THE RELATIONSHIP OF SELF-ESTEEM AND SCHOOL CLIMATE WITH BULLYING BEHAVIOR AT AL MANAR PRIVATE SMP SCHOOL MEDAN

Mahmuddin Ujung[1], Nefi Darmayanti[2], Yudistira Fauzy Indarawan[3]
[1]Psychology Masters Study Program, Universitas Medan Area
[2,3] Universitas Medan Area
Corresponding E-mail:mahmuddinujung123@gmail.com

Abstract

This research aims to determine the relationship between self-esteem and school climate and bullying behavior at Al Manar Private Middle School, Medan. This type of research is quantitative research with correlational methods.The population in this study was 150 students with the sampling technique being total sampling and the sample in this study was 120 students by screening students who behaved in bullying ways and the results of the trial. The measuring tool used is a Likert scale to measure Self-Esteem and School Climate with Bullying Behavior. The data analysis method used in this research is multiple regression analysis. The subjects in this research were students at Al Manar Medan with the research results showing that: (1) There is a significant negative relationship between self-esteem and bullying behavior as indicated by the coefficient = -0.525; p=0.001 p<0.05 results showed that self-esteem had a predictive power for bullying behavior of 27.5%. (2) There is a significant negative relationship between school climate and bullying behavior in Al Manar Medan which is indicated by = -0.546; p=0.000 p<0.05 The results showed that school climate had a predictive power on the emergence of bullying behavior of 29.8%. (3) There is a significant relationship between self-esteem and school climate and bullying behavior as indicated by the coefficient F=12.039 R= -0.560 while =0.313 with p=0.000 P<0.05. Together, self-esteem and school climate have a predictive power for the emergence of bullying behavior of 30.3%. From these results it is known that there is still a 69.7% contribution from other factors or variables to the formation of bullying behavior.r_{x1y} r_{x2y} R^2 From the results of this research, the proposed hypothesis is declared accepted.

Keywords: Self-Esteem, School Climate, and Bullying Behavior.

INTRODUCTION

Humans develop over time in life, marked by physical growth, intelligence and emotional attitudes. One of the stages of development that every human being goes through is the transition from childhood to adulthood or what is usually called adolescence. At this time, teenagers want to try many new things, such as behavior that is not appropriate to their age and development as well as existing norms. This happens because maturity in teenagers is not yet optimal. In anticipating this behavior, it is necessary to have an education system that is able to educate adolescent behavior in more positive ways.

Education that can anticipate bullying behavior is secondary education which is carried out after completion of elementary, middle school and equivalent levels of education. In secondary education, a phenomenon often occurs that attracts attention in the world of education today, namely violence in schools, whether perpetrated by students against other students. Schools that are supposed to be places to gain knowledge and help shape positive personal character have turned out to be hotbeds of bullying, also raising a number of questions, even lawsuits from various parties who are increasingly critical of questioning the essence of education in schools today. Bullying is behavior that is not expected to occur,

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especially in the school environment. Bullying can be interpreted as some aggressive behavior that occurs among children, especially school age, and involves an imbalance of power that has the potential to be carried out repeatedly. Provis (Putri et al 2015) said that bullying is one of the problems encountered by teenagers, parents, teachers and school principals. In the last three decades, it has been found that bullying has become a serious threat to children's development and a potential cause of violence in schools. Bullying is a problem that is of global concern.

Joking to unwind is a natural thing, but there is a certain level of reasonableness. Excessive joking can make individuals feel offended or even humiliated, resulting in undesirable impacts such as bullying behavior. Bullying behavior can be fostered by jokes that go beyond limits or other factors. Bullying behavior makes people feel afraid or insecure in living their lives. If it is linked to human rights, bullying behavior is categorized as a violation. This is because in bullying, the perpetrator does not think about the rights or even the safety of the victim, instead the perpetrator tortures and carries out oppression that should not be done.

