

# RELATIONSHIP BETWEEN CONFORMITY WITH VERBAL BULLYING THROUGH SELF-ESTEEM

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**Abstract.** This study is based on the prevalence of verbal bullying among students in school. This research took the subject of research at SMP X with the subject number of 60 students. Partially there is no relationship between peer conformity with verbal bullying with a significance value of 0.996 ( $P > 0.05$ ). There is a very significant relationship inversely between self-esteem and verbal bullying, the higher the self-esteem the lower the verbal bullying. There is a conformity relationship with self-esteem with significance 0.004 ( $P < 0.05$ ). There is a conformity relationship of peers with verbal bullying with self-esteem as the intermediate variable with an indirect relationship greater than direct  $-0.035592 > 0.006$ . This means that the higher the conformity the higher the self-esteem, the higher the self-esteem the lower the verbal bullying. It is hope that future researchers can find other variables related to verbal bullying.

Keywords: *Peer Friend Conformity, self-esteem, verbal bullying*

## PRELIMINARY

. The development of adolescence is the stage of human development most vulnerable to influence-pengeruh from the outside. The period in which the transition from children to adulthood. The development of adolescents at the age of 12 to 21 years with. The relationship of physical development is very severe in his psychic condition. Adolescence is also a time when there is emotional turmoil and imbalance in itself is very vulnerable in influencing by the outside environment. The turbulent development of adolescents is very difficult to control. This is due to changes experienced by adolescents from

all aspects, both physical and psychic so that not all adolescents can control their changes.

Mischief often occurs in this phase of development. Juvenile delinquency is defined as a variety of behaviors, ranging from socially unacceptable behavior, status, and crime. The behaviors that are affected by adolescents are a form of discrepancy between the adolescent person and the state of the environment. In Indonesia is very related among adolescents age is school age of junior high and high school. Students often show juvenile recognition in the neighborhood, such as showing fading behavior from

school, mebolos, smoking, drinking, violence known as bullying or known as harassment. According to Retno (2010) harassment is a proactive behavior of aggression in which the behavior of bullying is done by a person or group intentionally for a particular purpose as motivation or even a form of punishment from the victim to get his / her reply. Harassment occurs because there is an element of deliberation from parties who feel strong and authoritarian. There are some forms of harassment done by some students in school, such as physical abuse that shows physical symptoms (bruises, lumps, or even cuts) felt by victims by perpetrators. Verbal bullying different from physical abuse, verbal bullying is very difficult to detect symptoms because verbal bullying tends to use language to injure and even degrade its victims. Behavioral verbal bullying is often done by students at school such as making fun of, insulting parents' names, ridiculing, even degrading victims. The behavior is also observed in school X who tend to use the name of parents as a mockery. Some even explicitly insulted the victims. The behavior is often done by his own friends, even from older siblings who tend to do verbal perundugan to his class is often observed by researchers.

### **Tendency of Verbal Bullying Behavior**

Olweus (1993) also says similarly that bullying is a negative behavior that results in someone being uncomfortable / injured and usually repeated during "repeated during successive encounters". The definition of bullying is also explained by Sejiwa (2008) that bullying is an aggressive behavior perpetrated repeatedly to attack a target or a victim who is weak, easily humiliated and unable to defend himself. Verbal bullying is a means of using words in negative ways such as humiliation, seduction, despair, etc., to gain power over the lives of others. Verbal bullying refers to someone using language to embarrass, mock and insult others. Verbal bullying is difficult to know, unlike physical bullying that can be seen (bruises, scratches ...). Verbal bullying includes harsh calling, yapping, using harsh and sensitive language, very cruel speech, sending threats, spite, spreading bad news (Sullivan, 2011). Factors affecting verbal bullying refers to the opinion of Sears, et al about the factors of bullying ie Individual factors, individuals who are worried, faint, physically disabled, have low self-esteem, lack of strong self-concept, or easily influenced will be easy to be victims of bullying. Peer factors, the accepted bullying action and the omission of friends

on the occurrence of bullying can lead to increased bullying behavior. School factors, seniority, inconsistent and inconsistent punishment of perpetrators can lead to increased bullying behavior. Community factors, there are figures who become the perpetrator of the perpetrator to publish the similarity, usually the individual modeled after the negative behavior of his idol.

