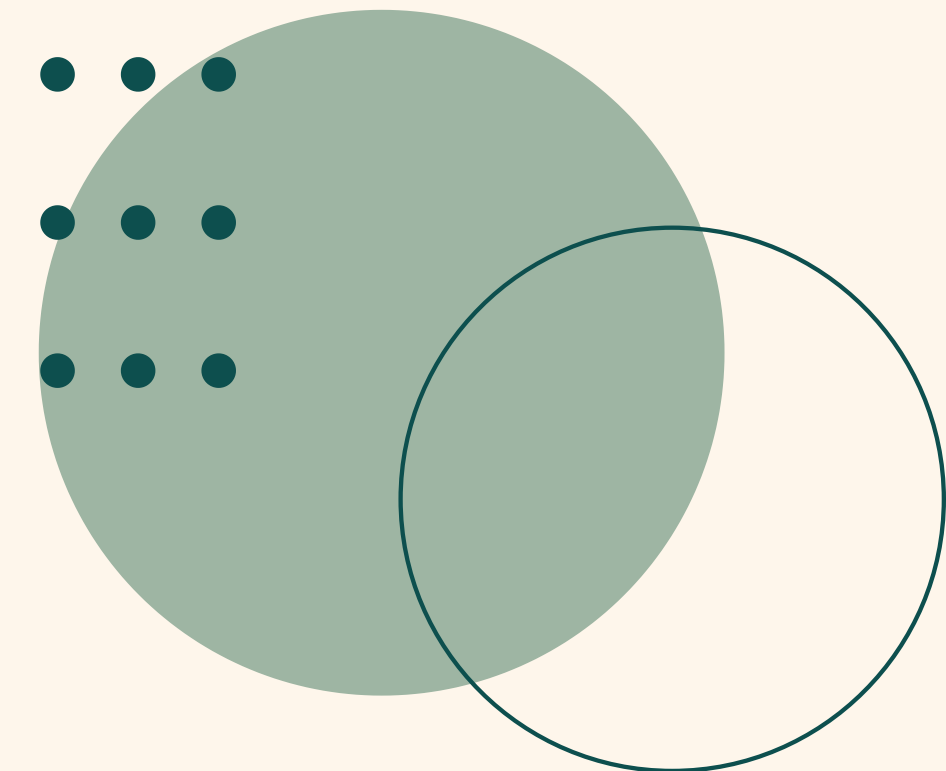
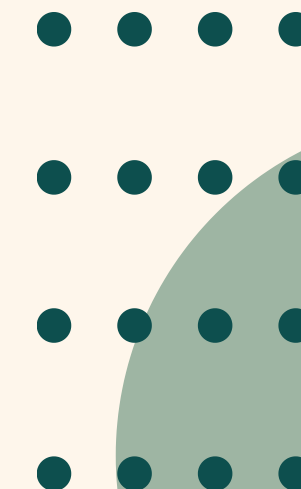


**"Profile Self-Esteem of Bullying Victim Students
at MTSN 05 Kaur Bengkulu Selatan"**



Shinta Mecha Lestari, S. Pd



A decorative graphic on the left side of the page. It consists of a large teal circle, a teal diamond shape overlapping the bottom-left corner of the circle, and two horizontal wavy teal lines above the circle.

ABSTRACT

This study aims to identify the self-esteem profile of student victims of bullying at MTSN 05 Kaur, South Bengkulu. Using a quantitative approach and a crosssectional survey design, data were collected from 46 students aged 12-13 years. The instruments used include four aspects of self-esteem: Power, Significance, Virtue, and Competence. The results showed that the students' self-esteem level was in the medium category with a mean value of 191,804 and a standard deviation of 16,807. All four aspects of self-esteem are also in the moderate category Analysis by age and gender showed that there were no significant differences in self-esteem by age group or gender. The study recommends group tutoring as an intervention to improve the self-esteem of students who are victims of bullying.

Keyword: Bullying, Self-esteem, and Students

A decorative graphic at the bottom right corner, consisting of several overlapping teal and white geometric shapes, including a large teal trapezoid and a white parallelogram.