Sejiwa (2008) explains that bullying behavior is a situation where there is abuse of power/power carried out by a person/group of strong parties, not only meaning being physically strong, but also mentally strong. According to Edwards (2006), bullying behavior most often occurs during school years, namely high school (SMA, MA, SMK), because at this time many teenagers have high levels of egocentrism. According to Ahmad Baliyo Eko Prasetyo (2011), bullying incidents in the school environment (school bullying) are aggressive behavior carried out repeatedly by a powerful person or group against weak students.

According to Abu Darwis (2006) explains that bullying behavior is long-term physical and psychological violence carried out by a person or group against someone who is unable to defend themselves in a situation where there is a desire to hurt or frighten people or make people depressed, traumatized or depressed and helpless. . Bullying behavior has long occurred in Indonesia, based on research conducted by the UI psychology faculty. The Sejiwa Foundation and the NGO Plan Indonesia in 2008 showed that violence between students at the high school level mostly occurred in Jakarta (72.7%) followed by Surabaya (67.2%) and finally Yogyakarta (63.8%).

Sejiwa (2008), groups bullying behavior into four categories, namely physical bullying, verbal bullying, and psychological bullying and cyberbullying. Physical bullying includes hitting, pushing, kicking, yelling and pinching. Physical attacks often occur in boys, compared to girls. Verbal bullying includes rude words, mocking, laughing, calling people with nicknames they don't like (name calling), and threatening. Psychological bullying includes, for example, isolating, ignoring, spreading untrue gossip, looking cynical, ridiculing, terrorizing, destroying someone's reputation and isolating someone socially.

Bullying behavior in social forms such as isolating and ignoring people, in today's modern era, bullying can also be done through gadgets and social media which is called cyberbullying. Cyberbullying is when someone is badmouthed, insulted, terrorized on social media or via SMS, email and telephone. There are examples of bullying behavior, namely students who come from different backgrounds often make jokes which results in verbal, psychological, physical and social bullying behavior. Based on the results of observations and interviews with several students and BK teachers at Al Manar Private Middle School, Medan. Researchers interviewed the BP teacher with the initials SA (20 April 2023) and stated that he had often handled children who behaved in bullying ways, including physical bullying and verbal bullying. This case often begins with verbal bullying, where verbal bullying is during break time for a child with the initials DA who wants to go to the canteen, then his friend with the initials BD comes to the DA and says "Where are you going, Mr. Kumis"? The DA doesn't accept it. the call, then the DA answered "sir mustache, your father" the BD did not accept the DA's reply, the BD immediately pushed and poked the

DA." Because of this case, the student concerned was called to BP to be given direction, advice and group counseling to be able to resolve the problem that occurred. After observing the BP teacher, the researcher also interviewed 2 students, namely AG and NZ, who came from Al Manar Middle School, Medan. AG is a child who is still in grade 2 of junior high school. The following are the results of AG's interview:

"I was often bullied by my friends, Sis, because I was pug, my eyes were narrow and my body was short, I was often called Chinese vegetable or Chinese stray, even though I was not Chinese. Until one person at school said to me, no one likes me, then I answered Sis, "No need, it doesn't matter if I have friends like you or someone else." (personal interview, 20 April 2023)." Next, the researcher interviewed another student with the initials NZ:

"I often get bullied by them, they often call me NZ (Nabila Zelek). Apart from saying that, they also often call me tired, pretending to be pretty even though I'm spotty, wearing clothes like a clothes hanger."

According to Fithria & Rahmi (2016), factors that encourage bullying behavior are divided into 2 parts, namely internal factors and external factors. Internal factors are self-esteem and external factors are school climate. The 2008 national anti-bullying workshop revealed that one of the causes of someone engaging in bullying behavior is that there is low self-esteem in individuals who often engage in bullying behavior. According to Sejiwa (2008) perpetrators of bullying have several characteristics. The characteristics found in bullying perpetrators are: a specific nickname, namely the perpetrator gives a special unpleasant name to the victim, the perpetrator of bullying is generally a child or student who has a large and strong physique, the perpetrator of bullying has a small or medium body but has great psychological dominance among friends. -peers, Having strength and power over the victim of bullying, Having a sense of satisfaction if the perpetrator is powerful among peers, Individuals have a low sense of self-confidence, so they tend to carry out bullying to cover up the individual's shortcomings