### **Peer Conformity**

Sarwono (2002) form conformity as a form of behavior similar to others who are full of their own desires. The existence of conformity can be seen from changes in behavior or beliefs due to the pressure of the group, whether real or not. Utami in Desiyani (2016) argues that conformity arises because of the common interests, values, and norms held by group members, and the continuing interaction within a particular group. This is also similar to the explanation presented by Suryanto, (2012) conformity is the tendency of individuals to change their perceptions, opinions, and behaviors as appropriate or in accordance with group norms. There are several factors that affect peer conformity according to Baron & Byrne, (2005) is the first cohesiveness of being a person's interest in a group. The second is conformity and group size. Asch and other

researchers in Baron and Byrne (2005) found conformity increasing as the number of group members increased to eight additional or more members of whom previously had only three or more.

### **Self Esteem**

Coopersmith (1967) self esteem is an evaluation made by individuals and habits of seeing themselves primarily about acceptance or rejection, and an indication of the magnitude of the individual's belief in his ability, significance, success and worth. according to Suryanto (2012) esteem derived from the Latin root is *esteemare*, which means to estimate or appraise. Therefore self-esteem can be interpreted as our assessment of positif or negative to ourselves. Based on the above explanation we can draw the conclusion that self-esteem is an experience that someone in accordance with life and requirements of life. Aspects of self-esteem according to experts include:

1. Learning process
2. Award
3. Reception
4. Interaction with the environment

### **HIPOTESIS**

Hypothesis in this research is

1. There is a negative relationship of peer conformity with verbal bullying.

2. There is a negative relationship of self-esteem with verbal bullying.
3. There is a negative relationship between peer conformity with verbal bullying through self-esteem as an intermediate variable.

**METHOD**

Subjects in this study were students of junior high school as many as 60 students from all levels of class. Measurers used using Likert scale with scores range 1-5 and scale in the trial used and simultaneously the result of a valid item

become a subject in the careful. Total valid aitem for verbal bullying scale as much as 26 aitem with reliability value equal to 0,868, conformity 24 aitem with reliability value equal to 0,837 and self esteem 25 aitem with reliability value sebaesar 0,888. From the calculation of the total value of valid aitem then known distribution between research variables are normally distributed with a value > 0.05 on each variable. The results of these calculations can be seen in the table normality follows:

Tabel 1. One-Sample Kolmogorov-Smirnov Test

	Perundungan Verbal	Konformitas Teman Sebaya	Harga Diri
Kolmogorov-Smirnov Z	.859	.830	.656
Asymp. Sig. (2-tailed)	.451	.497	.783

Furthermore, the variables in the analysis by using path analysis ie calculate the indirect relationship between peer conformity with verbal bullying. Conformity variables of peers is variable X, verbal bullying is variable Y, and self-esteem is variable liaison or variable Z. The statement can be seen in the scheme below

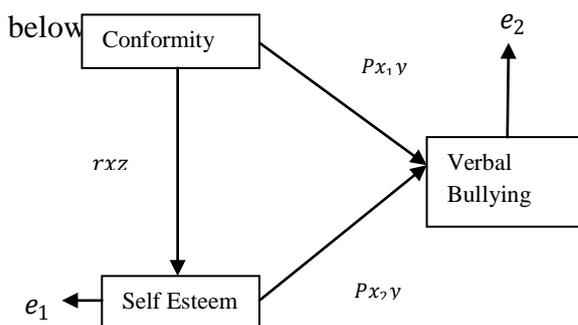


Chart 1. Schema Path Analysis.

**RESULTS**

To know the indirect relationship between peer conformity with verbal bullying then do the following steps: By using statistical calculations through SPSS.16, it was found that conformity was not directly related to verbal bullying. With significance value sebasarsi 0,994 (p > 0,05) with value of t sbesar - 0,008. From these calculations it can be said that peer conformity is not directly related negatively to verbal bullying. Can be

explained that the high level of peer conformity is not associated with verbal bullying.

