

THE RELATIONSHIP BETWEEN BULLYING BEHAVIOR AND SELF EFFICACY IN STUDENTS

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ABSTRACT

This research was conducted with the aim of seeing whether there is an influence between bullying behavior and self-efficacy in fourth semester students at the psychology faculty of Uin Raden Fatah University, Palembang. This study also uses a quantitative method with survey techniques, namely filling out questionnaires by giving several questions online to 38 respondents. There were 8 male respondents and 30 female respondents with an age range of 18-22 years. The respondents taken were 4th semester students of the Faculty of Psychology at UIN Raden Fatah Palembang. The results of this study indicate that the relationship between bullying behavior and self-efficacy is very significant and interconnected, which in Table 1.1 shows that between bullying behavior and self-efficacy there is a correlation coefficient (r) of 0.496 with a significance of 0.002. This research is strengthened by research conducted by Laurensia, Jenita Serangana et al (2021) showed the significance between bullying behavior and self-efficacy in adolescents. These results were supported by findings showing that 55 (27.5%) respondents received low bullying treatment and high self-efficacy, and 73 (36.5%) respondents received high bullying treatment and low efficacy.

Introduction

Bullying cases are still the most common problem in Indonesia. According to data from the KPAI, in 2022 the KPAI reported 226 cases of bullying with physical and mental violence that occurred in educational settings, including 18 cases of bullying in cyberspace. Bullying is a form of violent behavior in which there is psychological or physical coercion against individuals or groups who seem "weak" by a person or group. This action is carried out directly by a person or individual who is stronger, irresponsible, usually repeated and carried out with pleasure.

Bullying often escapes the attention of ordinary people. In general, parents and education authorities think that mocking each other, fighting or disturbing other children are commonplace and not something serious. The impact caused when someone does bullying will tend to behave aggressively and then get involved in a group or other delinquent activity. Conversely, the impact that will be felt by victims of bullying is that they will have emotional or feeling problems, low self-esteem, depressed, like to be alone and feel insecure. (Ministry of Health, 2018). Bullying behavior is seen as an unbroken series, in this case there are four behaviors namely, (a) bullying, (b) victims, (c) victims of bullying, (d) witnesses who saw

bullying behavior. The bully is the person doing the bullying and the victim is the target of the bully. Bully-victims are individuals who experience bullying but also commit bullying crimes, in contrast to perpetrators or victims, individuals who are victims of bullying have a higher level of difficulty controlling their emotions and reactions, and get more psychological impact from it.

Factors that influence bullying are first family, family is an important factor in bullying cases, family factors that influence bullying include low family functioning (Mazzone & Camodeca, 2019) and parenting style (Charalampous, Demetriou, Tricha, Ioannou, Georgiou, Nikiforou, & Stavrinides, 2018). Parenting that has a positive effect on bullying behavior is authoritarian parenting (Bostari & Karagianni, 2014), this is because parents who punish show authoritarian parenting, the type of punishment given is in the form of physical and mental violence, to committing violence. oppose. Resolving conflicts so that children feel that their parents are not sensitive to their feelings. Second, childhood experiences and bad experiences of a child are one of the factors that influence bullying. Most likely, children with various childhood difficulties have participated in the difficulties faced by children, the difficulties faced by children make their psychological development unhealthy so that they have the ability to become teenagers who do bullying. (Reisen, Viana and Neto, 2019). Third, the school environment, the next factor that influences bullying. Research by Rezapour, Khanjani, and Mirzai (2019) found that a comfortable school environment was associated with less verbal bullying, relational bullying, and cyber bullying, whereas an unpleasant school environment with high levels of distraction was associated with more verbal bullying and relative intimidation. In addition, rules, physical comfort, participation and environmental support are related to bullying behavior.

Self-efficacy is a person's or individual's feelings or beliefs about their ability to perform tasks, organize and complete an action. High and low self-efficacy combine responsive and unresponsive environments. When self-efficacy is low and accompanied by a responsible environment, a person will experience stress or depression because the individual sees that other people can solve problems well, so when a person has low self-efficacy, it is combined with an unresponsive attitude. So that people feel reluctant, apathetic and helpless (Feist & Feist, 2014) The efficacy that a person has when facing bullying incidents that occur is his own ability to respond and deal with bullying incidents, which is divided into various aspects of efficiency including behavioral efficacy, cognitive efficacy and emotional efficacy. If a person or teenager has high self-efficacy then that person will be well motivated to change or easily overcome the problems they are facing, conversely if the person or teenager has low self-efficacy then the person or teenager will have positive motivation and lack of confidence themselves to change (Rustika, 2012).

Efficacy plays a very important role in everyday life, a person will be able to use his potential optimally if self-efficacy supports it. In cognitive social theory, low self-efficacy will lead to increased anxiety and avoidance behavior. Individuals will avoid activities that can make things worse, this is not caused by threats but because they feel they do not have

the ability to manage risky aspects (Bandura, 1997). Self-efficacy is the best handler for victims of bullying. Self-efficacy gives confidence in the ability of each individual to solve problems and achieve the desired goals and can reduce the negative impact on the psychological problems of victims of bullying and build the confidence of each victim of bullying.

