THE CORRELATION BETWEEN BULLYING EXPERIENCE AND SELF-ESTEEM LEVELS AMONG STUDENTS

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ABSTRACT

This study aimed to investigate the correlation between bullying experiences and the level of self-esteem among psychology students at UIN Raden Fatah Palembang. A quantitative research method was employed, utilizing a descriptive correlational design and a cross-sectional approach. The sample consisted of 40 fourth-semester students, with 5 males and 35 females, selected through simple random sampling. Bullying experiences were assessed using a 38-item Likert scale developed by Coloroso, while self-esteem levels were measured using a self-confidence instrument by Lauster (as cited in Mukti, 2013). The data analysis revealed a significance value (Sig. 2-tailed) of 0.790. As this value exceeds the significance level of 0.05, it indicates a lack of significant correlation between bullying experiences and the level of self-esteem among psychology students at UIN Raden Fatah Palembang.

Introduction

The Islamic State University of Raden Fatah Palembang (UIN Raden Fatah Palembang) is one of the leading universities in Indonesia, located in Palembang, South Sumatra. Founded in 1965, this university occupies a significant position in the development of Islamic higher education in Indonesia. UIN Raden Fatah Palembang offers a variety of study programs that cover various disciplines, including but not limited to theology, law, education, economics, and psychology. In line with the various disciplines taught, including psychology, UIN Raden Fatah Palembang also pays attention to student welfare issues, including the problem of bullying. Bullying has become a global issue that can affect the mental and emotional health of the individuals involved, including a decrease in self-esteem levels. In this context, the Faculty of Psychology at UIN Raden Fatah Palembang plays an important role in researching and understanding the relationship between bullying experiences and the self-esteem levels of students. Through research and education, they strive to provide effective solutions and interventions to overcome this problem and support student welfare on campus.

According to Coloroso (2007:78), bullying or harassment has several forms including verbal bullying which includes teasing, insults, swearing, and threats; social bullying involving social exclusion, gossiping, spreading rumors, and damaging someone's reputation; physical bullying which includes acts of violence such as hitting, kicking, pushing, or damaging the victim's belongings and cyberbullying involving harassment

through digital media, such as the internet, social media, and other electronic devices. Rigby Ken (2003:98) states that bullying behavior can occur both individually and in groups, carried out consistently by a child or a group, where the actions involve hurting a weaker child than the perpetrator. Bullying is also a phenomenon influenced by various factors surrounding children, both direct and indirect. Individual factors include the child's nature and personality, such as aggressiveness, dominance, low self-confidence, or difficulty in controlling emotions. Family factors involve disharmonious family conditions, inappropriate parenting styles, or a lack of support and attention from parents (Priyatna, 2010).

In line with the above understanding, it can be observed that the environment plays a crucial role in the development of students as it can influence their behavior. Peers, seniors, and classmates in the campus environment have a significant influence on students. This influence can have both positive and negative impacts. Positive impacts occur when friends or seniors provide motivation and guidance in learning and other issues faced within and outside the campus. However, negative impacts occur when deliberate aggressive acts are carried out using imbalanced power or force. Such attitudes or behaviors are commonly known as oppression or bullying (Rizal, 2013:32). Therefore, students need to be in a positive and healthy environment to maximize their potential and avoid the negative impacts that can affect their development. Bullying can have significant impacts on the victims, especially in psychological aspects. Alexander (in Sejiwa, 2008) states that individuals who become bullying victims may experience depression and a lack of self-confidence. Several previous studies have found a relationship between bullying and self-esteem.

According to Lauster (in Mukti, 2013), self-confidence is an attitude/belief of one's capabilities, so that in their actions one is not too anxious, feels free to do what one wants, and takes responsibility for their actions. Thus, individuals can feel valued as human beings and feel supported by social support. Meanwhile, according to Cohen et al. (Sarafino, 2002), social support comes from various sources such as work, family, partners, and social environment. Effective social support can reduce psychological stress when faced with difficult situations. Olewus's research involving 2,500 fourth- to seventh-grade students in Norway using the quasi-experimental method showed that victims of bullying tend to experience failure and serious self-esteem issues (Olewus in Kharinah, 2013). This is also supported by Edmontin (Kharinah, 2013) who stated that victims of bullying generally have low self-esteem.