INTRODUCTION

Research background

- **Bullying is still rampant in Indonesia, especially in the school environment which should be a comfortable and safe place for students to study.**
- **Bullying has been identified as a social problem that generally occurs in school settings. Almost every child may have experienced unpleasant treatment from an older or stronger fellow child (Krahe, 2005).**
- **According to Rigby (in Astuti, 2008), bullying is aggressive behavior that occurs repeatedly causing psychological pressure on the victim.**



Research Objectives

Therefore, based on the definition, characteristics, problems and impacts of bullying, the author is interested in researching "Student Self-Esteem Profile in Students Victims of Bullying at School".

SELF-ESTEEM CONCEPT

Definition of Self-esteem

Through self-esteem, a teenager can judge his or her own worth based on his feelings of worth, which can be positive or negative feelings (Rosenberg in Mruk, 2006).

The importance of self-esteem

- *Self-esteem is very important for adolescents because it helps them in their search for self-identity, which is one of the crucial developmental tasks of adolescence (Papalia, Olds, & Feldman, 2008).*
- *Self-esteem is very important for adolescents because it plays a role in determining success or failure in various aspects of adolescent life. Adolescents need positive self-esteem to achieve success in various areas of their lives.*



Conclusion

Through self-esteem, a teenager can judge his or her own worth based on his feelings of worth, which can be positive or negative feelings (Rosenberg in Mruk, 2006).

IMPACT OF BULLYING

01

Negative Emotions Experienced by Victims

Bullying victims who have low self-esteem will experience a more negative impact. They will feel various negative emotions such as.

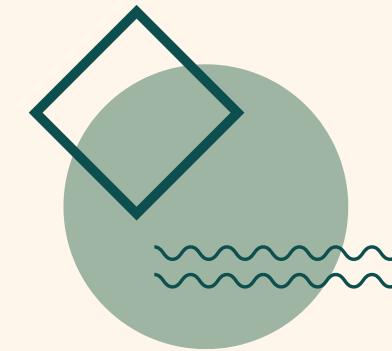
- Anger
- Resentment
- Frustration.
- Depression.
- Fear
- Shame.
- Sadness
- Discomfort, and
- Feeling threatened when being a victim of bullying.

Long-Term Consequences

02

"In the long run, it can cause them to feel inferior and have difficulty adapting to social environments."

RESEARCH METHODS



Research Design

- The research approach used is a quantitative approach. The research design used in this study is a survey research design.
- Survey design is a quantitative research procedure carried out to describe the attitudes, behaviors, and characteristics of the population (Creswell, 2012).
- The type of survey used is a cross sectional survey design.

Sample

- The sampling technique was carried out by a simple random sampling method.
- With a sample of 46 people, consisting of 32 women and 14 men with an age range of twelve to thirteen years.

RESEARCH INSTRUMENTS

Aspek Self-Esteem yang Diukur

Competence

Significance

- A sense that oneself is important and accepted by others.
- The belief that he has value and meaning to others.
- Popularity among peers.

- A positive attitude in controlling one's emotions.
- Concern for friends.
- Obedience to ethics and morals at school. Special abilities that can be developed.
- Ability to solve problems on your own.
- Ability to deal with social situations and carry out duties and responsibilities well.

Power

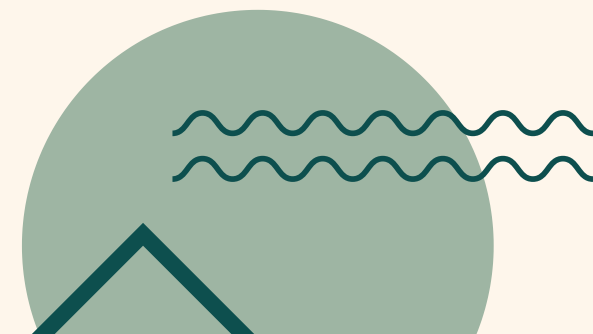
- The ability to control oneself in certain situations.
- Recognition and respect from others.
- The ability to regulate and control the behavior of others.

Virtue

- A positive attitude in controlling one's emotions.
- Concern for friends.
- Obedience to ethics and morals at school.