According to Muhammad Nur Ghufron & Rini Risnawita S (2010) Self-esteem is one of the factors that really determines individual behavior. Everyone wants positive appreciation for themselves. Fulfilling self-esteem needs will produce an optimistic and self-confident attitude, conversely if self-esteem needs are not met it will cause a person or individual to behave negatively. Coopersmith, (2007) Self-esteem is an evaluation made by individuals based on how capable they are of carrying out their duties, how well they meet ethical or religious standards, how much they feel loved and accepted by their environment, and how much influence they have.

Ceilindri & Budiani (2016) A person who has low self-esteem encourages individuals to do things that can gain recognition and attention by bullying other people. Santrock (2002) said that children have a high level of self-esteem and it tends to decline in adolescence. Adolescent self-esteem influences adjustment and competence in adulthood. Adolescents who have poor physical and mental health, poor economic conditions, poor social acceptance will have low self-esteem in adulthood when compared to adults who are well adjusted and competent. Apart from self-esteem, another factor that can cause someone to bully is the school climate.

According to Cohen (2009) school climate is a manifestation of the quality and character of students, teachers, parents, and individual personal experiences which refer to norms, goals, learning practices, and organizational structure. Jimerson, et al (2010) said that school climate is a social perception of the school environment. A school that has a good climate will influence student learning and development. On the other hand, if the school climate is considered bad, it will give rise to feelings of discomfort and unmotivation in students and even reprehensible actions such as aggressiveness, violation of rules, and bullying. School climate has an influence on bullying prevention.

Rahmawati (2016) said that a positive school climate will create a feeling of comfort and a healthy psychological atmosphere for all school members while at school so that

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students will feel motivated and focused on learning. Daryanto (2015) explains that conceptually the environmental climate or atmosphere in a school is a set of attributes that give color or character, spirit, ethos, the inner atmosphere of each school, operationally, as well as the definition of school climate, it can be seen from factors such as curriculum, facilities and the leadership of the school principal. and the learning environment in the classroom.

According to Larse (1987), school climate is a norm, hope and self-confidence of the personnel involved in the school organization which can provide encouragement to support good habits or behavior for students. According to the Department of Education and Culture (1982) school climate is the atmosphere within a school organization that is created by the prevailing pattern of interpersonal relationships. This pattern of interpersonal relationships can include relationships between teachers and students, between students and students, teachers and teachers and between teachers and school leaders. According to the National Youth Violence Prevention Resource Center (Saripah, 2009), a school climate that is not conducive greatly influences the occurrence of bullying in schools. Lack of supervision from adults or teachers during recess, students' indifference to bullying behavior, and inconsistent implementation of anti-bullying are conditions that often occur. A student's experience while at school is fundamental in their successful transition to adulthood. Wilson Magfirah (2009) said that school is a place where children instill interpersonal skills, discover and filter strengths and fight for the possibility of something that hurts them, so schools should provide a safe environment for students to develop academically, relationships, emotionally and behaviorally.

Astuti (Magfirah, 2008) there are two factors that influence the occurrence of bullying, namely: Internal factors, namely factors that originate from within the individual, which include attitudes, perceptions, personality, self-concept, self-control and values. And external factors are factors that come from outside the individual, which include family, socio-economic status, gender, religion, ethnicity/racism, school culture including seniority traditions, and school situations (school climate) that are not harmonious or discriminatory.

Based on this, the aim of this research is to find out:

1. The relationship between self-esteem and bullying behavior in junior high school almanar.
2. The relationship between school climate and bullying behavior in almanar junior high schools.
3. The relationship between self-esteem and school climate and bullying behavior in junior high school almanar.

