

THE RELATIONSHIP BETWEEN SELF-ESTEEM AND SCHOOL CLIMATE WITH BULLYING BEHAVIOR AT SMPN 10 KEJURUAN MUDA

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Received : 29 October 2024	Published : 31 December 2024
Revised : 15 November 2024	DOI : https://doi.org/10.54443/morfai.v4i3.3529
Accepted : 30 November 2024	Link Publish : https://radjapublika.com/index.php/MORFAI/article/view/3529

Abstract

This study aims to determine the Relationship between Self-Esteem and School Climate with Bullying Behavior at SMPN 10 Kejuruan Muda. 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 conducting screening of students who behaved as bullies and the results of the trial. The measuring instrument used is a Likert scale to measure Self-Esteem and School Climate with Bullying Behavior. The data analysis method used in this study is multiple regression analysis. The subjects in this study were students at Al Manar Medan with the results of the study showing that: (1) There is a significant negative relationship between self-esteem and bullying behavior as indicated by the coefficient = -0.525; $p = 0.001$ $p < 0.05$, the results showed that self-esteem has a predictive power against bullying behavior of 27.5%. (2) There is a significant negative relationship between school climate and bullying behavior at Al Manar Medan as indicated by = -0.546; $p = 0.000$ $p < 0.05$, the results showed that school climate has a predictive power against the emergence of bullying behavior of 29.8%. (3) There is a significant relationship between self-esteem and school climate with 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 towards 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 towards the formation of bullying behavior. r_{x1y} r_{x2y} R^2

From the results of this study, 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 commonly called adolescence. At this time, teenagers want to try many new things such as behavior that is not in accordance with their age and development and existing norms, this happens because maturity in adolescents is not yet optimal. In anticipating this behavior, there needs to be an education system that is able to educate adolescent behavior to more positive things. Education that can anticipate bullying behavior is secondary education which is carried out after completing basic education levels of elementary school, junior high school and equivalent. In secondary education, there is often a phenomenon that attracts attention in today's education world, namely violence in schools, both by students against other students. Schools that should be places to gain knowledge and help shape positive personal characters have turned out to be a place for 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, 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 done repeatedly. Provis (Putri et al. 2015) said that Bullying is one of the problems encountered by teenagers, parents, teachers, and principals. In the last three decades, it has been found that bullying has become a serious

threat to child development and a potential cause of violence in schools. Bullying is one of the problems that is of global concern. Joking to relieve fatigue is a natural thing, but in the level of reasonableness there is a certain measure. Excessive joking can make individuals feel offended or even insulted so that unwanted impacts occur such as bullying behavior. Bullying behavior can be fostered by jokes that go beyond the limit or other factors. Bullying behavior makes people feel afraid or unsafe in living their lives. When associated with HAM (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/authority by a person/group who is strong, not only physically strong, but also mentally strong.

According to Edwards (2006), bullying behavior occurs most often during school years, namely high school (SMA, MA, SMK), because during this period many teenagers have a high level of egocentrism. According to Ahmad Baliyo Eko Prasetyo (2011), bullying in the school environment (school bullying) is aggressive behavior that is carried out repeatedly by a person or group in power against weak students. According to Abu Darwis (2006), bullying behavior is long-term physical and psychological violence carried out by an individual or group against someone who is unable to defend themselves in a situation where there is a desire to hurt or scare people or make people stressed, traumatized or depressed and helpless. Bullying behavior has long been happening in Indonesia, Based on research conducted by the UI psychology faculty. Sejiwa Foundation and Plan Indonesia NGO in 2008 which showed that violence between students at the high school level occurred most in Jakarta (72.7%) then 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, for example, hitting, pushing, kicking, extorting, and pinching. Physical attacks often occur in boys, compared to girls. Verbal bullying, for example, saying rude things, teasing, laughing, calling with unpleasant nicknames (name calling), and threatening. Psychological bullying, for example, ostracizing, ignoring, spreading false gossip, looking at someone cynically, sneering, terrorizing, destroying someone's reputation and isolating someone socially.