The formation of someone's self-confidence can be influenced by several factors. Past experiences play a crucial role in building self-confidence, where positive experiences and successes in challenging situations can enhance self-confidence, while repeated failures or rejections can hinder its development. Social interactions, such as support and acceptance from the social environment, also affect self-confidence. Realistic self-assessment of one's abilities, strengths, and weaknesses can support healthy self-confidence. Family support, such as love and positive encouragement, provides a strong foundation for building self-confidence. Achievements and successes in various areas of life also contribute to the

formation of self-confidence. School and work environments, such as support, appreciation, and recognition for achievements, strengthen self-confidence, while unsupportive or competitive environments can undermine it (Ghufron & Rini, 2011).

Individuals with self-confidence tend to interact flexibly, have good tolerance, are not easily influenced by others in their behaviours, and can establish clear steps in their lives. People with self-confidence appear calmer, free from fear, and able to express their self-confidence to everyone. From the above explanation, it can be concluded that self-confidence is influenced by several aspects. First, belief in one's abilities is an important factor in building self-confidence, which can be achieved through a positive attitude and an optimistic view of oneself. Additionally, self-confidence also involves the ability to face problems with conviction and take responsibility for one's actions. Furthermore, a rational and realistic approach to facing situations by the reality at hand also contributes to an individual's self-confidence (Rini, 2006). In a study conducted by Rizal (2013:28) titled "The Relationship between Bullying and Self-Confidence among Students at MAN Tlogo Blitar," it was found that there is a negative correlation between bullying and students' self-confidence. The results of the analysis showed a correlation coefficient of rxy -0.438 with a significance value of p 0.000 < 0.005. This indicates that the lower the level of bullying experienced by students, the higher their self-confidence tends to be.

One case of bullying and harassment occurred to R (19), a student at the Raden Fatah State Islamic University (UIN) in Palembang, South Sumatra (Sumsel). The incident took place when AR became a committee member for the Basic Education (Diksar) event at UIN Raden Fatah Palembang, held at the Campground. As a result of this incident, R suffered several bruises on their face and body, as well as prolonged trauma after the incident (Nefri Inge, 2022). This case is interesting for researchers to conduct research on bullying among college students, where the initial survey in this research indicates the existence of bullying behavior towards psychology students of UIN Raden Fatah Palembang which has an impact on their level of self-confidence.

This research aims to investigate the correlation between bullying experience and the level of self-esteem among psychology students of UIN Raden Fatah Palembang. With a focus on the fourth-semester population of psychology students of UIN Raden Fatah Palembang, this research can yield more relevant and specific data on the effect of bullying on self-esteem in the local context. This is important to understand the specific context where bullying occurs so that more appropriate and tailored interventions can be developed to meet the needs of students at UIN Raden Fatah Palembang. One of the proposed solutions is the implementation of social interventions involving peers and the school environment. According to research by Ahn and Kwon (2018), peer support can enhance the self-esteem of individuals who experience bullying. In this case, peers can provide emotional support, friendship, and practical assistance that help bullying victims feel valued and supported. Additionally, based on Bowlby's attachment theory (1969), having a strong bond with a

reliable adult who provides emotional support can also enhance the self-esteem of individuals who experience bullying.

The hypothesis generated in this research is that, first, it is assumed that students who have experienced bullying will have lower levels of self-esteem compared to students who have never experienced bullying, or Ha states that there is a relationship between bullying experiences and the level of self-esteem among students at UIN Raden Fatah Palembang. This hypothesis is based on the understanding that bullying experiences can damage individuals' self-perception, resulting in feelings of low self-worth and diminished self-esteem that can affect their levels of self-esteem.