METHOD

This type of research uses a survey approach, identification of research variables consisting of vThe dependent variable is bullying behavior (Y) while the independent variables are self-esteem (X1) and school climate (X2). operational definitions of research variables, research subjects, data collection methods, validity and reliability of measuring instruments, and data analysis methods. Population is the total number consisting of objects or subjects that have certain characteristics and qualities determined by researchers to be studied and then conclusions drawn (Sugiyono, 2017). In this study, 120 samples were taken based on the total sampling technique. The data collection method is obtained through scale instruments. According to Azwar (2015) a psychological scale is a measuring tool that measures aspects or attributes of psychological samples through behavioral indicators which are translated into question items or statements. The data required in this research was obtained through three types of scale instruments, namely the Bullying Behavior, Self-Esteem and School Climate scales.

Basic Assumption Test Results

a. Normality test results

This distribution normality test is to prove that the distribution of research data which is the center of attention has spread based on the principle of a normal curve. Based on this analysis, it is known that the variable data for self-esteem and social support for bullying behavior follow a normal distribution, that is, they are distributed according to the principle of a normal curve. The results of the normality test show that the variable data has a normal distribution of data, as indicated by the Kolmogorov-Smirnov coefficient of 0.647 with $p<0.05$. As a criterion, if $p<0.05$ then the distribution is declared normal, conversely if $p<0.05$ then the distribution is declared abnormal.

Table 7 Calculation Results of Distribution Normality Test

Variables	AVERAGE	K.S	elementary school	GIS	Information
Pride	61.46	0.647	10,365	0.796	Normal
School climate	70.30	0.963	8,104	0.312	Normal
Bullying behavior	115.18	1,668	12,969	0.108	Normal

Criteria P (sig)>0.05 means normal distribution
Information:
Average   : average value
Ks   : normal kolmogorov-smirnov coefficient
SB/SD   : standard deviation (standard deviation)
P(sig)   : the chance of an error occurring

b. Linearity test results

The linearity assumption test is carried out to determine the linearity of the relationship between the independent variable and the dependent variable. The linearity test can also be used to determine the level of deviation from the linearity of the relationship. The rule used in the linearity test of the relationship is linearity $p<0.05$ then the relationship is declared linear, or if the deviant value for linearity is $p>0.05$ then the relationship is declared linear.

Table 8 Calculation Results of Relationship Linearity Test

Correlational	F	P	Information
X1-Y	10,075	0.001	Linear
X2-Y	12,004	0,000	Linear

In table 8 the results show that:
1. The results of the linearity test on the self-esteem variable with bullying behavior obtained a linearity value of F=10.075 which is <0.05. This shows that the relationship between the two variables is linear.
2. The results of the linearity assumption test between school climate variables and bullying behavior have a linearity value of F=12.004 and p=0.000 which is <0.05. This means the relationship is stated to be linear.

c. Hypothesis Test Results

Table 9 Summary of Data Analysis Results

Variables	F	R	R2	P
X1-y	-	-0.525	0.275	0.001
X2-y	-	-0.546	0.298	0,000
X1 x2-y	12,039	-0.560	0.313	0,000

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Based on data from table 9, it shows that self-esteem has predictive power for the emergence of bullying behavior as indicated by the Rsquare coefficient of 0.275, which means that self-esteem influences bullying behavior 27.5%, while school climate has a predictive power for the emergence of bullying behavior of 0.298, which means there is 29.8%, together self-esteem and school climate have a predictive power for the emergence of bullying behavior of 0.313, which means there is 31.3%. This means that together these two variables, namely self-esteem and school climate, determine bullying behavior by 31.3%.

