every person is an important thing that needs to be had, low self-confidence can have a big impact on activities. According to Taylor (2011), self-confidence is a person's belief in their ability to display certain behavior or to achieve certain targets. Lauster (2002) revealed that aspects of self-confidence include: personal abilities, social interactions, self-concept, optimistic attitude, objectiveness. Then Gufron (2011)

added aspects of people who have self-confidence who are able to socialize flexibly, have good tolerance, are not easily influenced by other people in their actions and are able to determine definite steps in their life. Factors that influence Angelis' (2003) self-confidence are: Personal ability, one's success, desire, strong determination. Deviant treatment that can have a bad effect on other people is called bullying. A person who receives bad treatment will feel intimidated and can have even worse consequences, such as losing enthusiasm. This unpleasant treatment can also affect his current or future life because it can be traumatic for those who experience it. Making his life as it is currently being experienced by plans that have been arranged will be disrupted and lose focus, causing what has been planned to fall apart.

Bullying behavior can take the form of words either directly or indirectly and can take the form of treatment. Bullying can occur due to opportunities and shortcomings of the victim. Bullying can happen anywhere and at any time. Apart from that, bullying can be felt or accepted by various groups, including elementary school children, teenagers and adults. This can harm someone who receive this treatment, bullying in the relationships of children at elementary school age has begun to occur and action is needed so that it can be reduced or even no longer happen. The victim of bullying looked gloomy and lost confidence in his playing environment because his playmates did not defend him but instead took part in bullying him. This states that children/students who have received bullying have quite low self-confidence due to several factors such as the victim being unable to express feelings and bad events that occurred in the past. Children who are victims of bullying, namely I and RA, have low self-confidence, when asked to come forward in front of the class they often don't want to, and are less active in discussing in class. Rigby (Astuti 2008) said that as a result of bullying the victim felt depressed because the perpetrator controlled the victim, this condition caused his self-esteem to decline. However, if victims of bullying at school are accompanied well, the impact of the bullying they experience will be a positive impact for the victim. The victim will become a good person and can accept himself so that his self-confidence increases. This statement is in accordance with Sejiwa's statement (Yuliani 2017) that it is worth remembering that bullying cannot be faced with bullying. If our child is hit by another child, don't teach him to hit back, because what will happen later is just a fight. We can invite our children to learn self-defense because at least children are taught how to avoid violence.

#### *Factors Causing Bullying Behavior*

The majority of factors that influence perpetrators of bullying are environmental factors, the closest environment can be the family because of what they see the child children will imitate and the society here is a plural society from various circles, the majority are traders so all the words and behavior will be imitated by children, and it is also possible from social media and television shows, children will imitate the characters from these shows for example creating gangs or groups the strongest, then fight scenes and other negative scenes. The closest environment can be the family because what they see children will imitate society. The majority are traders, so all their words and behavior will be imitated by children, and it is also possible that from social media and television shows, children will imitate the characters from these shows, for example making gangs or the strongest groups, then fighting scenes and other negative scenes.

#### **4. CONCLUSION**

The following can be concluded as an answer to the main problem in this research: 1) The forms of bullying experienced by the subject at school are a. Verbal bullying includes insulting physical deficiencies, teasing, calling parents names; b. Physical bullying includes being hit, having headscarves pulled, books being torn, pinched; and c. Mental bullying includes exclusion and neglect. A child who is a victim of bullying will feel a loss of self-confidence and will be afraid to socialize with friends outside the family environment, a child who is bullied will be left behind and will not have the enthusiasm and joy of playing with his friends, they will feel unprotected, neither will he be confident in getting along with peers. The majority of factors that influence perpetrators of bullying are environmental factors, the closest environment can be the family because of what they see the child the child will imitate you.

#### **REFERENCES**

- Angelis, B. 2003. *Self-Confidence: Source of Success and Independence*. Jakarta: PT  
Astuti, Ponny Retno. 2008. *Reducing Bullying*. Jakarta: PT Gramedia Widiasarana.

- Coloroso, Barbara. 2006. *Penindos, Oppressed, and Spectators. Recipes for Curbing Child Violence in Chains from Preschool to High School*. Jakarta: Serambi.
- Ghufron, N. d. (2011). *Psychological Theories*. Jogjakarta: Ar-Ruzz Media. Gramedia Pustaka Utama.
- Hillis, Susan., Mercy, James., Adaugo, Amobi., and Kress, Howard. 2016. *Global Prevalence of Past-year Violence Against Children: A Systematic Review and Minimum Estimates*. Pediatrics, 137(3). Jakarta: Grasindo.
- Lauster, P. (2002). *Personality test*. Jakarta: Bumi Literacy. Main Library.
- Mudjijanti, MM (2012). *School Bullying and the role of teachers in overcoming it*. Krida Rakyat, 2(2). Accessed on Saturday 21 September 2019 at 12.00 WIB.
- Novalia, Ricca. 2016. *The Impact of Bullying on the Psychosocial Conditions of Children in the Pingit Social Village*. Thesis. Yogyakarta: Sunan Kalijaga University.
- Purbasari, Imaniar. 2014. *The Phenomenon of Children's GANGs in the Development of the Socialization Process in the Learning Environment*. Proceedings of the National Seminar on Preparing Legally Literate Educators on Child Protection 27 August 2014, 80-84.
- Purnamasari, Iin. 2017. Homeschooling. Yogyakarta: Public Library Magnum.
- Putri, SRA, Ismaya, Erik Aditia., and Fardani, Much. Arsyad. 2021. *Phenomenon of Verbal Bullying in the Pedawang Society*. NATURALISTIC: Journal of Education and Learning Research Studies, 5 (2): 792-796.
- Rohman, M. Z. (2016). *The Relationship Between Age, Class Level, and Gender and the Tendency to Become a Victim of Bullying*.
- Semai Jiwa Insani Foundation. (2008). *Bullying: Overcoming Violence in Schools and the Environment*.
- Sobba, K. N. (2017). *Adolescent Networks: An Exploratory Study Assessing Bullying Victimization and Outcomes of Social Capital on School Avoidance*. (10619312 Ph.D.), University of Arkansas at Little Rock, Ann Arbor.
- Soedjatmiko, S., Nurhamzah, W., Maureen, A., & Wiguna, T. (2016). *Description of bullying and its relationship with emotional and behavioral problems in elementary school children*. Pediatrics, 15(3), 174-180.
- Suyanto, Bagong. 2013. *Children's Social Problems*. Surabaya: PT Fajar Interpratama Mandiri.
- Taylor, R. (2011). *Confident Tips for Increasing Self-Confidence*. Jakarta: PT Gramedia
- Through the Teams Games Tournament (TGT) Model Assisted by Class IV Elementary School Card Media
- Ulum, AS, Sumarwiyah, S., & Pratiwi, IA (2019). *Increasing Students' Confident Attitudes*
- Yulia, Putu, and Angga Dewi. 2020. " *School Bullying Behavior in Elementary School Students* " 1
- Yuliani, Mita. 2017. " *The Impact of Bullying Behavior on 2 Students at Pangudi Luhur 1 Middle School, Klaten, 2017/2018 Academic Year (Case Study on 2 Students at Pangudi Luhur 1 Middle School, Klaten, 2017/2018 Academic Year)* ". Thesis. Yogyakarta: Sanata Darma University.