Method

This research uses a quantitative research method with the design used in this research being descriptive correlational and using a cross-sectional approach. There are two variables in this research, namely the bullying experience variable as an independent variable, and the self-esteem variable as a dependent variable. This is intended to describe the experience of bullying with the self-esteem of students and to reveal the correlative relationship between the two variables. The population in this research is fourth-semester psychology students of UIN Raden Fatah Palembang.

The population data was obtained from the Psychology Faculty specifically in the population of semester 4 at the State Islamic University of Raden Fatah Palembang. The research was conducted in April - May 2023 at the Faculty of Psychology UIN Raden Fatah Palembang, with a population of PI1 - PI7 classes students assumed to be 300 students and a sample of 5% was taken using the Slovin formula to get the required sample size of 40 students. Sampling in this study used a simple random sampling technique with Google Form media which was distributed through social media WhatsApp, based on criteria which are active semester 4 students of State Islamic University UIN Raden Fatah Palembang who agree to participate in the research by filling out the available informed consent and subjects who have been bullied/have been a victim of bullying.

In this study, the scale measurement of variables used was the Guttman scale (Sugiyono, 2014). Guttman scale is a scale that requires respondents to give clear answers with only two intervals, such as "agree-disagree", "yes-no", "true-false", "positive-negative", "ever-never", and so on. The use of this scale encourages students to give clear answers to various questions given (Rizal, 2013). To measure the scale of bullying experience, the measurement tool developed by Coloroso in the form of a Likert scale with 38 items was used. This scale has 5 alternative answers, namely STS (very disagree), TS (disagree), N (neutral), S (agree), and SS (very agree). Meanwhile, the self-esteem scale was measured by the measurement tool from self-confidence, Lauster (in Mukti 2013), in the form of a Likert scale with 18 available items. This scale also has 5 alternative answers, namely STS (very disagree), TS (disagree), N (neutral), S (agree), and SS (very agree).

Results and Discussion

The term "validity" refers to the extent to which a measurement tool can accurately and precisely measure a concept. To be considered highly valid, a test or measuring instrument must produce measurements that align with the intended purpose of measurement. The bullying scale consists of 19 valid items, while the self-esteem scale consists of 11 valid items. The criterion for determining the validity of an item is by comparing the critical value (r-table) with the obtained value (r-calculated). In this study, an item is considered valid if its item value is greater than 0.312. The significance level used in this research is 5%, with a total sample size of 40 persons.

Tables, Figures, and Formulas.

Reliability refers to the level of confidence in measurement results, which can only be trusted if similar results are obtained through multiple data collections on the same group of subjects, assuming that the measured characteristics within the subjects remain unchanged. Measurements that exhibit high reliability are considered trustworthy. The reliability coefficient is used to measure the level of reliability of a measurement, ranging from 0 to 1. The higher the reliability coefficient value approaches 1.00, the higher the reliability. Conversely, the lower the reliability coefficient value approaches 0, the lower the reliability (Azwar, 2007:99).

The decision-making process in this reliability test is based on the Cronbach's Alpha value, with the stipulation that a Cronbach's Alpha value less than 0.5 indicates weak reliability; a Cronbach's Alpha value between 0.5 and 0.7 indicates moderate reliability; a Cronbach's Alpha value between 0.7 and 0.8 indicates adequate reliability; a Cronbach's Alpha value between 0.8 and 0.9 indicates strong reliability; and a Cronbach's Alpha value greater than 0.9 indicates perfect reliability (Idrus, 2009 as cited in Hilmia 2020). Based on the categorization of reliability interpretation above, it can be stated that the bullying scale has a high level of reliability with a reliability score of 0.852. Meanwhile, for the self-esteem scale has a moderate level of reliability with a Cronbach's Alpha value of 0.765.

Table 1.1 Reliability of Bullying Scale

Reliability of the Bullying Scale	
Cronbach's Alpha	N of Items
.852	19

The data beside is the reliability of the valid data previously entered, which are the valid items of the bullying scale and the self-esteem scale. Where in the calculation, 19 valid items from the bullying scale and 11 valid items from the self-esteem scale are used.