1. **First Hypothesis**

The first hypothesis in the research is that there is a negative relationship between self-esteem and behavior*Bullying*with the assumption that the higher self-esteem, the lower Bullying Behavior or the lower self-esteem, the Bullying Behavior will increase. The truth of this hypothesis was obtained through a correlation test process using Pearson product moment to obtain the magnitude and direction of the relationship between the two variables, as well as using a regression test between the self-esteem variable and the bullying behavior variable to obtain the coefficient of determination to obtain the magnitude of the contribution of the self-esteem variable in explaining bullying behavior. . The entire calculation can be seen as follows:

Table 10. Results of Linear Regression Analysis Between Self-Esteem and Bullying Behavior

R	Rsquare	P	Information
-0.525	0.275	0.001	Significant

The analysis of the table above is as follows:
  a. The magnitude of the relationship between the variable self-esteem and bullying behavior (rx1y) is 0.525, meaning that there is a fairly strong relationship between the two.
  b. The negative direction of the relationship (negative sign at -0.525) shows that the higher the self-esteem, the lower the Bullying Behavior or the higher the Low self-esteem, the Bullying Behavior will increase.
  c. The R number of 0.275 is called the coefficient of determination, in this case it means that self-esteem contributes 27.5% to influencing bullying behavior.
  d. The level of significance of the one-sided correlation coefficient of the output (measured from the probability p) produces the figure 0.001.0 therefore the probability $p < 0.05$, this means the correlation is significant.

2.**Second Hypothesis**

The second hypothesis in the research is that there is a negative relationship between school climate and behavior*Bullying*with the assumption that the higher the school climate, the lower the bullying behavior. The lower the school climate, the more bullying behavior will increase. The truth of this hypothesis is obtained through a correlation test process using Pearson product moment to get the size and direction of the relationship between the two variables, as well as using a regression test between the school climate variable and the bullying behavior variable to get the coefficient of determination to get the contribution of the school climate variable in explaining bullying behavior. . All calculations can be done using the SPSS V 20 program as follows:

Table 11. Results of Linear Regression Analysis Between School Climate and Bullying Behavior

R	Rsquare	P	Information
-0.546	0.298	0,000	Significant

The analysis of the table above is as follows:

    A. The magnitude of the relationship between the school climate variable and bullying behavior (rx2y) is -0.546, meaning that the relationship is quite strong.

    B. The negative direction of the relationship (negative sign at -0.546) shows that the higher the school climate, the lower the bullying behavior. The lower the school climate, the more bullying behavior will increase.

    C. The R number of 0.298 is called the coefficient of determination, in this case it means that the school climate has a contribution of 29.8% to influencing bullying behavior.

    D. The level of significance of the one-sided correlation coefficient of the output (measured from probability p) produces a figure of 0.000. Therefore, the probability is p<0.05, this means the correlation is significant.

3. Third Hypothesis

The third hypothesis in the research is that there is a negative relationship between self-esteem and school climate and behavior*Bullying*with the assumption that self-esteem and school climate both influence the emergence of bullying behavior in students. The truth of this hypothesis is obtained through the multiple regression analysis test process. Based on the results of product moment testing and full model regression on the independent variables of self-esteem and school climate with bullying behavior using the SPSS 20 program. The results of the multiple regression test can be seen in the table below:

Table 12. Results of Multiple Regression Analysis Between Self-Esteem and School Climate and Student Bullying Behavior

Variable	R	Rsquare	P	Information
XI, X2 - Y	0.560	-0.313	0,000	Significant

Information :
XI: self-esteem
X2: school climate
Y: bullying behavior
R: correlation coefficient
R2: effective contribution weight in percent
P: the chance of an error occurring

The analysis of the table above is as follows:

    a. The magnitude of the relationship between the variables self-esteem and school climate and bullying behavior (rx1x2y) is 0.560, meaning it shows a strong relationship.

    b. The R number of -0.313 is called the coefficient of determination, in this case it means that the variables self-esteem and school climate contribute 31.3% in explaining bullying behavior, the rest is influenced by other variables.