Bullying behavior in social forms such as ostracizing, and ignoring people, for today's modern era bullying can also be done through gadgets and social media called cyberbullying. Cyberbullying is when someone is bad-mouthed, 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 that result in verbal, psychological, physical and social bullying behavior. Based on the results of observations and interviews with several students and BK teachers at SMPN 10 Kejuruan Muda school. The researcher interviewed a BP teacher with the initials NA (December 20, 2024) who stated that he had often handled children who behaved bullying from physical bullying and verbal bullying. This case often occurs starting with verbal bullying, where verbal bullying is when during recess a child with the initials BE is going to the canteen, then his friend with the initials NA approaches BE and says "Where are you going, Mr. Mustache's child" BE does not accept the call, then BE answers "Mr. Mustache, your father" NA does not accept the reply from BE, NA immediately pushes and stabs BE ". because of this case the student concerned was called to BP to be given direction, advice and group counseling to be able to solve the problems that occur. After observing the BP teacher, the researcher also interviewed 2 students, namely GA and NN who came from SMPN 10 Kejuruan Muda. GA is a child who is still in grade 2 of junior high school, here are the results of the interview with GA, "I was often bullied by my friends, because I was flat-nosed, my eyes were slanted, and my body was short. I was often called a vegetable Chinese or a lost Chinese, even though I was not Chinese. There was even one person at school who said to me that no one liked me, so I answered, "No need, I don't care if I have friends like you or others." (personal interview, April 20, 2024)." Next, the researcher interviewed another student with the initials NB: "I was often bullied by them, they often called me NZ (Stupid Nadia). Apart from saying that, they also often called me a seeker, pretending to be pretty even though I have spots, wearing clothes that look like colorful clothes hangers." According to Fithria & Rahmi (2016), the factors that encourage bullying behavior are divided into 2 parts, namely the first 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 becoming a bullying behavior is the presence of low self-esteem in individuals who often do bullying behavior.

According to Sejiwa (2008) bullying perpetrators have several characteristics. The characteristics found in bullying perpetrators are: certain nicknames, namely the perpetrator gives a special unpleasant name to the victim, Bullying perpetrators are generally children or students who have large and strong physiques, Bullying perpetrators who have small or medium bodies but have great psychological dominance among peers, Have power and authority over bullying victims, Have a sense of satisfaction when the perpetrator has power among peers, Individuals have low self-confidence, so they tend to bully to cover up their shortcomings According to Muhammad Nur Ghufroon & Rini Risnawita S (2010) Self-esteem is one of the factors that greatly determines individual behavior. Everyone wants positive appreciation for themselves. Fulfillment of self-esteem needs will result in an optimistic and confident attitude, conversely if this self-esteem need is not met, it will make a person or individual behave negatively.

Coopersmith, (2007) Self-esteem is an evaluation made by individuals based on how capable they are in carrying out tasks, 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 make them recognized and get attention by bullying other people. Santrock (2002) said that children have high self-esteem and tend to decrease in adolescence. Self-esteem in adolescence affects adjustment and competence in adulthood. Adolescents who have low physical and mental, poor economy, poor social acceptance will have low self-esteem in adulthood when compared to adults who have successfully adjusted and are competent. In addition to 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 qualities and character of students, teachers, parents, and individual personal experiences that refer to norms, goals, learning practices, and organizational structures. Jimerson, et al (2010) said that school climate is a social perception of the school environment. Schools that have a good climate will affect student learning and development. Conversely, if the school climate is considered bad, it will cause uncomfortable and unmotivated feelings in students and even reprehensible actions such as aggression, 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 students will feel motivated and focused on learning. Daryanto (2015) explains conceptually that the environmental climate or atmosphere in a school is a set of attributes that give color or character, spirit, ethos, and inner atmosphere to each school. Operationally, as with the definition of school climate, it can be seen from factors such as curriculum, facilities and leadership of the principal and the learning environment in the classroom.

According to Larse (1987), school climate is a norm, expectation 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 Ministry of Education and Culture (1982), school climate is an atmosphere in a school organization created by the prevailing interpersonal relationship patterns. These interpersonal relationship patterns 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 Research Center (Saripah, 2009), an uncondusive school climate greatly influences the occurrence of bullying in schools. Lack of adult or teacher supervision during recess, student indifference to bullying behavior, and inconsistent implementation of anti-bullying are conditions that often lead to bullying. Students' experiences while at school are fundamental to the success of their transition to adulthood. Wilson Magfirah (2009) said that school is a place where children develop interpersonal skills, find and filter strengths and fight against the possibility of something hurting them. So schools should provide a safe environment for students to develop academically, relationally, emotionally and behaviorally.

Astuti (Magfirah, 2008) there are two factors that influence the occurrence of bullying, namely:

Internal factors, namely factors originating from within the individual, which include attitudes, perceptions, personality, self-concept, self-control and values. And External factors, namely factors originating 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.