Table 1.2 Reliability of Self-Esteem Scale

Reliability of Self-Esteem Scale	
Cronbach's Alpha	N of Items
.765	10

Table 1.3. Table of Gender Distribution Frequency
Table of Gender Distribution Frequency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	5	12.5	12.5	12.5
	Female	35	87.5	87.5	100.0
	Total	40	100.0	100.0	

1.4. Table of Age Frequency Distribution
Table of Age Frequency Distribution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under 20 years	21	52.5	52.5	52.5
	Between 20-23 years	19	47.5	47.5	100.0
	Total	40	100.0	100.0	

Based on this research, the frequency distribution of respondent characteristics which includes age and gender was obtained with a percentage of male participants being 12.5% or around 5 males. Meanwhile, the percentage of female participants was 87.5% or around 35 women. The percentage of participants who are under 20 years of age is more than the percentage of participants who are between 20-23 years of age 52.5% or around 21 people were in the age range below 20 years while the rest of 47.5% or around 19 people were in the age range of 20-23 years. The distributions of the bullying scale and self-esteem scale measurements in this study can be seen in the explanation provided in the table below:

1.5.Descriptive Distribution Table of Bullying Scale and Self-Esteem Scale
Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Bullying Scale	40	47	46	93	63.30	10.444
Self-Esteem Scale	40	25	25	50	35.98	6.627
Valid N (listwise)	40					

Based on the data in the table above, we can see that the minimum of the bullying scale is 46, and the maximum is 93, with a mean of 63 and a standard deviation of 10.5. The self-esteem scale has a minimum of 25, a maximum of 50, a mean of 36, and a standard deviation of 6.7. In this study, the level of bullying and self-esteem are divided into three categories: high, medium, and low. Based on the formula X > (Mean + SD) for the high category, (Mean – 1 SD) ≤ X ≤ (Mean + 1 SD) for the medium category, and X < (Mean – 1 SD) for low categorization, the result for bullying scale range is > 73.5 is high, 52.5 - 73.5 is medium, and < 52.5 is low. Meanwhile, for the self-esteem scale, the result is > 42.7 is high, 29.3 - 42.7 is medium, and < 29.3 is low. The results can be seen in the table below:

1.6 Table of Frequency Distribution of Bullying Scale

Categorization of Bullying Scale

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High	4	10.0	10.0	10.0
	Medium	34	85.0	85.0	95.0
	Low	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

Table 1.7 Frequency Distribution of Self-Esteem Scale

Categorization of Self-Esteem Scale

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High	7	17.5	17.5	17.5
	Medium	29	72.5	72.5	90.0
	Low	4	10.0	10.0	100.0
	Total	40	100.0	100.0	