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4. Regression Line Equation Model

The regression equation model can be created by looking at the following table:

Table 13. Coefficient Regression Equation Model

Model	Understandized coefficient			
	B	Std. error	Q	Sig.
1(constant)	111,809	15,289	7,313	,000
Pride	,031	,116	2,270	001
School climate	,009	,148	2,060	,000

Dependent variable: bullying behavior

In the table it can be seen that the coefficient value of constant B is 111.809 and the coefficient value of each self-esteem and school climate variable is .031 and .009 so that the linear estimation regression equation model obtained is as follows:

Formula:

$Y = \alpha + bx$

$Y = 111.809 + 0.031 + 0.009$

From the line equation above, it can be interpreted that if the variables X1 and

In the table it can also be seen that the three variables, namely constant, self-esteem and peer school climate, have a sig value <0.05. Thus, the two variables self-esteem and school climate influence bullying behavior significantly.

d. Calculation Results of Hypothetical Mean and Empirical Mean
1.Hypothetical Mean

In the self-esteem variable, the number of valid items used is 29 items formatted with a Likert scale in 4 answer choices, so the hypothetical mean is $(29 \times 1) + (29 \times 4):2 = 72.5$

For the school climate variable, the number of valid items used is 37 items formatted with a Likert scale in 4 answer choices, so the hypothetical mean is $(32 \times 1) + (32 \times 4):2 = 80$

Then, for the bullying behavior variable, the number of valid items used is 34 items formatted with a Likert scale in 4 answer choices, so the hypothetical mean is $(39) . \times 1) + (39 \times 4):2 = 97.5$

2.Empirical Mean

Based on the results of data analysis, as seen from the normality test, it is known that the empirical mean of the bullying behavior variable is 115.18. For the self-esteem variable it is 61.46 and for the school climate variable it is 70.30.

3.Criteria

The criteria used to determine the high and low levels of self-esteem and school climate as well as the high and low levels of Al Manar Medan Private Middle School, use the principle of a normal curve which is divided into planes/regions using a hypothetical mean as the midpoint in the normal curve. Next, the size of one area is determined by the standard deviation (SD), values that are below the -2SD limit are declared very low, values that are between the -2SD value limit and -1SD value limit are declared low, values that are between the +1SD value limit and the +2SD value limit are declared high and values above +2SD are declared very high.

Table 14. Hypothetical and Empirical Mean Calculation Results

Variable	elementary school	Average value		Information
		Hypothetical	Empirical	
Pride	10,365	72.5	61.46	Low
School climate	8,104	80	70.30	Low
Bullying Behavior	12,969	97.5	115.18	Tall

Based on a comparison of the two average values above (hypothetical mean and empirical mean), it can be stated that the subjects of this research have low self-esteem, a low school climate and relatively high levels of bullying behavior.

RESULTS AND DISCUSSION

1. The Relationship between Self-Esteem and Bullying Behavior in Students

Based on the research results, it can be seen that there is a significant negative relationship between self-esteem and bullying behavior among Al Manar Medan students, which is proven by a correlation coefficient of -0.525 with $p<0.05$, which means that the relationship is strong enough to show that the higher the price. self-esteem, the lower the bullying behavior, conversely, the lower the self-esteem, the more bullying behavior increases with an R number of 0.275, called the coefficient of determination, in this case it means that self-esteem is 27.5% influencing bullying behavior and the level of significance of the correlation coefficient is one of the output (measured from probability p) produces a figure of 0.001. Therefore, the probability $p<0.05$ means the correlation is significant. r_{x1y}

One of the causes of students carrying out bullying is low self-esteem among students. Individuals with low self-esteem have the view that they are worthless. According to Stuart and Sundeen in Fitria and Fahmi (2016) self-esteem is a personal assessment of the results achieved by analyzing how far behavior meets one's ideals. Research by Andersn & Carnagey (in Fitria and Rahmi, 2016) states that a child who has negative self-esteem or low self-esteem, the child will view himself as worthless. This feeling of worthlessness can be reflected in a feeling of being useless and not having abilities both in terms of academics, interaction, social, family and physical condition.

Low social appreciation makes individuals have limitations in their social abilities. This can be seen through several behaviors in terms of openness, receiving input, and solving problems (McKay & Fanning, 2000). On the other hand, individuals who have good self-esteem will give positive appreciation to all aspects of themselves, thereby creating a sense of self-confidence, a sense of security and being able to adapt based on their environment and being able to react appropriately in their environment. Individuals who have high self-esteem tend to be active socially and are able to build good relationships with their environment (McKay & Fanning, 2000).