Method

This study used a survey technique, namely filling out a questionnaire by giving several questions online by 38 respondents. The questionnaire is a form of data collection instrument that is very flexible and relatively easy to use. The respondents taken were 4th semester students of the Faculty of Psychology at UIN Raden Fatah Palembang. There were 8 male respondents and 30 female respondents with an age range of 18-22 years. This study uses a quantitative method because it uses two variables, namely bullying behavior and self-efficacy. The data analysis method in this study uses Statistical Product and Service Solution (SPSS).

Results and Discussion

The purpose of this study was to see whether there was a relationship between bullying behavior and self-efficacy in fourth semester students at the psychology faculty of Uin Raden Fatah Palembang, the scale of this study was a development of Piccirillo's scale, Christina (2016) Department of Psychology with the title "Examining Self Efficacy as a Mediator On The Relation Between Bullying Role Behaviors and Academic Success in Early Adolescence" which was distributed through questionnaires to 4th semester psychology faculty students at Raden Fatah State Islamic University.

This study shows that the relationship between bullying behavior and self-efficacy is significant and interconnected which is shown in Table 1.1 shows that between bullying behavior and self-efficacy there is a correlation coefficient (r) of 0.496 with a significance of 0.002 This research is reinforced by research conducted by Laurensia, Jenita Nesta et al (2021) which shows the significance of bullying behavior and self-efficacy in adolescents. These results were supported by findings showing that 55 (27.5%) respondents received low bullying treatment and high self-efficacy, and 73 (36.5%) respondents received high bullying treatment and low efficacy.

Matter This is reinforced by research from Anggraini, Azizah Heru et al., (2020) when a teenager experiences bullying behavior it will have a negative impact where the teenager will experience psychological disorders, be depressed, feel inferior and worthless and lose or have low self-confidence themselves in dealing with the problems or problems they are experiencing, this is what makes the efficacy of adolescents decrease.

Table 1. One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residuals
N		38
Normal Parameters, b	Means	.0000000
	std. Deviation	5.16715295
Most Extreme Differences	absolute	.170
	Positive	.170
	Negative	-.091
Test Statistics		.170
asymp. Sig. (2-tailed)		.007c

The table describes the results of statistical tests on data distribution using the One-Sample Kolmogorov-Smirnov Test technique. From the table it appears that the mean=.0000000, standard deviation= 5.16715295 and asymp. Sig (2-tailed) is 0.007. If the hypothesis is formulated that H₁ is a normal distribution, and H₀ is an abnormal distribution. Then H₁ is accepted if $p > 0.05$, and H₁ is rejected if $p < 0.05$. Based on the results of the normality test, it is known that the value of 0.007 is more than 0.05. It can be concluded that the residual values are normally distributed.

Table 2. ANOVA

			Sum of Squares	df	MeanSquare	F	Sig.
Self Efficacy *	Between Groups	(Combined)	866053	20	43,303	1,656	.149
		Linearity	322,672	1	322,672	12,341	.003
		Deviation from Linearity	543,380	19	28,599	1,094	.429
Bullying Behavior	Within Groups		444,500	17	26.147		
	Total		1310553	37			

Based on the results from the table above, the ANOVA test results where the probability value (p) = 0.003 which means smaller than 0.050 or the value (p) > 0,003 so that H₀ is rejected and H₁ is accepted. Linear relationship between the independent variable and the dependent variable.

Table 3. Correlations

		Bullying Behavior	Self Efficacy
Bullying Behavior	Pearson Correlation	1	.496**
	Sig. (2-tailed)		.002
	N	38	38
Self Efficacy	Pearson Correlation	.496**	1
	Sig. (2-tailed)	.002	
	N	38	38

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

From the table above shows that between bullying behavior and self-efficacy there is a correlation coefficient (r) of 0,38 with a significance of 0,02. Variable X to variable Y has a

correlation with the degree of relationship, namely the correlation is moderate and the form of the relationship is positive because $p < 0.05$ ($0.000 < 0.05$).

Conclusion

Bullying is a form of violent behavior in which there is psychological or physical coercion against individuals or groups who seem "weak" by a person or group. This action is carried out directly by a person or individual who is stronger, irresponsible, usually repeated and carried out with pleasure. The impact caused when someone does bullying will tend to behave aggressively and then get involved in a group or other delinquent activity. Conversely, the impact that will be felt by victims of bullying is that they will have emotional or feeling problems, low self-esteem, depressed, like to be alone and feel insecure.

If a person or teenager has high self-efficacy then that person will be well motivated to change or easily overcome the problems they are facing, conversely if the person or teenager has low self-efficacy then the person or teenager will have positive motivation and lack of confidence yourself to change. This research shows that the relationship between bullying behavior and self-efficacy is significant and interrelated. This research is reinforced by research conducted by Laurensia, Jenita Saranga et al (2021) showing the significance between bullying behavior and self-efficacy in adolescents.

Declarations

Praise be to God Almighty, We as researchers have completed this quantitative research with the title "The relationship between bullying behavior and self-efficacy in semester 4 students of the faculty of psychology uin raden fatah palembang". Until it's done

Thank you to the supervisors and friends who have contributed to the creation of this journal. We apologize if there are errors in writing this journal, we as researchers realize that this journal is not completely perfect because we researchers are still in the learning stage. We as researchers expect useful criticism and suggestions from readers. Thank you, I hope this journal can be useful for all of us.

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