From the data above, it can be seen that the highest level of bullying among psychology students at the Islamic University of Palembang (UIN) is in the moderate category with a value of 85% (34 people), while in the high category, it is 10% (4 people) and in the low category 5% (2 people). This shows that most of the psychology students at UIN Raden Fatah Palembang have a moderate level of bullying. As for the self-esteem scale, it can be seen that the highest level of self-esteem in psychology students at the Islamic University of Palembang (UIN) is in the moderate category with a value of 72.5% (29 people), while in the high category, it is 17.5% (7 people) and in the low category 10% (4 people). This shows that most of the psychology students at UIN Raden Fatah Palembang also have a moderate level of self-esteem. We can see the level of percentage of bullying and self-esteem in the picture below:
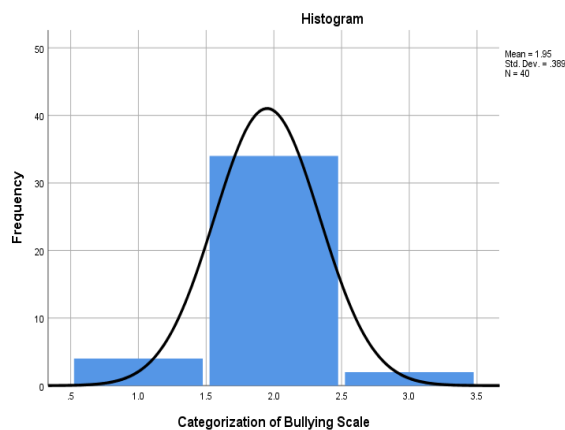
1.8 A Histogram of The Categories of Bullying on A Scale
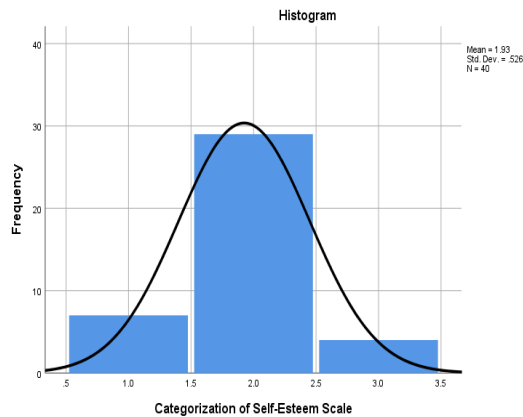
1.9 A Histogram of The Categories of Self-Esteem on A Scale

1.10 Kolmogorov-Smirnov Test Results for Bullying and
Self-Esteem Variables

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		40
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	6.42485563
Most Extreme Differences	Absolute	.140
	Positive	.140
	Negative	-.080
Test Statistic		.140
Asymp. Sig. (2-tailed)		.047[c]

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

A normality test is used to determine whether the data used is data with normal distribution or not. To perform a normality test using SPSS 22 with criteria considered normal if the significant score is > 0.05. Based on the normality test results besides, it can be seen that the significance value is $0.047 < 0.05$, so it can be concluded that the residual values have a not normal distribution

1.11 Table Linearity Test of Bullying Scale and Self-Esteem

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Self-Esteem * Bullying	Between Groups	(Combined)	1007.475	19	53.025	1.503	.187
		Linearity	103.103	1	103.103	2.923	.103
		Deviation from Linearity	904.372	18	50.243	1.424	.221
	Within Groups		705.500	20	35.275		
	Total		1712.975	39			

The linearity test is used to determine whether two variables have a good linear or non-linear relationship. A good correlation should exhibit a linear relationship between the independent variable (X) and the dependent variable (Y). In conducting the linearity test, there are two ways to make decisions, first, by comparing the sig value with 0.05. If the sig value deviation from linearity is greater than 0.05, then there is a linear relationship between the variables. However, if the sig value deviation from linearity is less than 0.05, then there is no significant relationship between the two variables.

Second, by comparing the F-score with the F-table value. If the F-score is smaller than the F-table value, then there is a significant relationship between the variables. However, if the F-score is greater than the F-table value, then there is no significant relationship between the two variables. By utilizing the linearity test, we can evaluate whether the relationship between two variables is linear or non-linear, based on the comparison of the sig value and the F-score obtained. Based on the linearity test above, it can be determined that this research has a linear relationship between the dependent variable Y (Self-Esteem) and the independent variable X (Bullying) because the significance of the deviation from linearity is $0.221 > 0.05$.

1.12 The Spearman Correlation Between Experience of Bullying and Level of Self-Esteem

Correlations

			Bullying Scale	Self-Esteem Scale
Spearman's rho	Bullying Scale	Correlation Coefficient	1.000	.043
		Sig. (2-tailed)	.	.790
		N	40	40
	Self-Esteem Scale	Correlation Coefficient	.043	1.000
		Sig. (2-tailed)	.790	.
		N	40	40

The Spearman correlation test is a part of non-parametric statistics. The basis for decision-making in Spearman correlation is if the significance value is less than 0.05, then the variables are considered correlated, while if the significance value is greater than 0.05, then the variables are considered not correlated.