Ceilindri and Budiani (2016) found that there was a negative relationship between self-esteem and bullying behavior in class VIII students at SMP Most perpetrators of bullying reflect individuals who are less cooperative with their environment and have shortcomings in dealing with other people or lack social skills and have low self-esteem (Ceilindri & Budiani, 2016). Research conducted in the journal Mohammad Haris Syuhut, Faculty of Psychology, University of 17 August 1945 Surabaya, which revealed the same thing was research conducted by Irmayanti (2016) which found that there was a positive relationship between self-esteem and bullying at MA Darul Ulum Waru. This research produced a correlation coefficient of 11,174 with a significance of $p=0.000$ ($p<0.05$). This means that individuals who have high self-esteem will tend to bully. This is in line with the opinion of Anderson and Carnagey (2004) who state that one of the factors causing bullying is self-esteem.

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2. Relationship between school climate and bullying behavior

Based on the research results, it can be seen that there is a negative relationship between school climate and bullying behavior at AL Manar Middle School, Medan. Where the correlation coefficient is provenr_{x2y} amounting to -0.546 with p<0.05, which means it shows that there is a fairly strong relationship between the twothat the more negative the school climate, the higher the bullying behavior and conversely the more positive the school climate, the lower the bullying behaviorwith an R number of 0.298, it is called the coefficient of determination, in this case it means that the school climate influences bullying behavior by 29.8% and the level of significance of the correlation coefficient of one of the outputs (measured from probability p) produces a figure of 0.000. Therefore, the probability is p<0.05, this means the correlation is significant.

The phenomenon of violence in schools is emerging, as is the case. Bullying continues to emerge due to a school climate that lacks attention. According to Cohen, school climate is a manifestation of the quality and character of students, teachers, parents, and individual personal experiences which refer to norms, goals, learning practices, and organizational structure (Pinkus, 2009). School climate is a social perception of the school environment. A school that has a good climate will influence student learning and development (Jimerson, Swearer, & Espelage, 2010). On the other hand, if the school climate is considered bad, it will give rise to feelings of discomfort and unmotivation among students and even reprehensible actions such as aggressiveness, rule violations and bullying will emerge (Jimerson et al., 2010). School climate has an influence on bullying prevention. A positive school climate will create a feeling of comfort and a healthy psychological atmosphere for all school members while at school so that students will feel motivated and focused on learning (Rahmawati, 2016).

These findings support the results of Magfirah's (2009) research which found a negative relationship between school climate and bullying behavior. Apart from that, Astuti (2008) also stated that one of the factors causing bullying behavior is a disharmonious or discriminatory school situation. Research conducted in the journal Mohammad Haris Syuhut, Faculty of Psychology, University of 17 August 1945 Surabaya, which revealed the same thing was research conducted by Masitah and Minauli (2016) which stated that there was a negative relationship between school climate and bullying behavior. This research obtained a correlation coefficient of -0.566 with a significance of p=0.000 (p<0.05).Lack of supervision from adults or teachers during recess, students' indifference to bullying behavior, and inconsistent implementation of anti-bullying are conditions that foster bullying. The results of this research are in accordance with observations made by researchers that bullying behavior occurs at Budi Agung Medan Private Junior High School.

The existence of bullying behavior seen from the comparison of the empirical mean and the hypothetical mean shows that the bullying behavior carried out by students is at a moderate level. The findings in this research are in line with the findings of research conducted by Kassabri et al, (2008), namely that a positive school climate is associated with low levels of victims of violence in schools. This also supports research conducted by Adam and Corner (2008), namely that there is a very significant negative relationship between the psychosocial environment of the school and the prediction of bullying behavior.