Overall Self-esteem Level

- Category: Medium
- Mean: 191,804
- Standard Deviation: 16,807
- Description: The results show that the student's self-esteem is in the medium category. This means that students have a fairly positive self-perception, even if they do not reach a high level. A moderate level of self-esteem may indicate that they have enough confidence to face challenges, but may still feel the impact of negative experiences such as bullying.



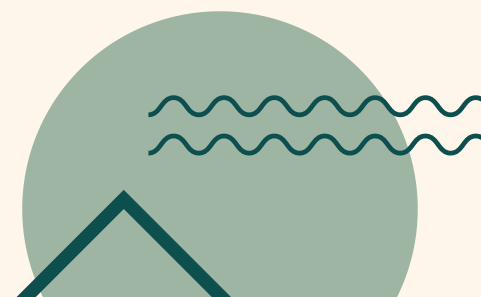
Analysis by Age and Gender

1. By Age:

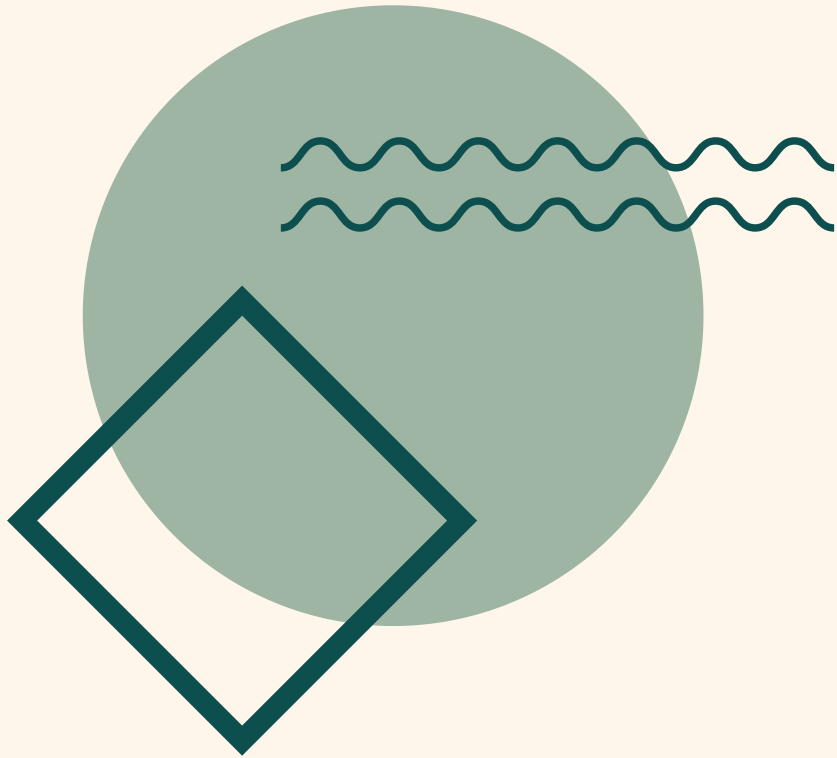
- 12-year-old students have a mean self-esteem score of 190,688 with a standard deviation of 22,032, indicating a medium category.
- 13-year-old students have a mean self-esteem score of 192,200 with a standard deviation of 13,645, also in the medium category.
- 13-year-olds have more consistent and slightly higher self-esteem than 12-year-olds.

2. By Gender

- Women have a mean self-esteem value of 194,719 with a standard deviation of 12,604, in the medium category with a smaller variation.
- Men had a mean self-esteem value of 185,143 with a standard deviation of 23,028, also in the medium category, but with greater variation.
- There was a significant difference in self-esteem among male and female students, with women showing more stable and consistent self-esteem than men.