Based on the data output above, it is known that the significance value or Sig. (2-tailed), is 0.790. Since the Sig. (2-tailed) value of 0.790 is greater than 0.05, it is determined that there is no correlation between the bullying experience variable and the level of self-esteem among the psychology students at the Islamic State University (UIN) Raden Fatah Palembang. Thus, it can be concluded that the research hypothesis, which posits a correlation between bullying experiences and the self-esteem level of fourth-semester psychology students at UIN Raden Fatah Palembang, is not accepted. This can be stated as the alternative hypothesis (Ha) being rejected, and the null hypothesis (H0) being accepted.

The rejection of the hypothesis in this study can be attributed to several factors. Firstly, the extensive number of items used by the researcher to measure bullying experiences and self-esteem might have led respondents to become less motivated to read each item thoroughly, resulting in less valid responses. Consequently, when the researcher retested the items for both the bullying and self-esteem scales, many items were found to be inadequate, leading to suboptimal data. Additionally, the items on the scales created by the researcher were not sufficiently focused and precise, particularly on the bullying scale. While there have been numerous studies attempting to measure bullying, there is currently no standardized scale to assess the bullying variable.

Moreover, the rejection of the hypothesis in this study demonstrates that an individual's level of self-esteem is shaped by complex components and is not solely influenced by a single factor. Lauster (2012) suggests that factors influencing self-confidence include physical condition, aspirations, cautious attitudes, and life experiences. Thus, it can be concluded that comprehensive research is needed, involving not only a single component of the bullying experience but also other components that contribute to an individual's self-esteem (Hidayati & Savira, 2021).

Furthermore, a study conducted by Moneva in 2020 investigating bullied students and their self-esteem yielded similar results. The data showed that 54.5% of students reported their self-esteem remained unaffected when they experienced bullying (Moneva et al., 2020). This study supports the notion that bullying experiences do not always have a significant impact on an individual's self-esteem (Moneva et al., 2020).

Considering the significance of the topic of bullying experiences and their impact on self-esteem, it is hoped that this study serves as a starting point for further in-depth and comprehensive research. Future studies, particularly conducted by psychology students at the Faculty of Psychology, UIN Raden Fatah Palembang, would greatly contribute to a better understanding of the dynamics and implications of this phenomenon. Specifically, future research can explore other factors that may influence the relationship between bullying experiences and self-esteem, such as social support, problem-solving skills, and other psychological conditions. Additionally, further studies can aid in the development and testing of effective interventions to prevent bullying and enhance student self-esteem.

Conclusion

The majority of psychology students at UIN Raden Fatah Palembang experience a moderate level of bullying, with a percentage of 85%. Although some students experience a high level of bullying (10%) and a low level of bullying (5%). This indicates the prevalence of bullying within the campus environment. Additionally, the majority of psychology students at UIN Raden Fatah Palembang have a moderate level of self-esteem (72.5%), with a percentage of high self-esteem at 17.5% and low self-esteem at 10%. Despite the majority of students having a moderate level of self-esteem, there are still some students with a low level of self-esteem that needs to be considered in efforts to improve their well-being.

Statistical analysis results show that the residual distribution of the data does not follow a normal distribution pattern, indicating variations or imbalances in the collected data. Therefore, further research is needed to understand the causes of the abnormal distribution and address these irregularities. Although there is a linear relationship between self-esteem and bullying variables, the analysis results indicate no significant correlation between bullying experiences and the level of self-esteem among psychology students at UIN Raden Fatah Palembang. This suggests that other factors, such as social support, learning environment, or internal individual factors, may play a more dominant role in shaping the student's self-esteem.

However, there is no significant correlation between bullying experiences and the level of self-esteem within this population. These findings highlight the need to consider other factors that influence students' self-esteem and develop holistic intervention strategies to enhance their well-being. In this regard, efforts to improve social support, create a positive learning environment, and strengthen internal individual factors can be the focus of developing effective programs.

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