3. The relationship between self-esteem and school climate and bullying behavior

Based on the results of this research, it can be seen that there is a significant negative relationship between self-esteem and school climate and bullying behavior among students at AL-Manar Middle School, Medan, which is indicated by a correlation coefficient (rx1x2y) of -0.560, meaning that there is a strong relationship with an R number of - 0.313 is called the coefficient of determination, in this case it means that the variables self-esteem and school climate contribute 31.3% in explaining bullying behavior, the rest is influenced by

other variables. Adolescent problems are basically complex problems which are the result of the interaction of various causes of the adolescent's condition, namely related to problems of physical, biological growth and psychological development of adolescents who are experiencing many changes (transition period), then the source of the problems that occur can come from family environment, social environment and school, Garner (in Argiati, 2010). According to Benard (2008), school climate is a system that consciously aligns the activities carried out by its members and influences their behavior. A school is an organization that has objective goals to be achieved and to achieve these objective goals a good school climate is needed.

Schools with a negative or positive climate have the possibility of bullying behavior because school climate and bullying behavior cannot be linked to each other. Biernbaum and Lotyczewski (2015) stated that many studies view changes in school climate as a means of reducing bullying behavior, but there is no theoretical approach that underlies school climate with bullying behavior. There are many factors that underlie bullying behavior at school so that developments in the school climate cannot be the main reference for explaining bullying behavior among teenagers at school. Conclusions from one study are not easily compared to subsequent studies. School climate is a mutable concept in its own literature, with many definitions and measures. (Biernbaum and Lotyczewski, 2015).

The results of this research are not in line with research conducted by Masitah and Minauli (2016) which states that there is a negative relationship between school climate and bullying behavior. This research obtained a correlation coefficient of -0.566 with a significance of $p=0.000$ ($p<0.05$). From research conducted by the bullying thesis umbrella research team (2004, 2005, 2008) from the Faculty of Psychology, University of Indonesia, it was found that of 563 high school students in Jakarta, Yogyakarta and Surabaya, 67.9% of respondents admitted that bullying occurred at their school. The results of a preliminary study conducted at SMPN 9 Bandung showed that there were cases of bullying that occurred among students. Bullying cases occur in the form of making fun of parents' names, nicknames, spreading gossip through social networks, deliberately stepping on feet, hazing with friends, seniority actions and even fights between students (Saripah, 2010).

Research limitations

This research was carried out using standard scientific procedures, then received guidance from experts who were considered competent. However, in its implementation, researchers realized that this research was not free from limitations. The following are some research limitations that the researcher will describe:

a. The variables studied in this research as independent variables are only two variables, of course there are many other variables that can be studied that are related to bullying behavior so that by examining several variables that have not been studied in this research, practitioners in the field of education can further strengthen their understanding.

b. This research was only conducted in one school, of course it cannot guarantee bullying behavior on a national scale, because each school certainly has a different school culture or climate and school infrastructure. Therefore, it is necessary to carry out more in-depth research with a wider reach.

c. The researcher's experience, which is still relatively minimal, certainly does not escape various mistakes both in terms of data collection, data analysis, discussion and drawing conclusions for this research.

THE RELATIONSHIP OF SELF-ESTEEM AND SCHOOL CLIMATE WITH BULLYING BEHAVIOR AT AL MANAR PRIVATE SMP SCHOOL MEDAN

Mahmuddin Ujung[1], Nefi Darmayanti[2], Yudistira Fauzy Indarawan[3]

CONCLUSION

Based on the results of research findings, analysis and hypothesis testing, several conclusions can be drawn as follows:

a. The coefficient of determination of self-esteem by bullying behavior is shown by an Rsquare of 0.275, the figure is 27.5%, which means that in research self-esteem has an effective contribution of 27.5% to bullying behavior, the rest is from other factors not revealed in the research.

b. The coefficient of determination of school climate with bullying behavior is shown by an Rsquare of 0.298, a figure of 29.8%, which means that in the research, school climate has an effective contribution of 29.8% to bullying behavior, the rest is from other factors not revealed in the research.

c. The coefficient of determination of self-esteem and school climate with bullying behavior is shown by an Rsquare of 0.313, a figure of 31.3%, which means that in the research, self-esteem has an effective contribution of 31.3% to bullying behavior, the rest is from other factors not revealed in the research.

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