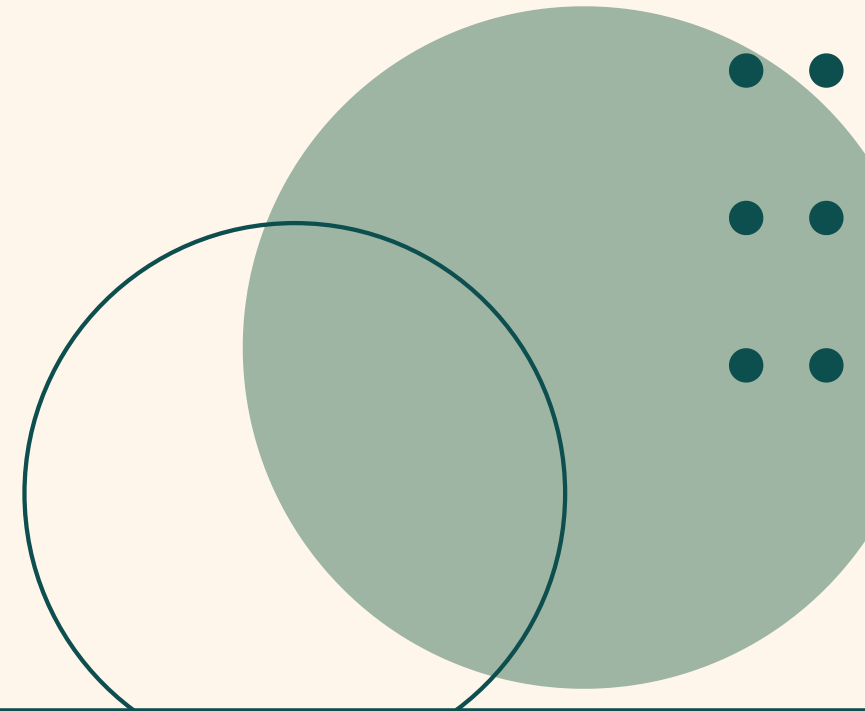
CONCLUSION AND RECOMMENDATIONS

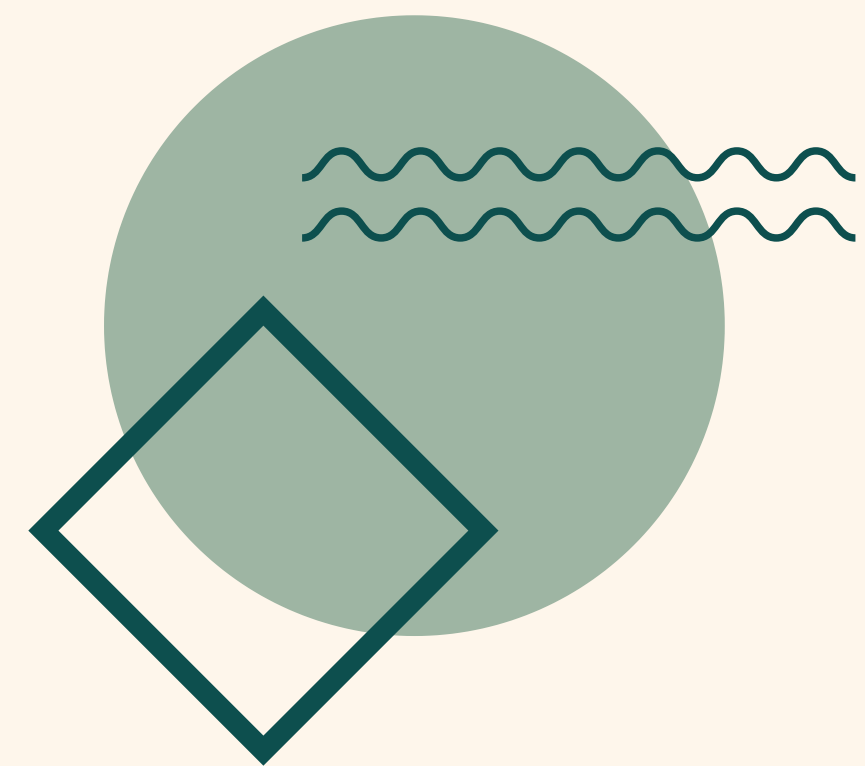


The recommended intervention to improve the self-esteem of students who are victims of bullying is by means of Group

Guidance to Improve Self-Esteem:

- **Social Support:** Helps students feel supported and not alone.
- **Coping Development:** Teaching effective ways to deal with bullying.
- **Identity Reinforcement:** Helps students see their own worth and strength.
- **Social Skills:** Improves the ability to interact and build relationships.
- **Sense of Safety:** Reduces stigma, providing a safe space to share and recover.





Thankyou!