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

1. The relationship between self-esteem and bullying behavior at SMPN 10 Kejuruan Muda.
2. The relationship between school climate and bullying behavior at SMPN 10 Kejuruan Muda.
3. The relationship between self-esteem and school climate with bullying behavior at SMPN 10 Kejuruan Muda.

METHOD

The type of research uses a survey approach, identification of research variables consists of vdependent variable is bullying behavior (Y) while the independent variables are self-esteem (X1) and school climate (X2). operational definition 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 the researcher to be studied and then conclusions drawn (Sugiyono, 2017). In this study, a sample of 120 was taken based on the total sampling technique. The data collection method was obtained through a scale instrument. According to Azwar (2015), a psychological scale is a measuring instrument that measures aspects or attributes of psychological samples through behavioral indicators translated into question items or statements. The data needed in this study were 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 normality test of distribution is to prove that the distribution of research data that is the center of attention has been distributed based on the principle of a normal curve. Based on this analysis, it is known that the variable data of self-esteem, social support for bullying behavior follows a normal distribution, namely distributed according to the principle of a normal curve. The results of the normality test show that the variable data has a data distribution that is normally distributed, which is 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 of Results of Calculation of Normality Test of Distribution

Variable	AVERAGE	KS	SD	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 $P(\text{sig}) > 0.05$ then it is stated that the distribution is normal

Information:

Average: average value

Ks : kolmogorov-smirnov normal coefficient

SB/SD : standard deviation

P(sig) : probability of error occurring

b. Linearity test results

The linearity assumption test is conducted 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 rules used in the linearity test of the relationship are linearity $p < 0.05$ then the relationship is declared linear, or if the deviant for linearity $p > 0.05$ then the relationship is declared linear.

Table of Results of Linearity Test Calculation of Relationships

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

The table shows the results 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 that the relationship is stated as linear.

c. Hypothesis Test Results

Data Analysis Results Summary Table

Variable	F	R	R ²	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

Based on the data in table 9, it is shown that self-esteem has predictive power regarding the emergence of behavior.bullying indicated by the Rsquare coefficient of 0.275 which means that there is 27.5% self-esteem influencing bullying behavior, while school climate has a predictive power against the emergence of bullying behavior of 0.298 which means there is 29.8%, together self-esteem and school climate have a predictive power against the emergence of bullying behavior of 0.313 which means there is 31.3%. This gives meaning that together the two variables, namely self-esteem and school climate, determine bullying behavior by 31.3%

1. First Hypothesis

The first hypothesis in the study is that there is a negative relationship between self-esteem and Bullying Behavior with the assumption that the higher the self-esteem, the lower the Bullying Behavior or the higher the Low self-esteem, the Bullying Behavior will increase. The truth of this hypothesis is obtained through the correlation test process using Pearson product moment to obtain the magnitude and direction of the relationship between the two variables, and 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 of 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 self-esteem variable and bullying behavior (r_{xy}) is 0.525, which means 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 more bullying behavior will increase.
- c. The R figure of 0.275 is called the coefficient of determination, in this case it means that self-esteem has a contribution of 27.5% in influencing bullying behavior.
- d. The level of significance of the one-sided correlation coefficient of the output (measured from the probability p) produces a figure of 0.001.0, therefore the probability $p < 0.05$, this means that the correlation is significant.

2. Second Hypothesis

The second hypothesis in the study is that there is a negative relationship between school climate and Bullying Behavior 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 the correlation test process using Pearson product moment to obtain the magnitude and direction of the relationship between the two variables, and using a regression test between the school climate variable and the bullying behavior variable to obtain the coefficient of determination in order to obtain the magnitude of 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 of 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:

- The magnitude of the relationship between the school climate variable and bullying behavior (r_{xy}) is -0.546, which means that the relationship is quite strong.
- The negative relationship direction (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.
- The R figure of 0.298 is called the coefficient of determination, in this case it means that the school climate has a contribution of 29.8% influencing bullying behavior.
- The level of significance of the one-sided correlation coefficient of the output (measured from the probability p) produces a figure of 0.000. Therefore, the probability $p < 0.05$ means that the correlation is significant.