While the variable-esteem showed a significance of 0.004 ( $p > 0.05$ ) with t value of - 3005. of these calculations can be seen that the negative self-esteem is

closely connected directly with verbal harassment. From the calculation results showed that there was a negative sign of the calculation result or t -3.005. Can be explained that the lower the price the higher the person person's verbal bullying.

Table 19. Coefficientsvariable X to Y

		standardized	T	Sig.
		Coefficients		
Model		beta		
1	Conformity	-.001	-.008	.994
	Peers			
	Pride	-.386	-3005	.004

Furthermore it is necessary to know the relationship between variables X with variable Y. The relationship between peer conformity with self-esteem obtained statistical results indicating a significance value of 0.009 ( $p < 0.05$ ) with a value of t arithmetic of 0.304. From the results of these calculations it can be said that peer conformity is closely related to verbal bullying.

After calculating the magnitude of direct relationship between variables X with Y, the variable Z with Y and also the direct relationship X with Z it can be known indirect relationship between variables X with Y through variable Z as an intermediate variable.

Based on the calculation of path analysis can be known the amount of indirect influence between X and Y through Z greater than the direct influence between variables X with Y without through the intermediate variables, namely indirect relationship of - 0.035592 while the direct relationship of - 0.008.

So it can be seen that conformity is not directly related to verbal bullying.

## DISCUSSION

Conformity Relations With Verbal bullying.

Verbal bullying often occurs among learners. Students in groups are synonymous with strong learners who are

especially vulnerable to harassment to students who are seen as weak and helpless. As explained by Siswati and Masykur (2011) conformity is when individuals perform activities where there is a strong tendency to do something in common with others, even though such actions are deviant ways. This is what can trigger the occurrence of verbal bullying in school. The perpetrator tends to imitate the actions of others even though what they do is actually aberrant behavior. But at school X the conformity that occurs in the school environment is not associated with verbal bullying. The verbal bullying that occurs in the X school environment tends to be personal without any influence from the group. Apart from the individual factors there are other factors that influence verbal bullying such as school climate, school systems or parenting patterns.

#### Self-Esteem Relationships With Verbal bullying

A person with low self-esteem is not only a victim of bullying but also triggers bullying. As Baron (2003) explains that when a person has a low self-esteem will trigger an open anger behavior and tend to behave aggressively. Septriana (2009) who said that the higher the self-esteem of a person the lower the behavior of bullying by someone. The statement is supported by

the exposure of Leary, Scrchreindorfer, & Haupt (in Baron, 2003) which states that high self esteem has positive consequences, whereas negative self-esteem has an unfavorable effect.

#### The Relationship Between Peer Conformity with Verbal Understanding through Self-Esteem.

Self-esteem is an important thing in human beings. A person who has a positive assessment of himself, has a strong confidence, or even he felt that he is very useful for others. Then it can be said that he has high self-esteem. Someone who has high self-esteem then he has strong firmness, strong independence so rarely need other people. Based on the results of conformity research that occurred in school X is not formed from the high low of one's self esteem. However, because of the similarity of vision and value according to the explanation of Utami in Desiyani (2016) argues that conformity arises because of the similarity of interests, values, and norms held by group members, as well as ongoing interaction within a particular group. When a person's self esteem is low then a person's tendency will take a negative action. As the baron explains, a person with low self-esteem tends to engage in aggressive behavior as well as verbal bullying. It can be said that

high conformity in school X is associated with high self-esteem. When self-esteem is high then verbal bullying that occurs in school X is low.

### **COVER**

The results above show no association between peer conformity with verbal bullying, but on self esteem indicates a significant relationship with verbal bullying. then it can be said self-esteem including factors of verbal bullying. whereas with path analysis shows a significant relationship indirect influence between peer conformity with verbal bullying through self-esteem. The higher the conformity the higher the self-esteem, the higher the self-esteem the lower the verbal bullying. In subsequent research is expected to examine other factors suspected as a trigger of verbal bullying, such as parenting, school climate, gender, and even religiosity.

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