3. Third Hypothesis

The third hypothesis in the study is that there is a negative relationship between self-esteem and school climate with Bullying Behavior 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 process of multiple regression analysis testing. Based on the results of product moment testing and full model regression on 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 of Results of Multiple Regression Analysis Between Self-Esteem and School Climate with Student Bullying Behavior

Variables	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: probability of error occurring

The analysis of the table above is as follows:

- The magnitude of the relationship between the variables of self-esteem and school climate with bullying behavior ($r_{x_1x_2y}$) is 0.560, which means that there is a strong relationship.
- The R figure of -0.313 is called the coefficient of determination, in this case it means that the variables of self-esteem and school climate contribute 31.3% in explaining bullying behavior, the rest is influenced by other variables.

4. Regression Line Equation Model

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

Regression Equation Model Coefficient Table

	Understandable coefficient			
Model	B	Std.error	T	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

From the table, it can be seen that the constant coefficient value of B is 111.809 and the coefficient values of each self-esteem and school climate variable are .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 variables X1 and X2 are replaced with a unit, it will cause a decrease in variable Y. This means that if the self-esteem and school climate variables have a value of 1, then bullying behavior is 111.809 units. 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 of self-esteem and school climate significantly influence bullying behavior.

d. Results of Calculation of Hypothetical Mean and Empirical Mean

1. Hypothetical Mean

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

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

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

3. 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 is 61.46 and for the school climate variable is 70.30.

4. Criteria

The criteria used to determine the high and low self-esteem and school climate as well as the high and low of SMPN 10 Kejuruan Muda, use the principle of a normal curve divided into areas/regions using a hypothetical mean as the midpoint in the normal curve. Furthermore, the size of one area is determined by the standard deviation (SD) of values below the -2SD limit stated as very low, values between the -2SD limit and the -1SD limit stated as low, values between the +1SD limit and the +2SD limit stated as high and values above +2SD stated as very high.

Hypothetical and Empirical Mean Calculation Results Table

Variables	SD	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 the comparison of the two average values above (hypothetical mean and empirical mean), it can be stated that the subjects of this study have low self-esteem, low school climate and high bullying behavior.

RESULTS AND DISCUSSION

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

Based on the results of the study, it can be seen that there is a significant negative relationship between self-esteem and bullying behavior in Al Manar Medan students, which is evidenced by a correlation coefficient of -0.525 with $p < 0.05$, meaning that the relationship is strong enough to indicate that the higher the self-esteem, the lower the bullying behavior, conversely the lower the self-esteem, the higher the bullying behavior with an R number of 0.275 called the coefficient of determination, in this case it means that self-esteem of 27.5% influences bullying behavior and the level of significance of the correlation coefficient of one from the output (measured from the probability of p) produces a number of 0.001 . Therefore, the probability of $p < 0.05$ means that the correlation is significant. r_{x1y} One of the causes of students committing bullying is low self-esteem in students. Individuals with low self-esteem have a view of themselves 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 self-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 a worthless person. This sense of worthlessness can be reflected in feelings of uselessness and inability to do well in terms of academics, interactions, social, family and physical conditions.

Low social esteem makes individuals have limitations in their social abilities. This can be seen through some of their behaviors in terms of openness, accepting input, and solving problems (McKay & Fanning, 2000). On the other hand, individuals who have good self-esteem will give positive appreciation in all aspects of themselves so that they feel confident, safe and can adjust based on their environment and can react appropriately in their environment. Individuals who have high self-esteem tend to be active in social matters 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 grade VIII students of SMP X. The study produced a regression coefficient value of -0.526 with a significance of $p = 0.000$ ($p < 0.05$). Most bullies reflect individuals who are less cooperative with their environment and have deficiencies when dealing with others 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 August 17, 1945 Surabaya, which revealed something similar is the research conducted by Irmayanti (2016) who found that there is a positive relationship between self-esteem and bullying at MA Darul Ulum Waru. The study 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 stated that one of the factors causing bullying is self-esteem.

2. The 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 SMPN 10 Kejuruan Muda. This is proven by the correlation coefficient r_{x2y} of -0.546 with $p < 0.05$, meaning that it shows that there is a fairly strong relationship between the two, which shows that the more negative the school climate, the higher the bullying behavior and vice versa, the more positive the school climate, the lower the bullying behavior. with the R number of 0.298 called the coefficient of determination, in this case it means that the school climate of 29.8%

influences bullying behavior and the level of significance of the correlation coefficient of one of the outputs (measured from the probability of p) produces a number of 0.000. Therefore, the probability of $p < 0.05$ means that the correlation is significant. The phenomenon of violence in schools such as Bullying continues to emerge due to the lack of attention to the school climate. According to Cohen, school climate is a manifestation of the quality and character of students, teachers, parents, and individual personal experiences that refer to norms, goals, learning practices, and organizational structures (Pinkus, 2009). School climate is a social perception of the school environment. Schools that have a good climate will affect student learning and development (Jimerson, Swearer, & Espelage, 2010). Conversely, if the school climate is considered bad, it will cause uncomfortable and unmotivated feelings in students and even reprehensible actions such as aggressiveness, violations of rules, and bullying (Jimerson et al., 2010). School climate has an influence on bullying prevention. A positive school climate will create a comfortable feeling and a healthy psychological atmosphere for all school members while at school so that students will feel motivated and focused on learning (Rahmawati, 2016). This finding supports the results of Magfirah's (2009) research which found a negative relationship between school climate and bullying behavior. In addition, Astuti (2008) also stated that one of the factors causing bullying behavior is a disharmonious or discriminatory school situation.

Research conducted in the journal of Mohammad Haris Syuhut, Faculty of Psychology, University of August 17, 1945 Surabaya, which revealed similar things is research conducted by Masitah and Minauli (2016) which states that there is a negative relationship between school climate and bullying behavior. The study obtained a correlation coefficient of -0.566 with a significance of $p = 0.000$ ($p < 0.05$). Lack of adult or teacher supervision during recess, students' indifference to bullying behavior, and inconsistent implementation of anti-bullying are conditions that foster bullying. The results of this study 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 is seen from the comparison of the empirical mean and the hypothetical mean, the results show that bullying behavior carried out by students is at a moderate level. The findings in this study are in line with the findings of research conducted by Kassabri et al., (2008), namely that a positive school climate is related to low levels of violence victims in schools. This also supports research conducted by Adam and Corner (2008) namely that there is a very significant negative relationship between the school psychosocial environment and the prediction of bullying behavior.

3. The Relationship Between Self-Esteem and School Climate and Bullying Behavior

Based on the results of this study, it can be seen that there is a significant negative relationship between self-esteem and school climate with bullying behavior in students of SMPN 10 Kejuruan Muda Medan, which is proven by the correlation coefficient (r_{x1x2y}) of -0.560, which means that a strong relationship with an R figure of -0.313 is called the coefficient of determination, in this case it means that the variables of 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 itself, namely those related to the problems of physical, biological and psychological growth of adolescents who are experiencing many changes (transition period), then the source of the problems that occur can come from the 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. 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 negative or positive climates are likely to have 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 to reduce bullying behavior, but there is no theoretical approach that underlies school climate with bullying behavior. There are many factors that underlie bullying behavior in schools so that development in school climate cannot be the main reference for explaining adolescent bullying behavior in schools. The conclusions of one study are not easily compared with the next study. School climate is a concept that can change in its own literature, with many definitions and measurements. (Biernbaum and Lotyczewski, 2015).

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

Research limitations

This research has been carried out with standard scientific procedures, then received guidance from experts who are considered competent. However, in its implementation, the researcher realized that this research is not free from limitations. Here are some limitations of the research that the researcher will describe:

1. The variables studied in this study as independent variables are only two variables, of course there are still many other variables that can be studied that are related to bullying behavior so that by studying several variables that have not been studied in this study, it can further strengthen the understanding of practitioners in the field of education.
2. 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 culture or school climate and school facilities. Therefore, it is necessary to conduct more in-depth research with a wider reach.
3. The researcher's experience, which is still relatively minimal, certainly does not escape various errors in terms of data collection, data analysis, discussion, and drawing conclusions in this research.

CONCLUSION

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

1. The coefficient of determination of self-esteem with bullying behavior is shown by Rsquare as large as 0.275, the figure of 27.5% means that in the study, self-esteem has an effective contribution of 27.5% to bullying behavior, the rest comes from other factors that were not revealed in the study.
2. The coefficient of determination of school climate with bullying behavior is shown by Rsquare as large as 0.298, the figure of 29.8% means that in the study, school climate has an effective contribution of 29.8% to bullying behavior, the rest comes from other factors that were not revealed in the study.
3. The coefficient of determination of self-esteem and school climate with bullying behavior is shown by Rsquare as large as 0.313, the figure of 31.3% means that in the study, self-esteem has an effective contribution of 31.3% to bullying behavior, the rest comes from other factors that were not revealed in the study.

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