



THE IMPACT OF VERBAL BULLYING ON THE SELF-CONFIDENCE OF STUDENTS AT SMAN 1 WRINGINANOM

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ABSTRACT

The main objective in this study is to determine the impact of verbal bullying on the self-confidence of students of SMAN 1 Wringinanom. This research uses qualitative research methods using non-probability sampling techniques of purposive sampling. While the results that have been done with observations and interviews are the factor of lack of teacher attention to class XI students with MA subjects who experience verbal bullying due to less good at academics then have an impact on self confidence which makes the subject not silent because he does not feel confident. The researcher concluded that there is a need for teacher sensitivity in the condition of subject MA, both in intervening through programs at school in order to reduce the level of verbal bullying that occurs.

Keywords: Verbal Bullying, Self Confidence

A. INTRODUCTION

During the critical developmental phase known as school age, individuals embark upon a journey of skill acquisition and competency enhancement within their immediate environments, which is largely facilitated through engaging in collaborative group activities, exercising their problem-solving capabilities independently, and ultimately receiving recognition and validation for their accomplishments across various tasks and challenges. This form of acknowledgment serves as a significant encouragement and motivational force for individuals, propelling them toward the attainment of success as they navigate the intricate processes of their developmental trajectories, drawing support not only from familial figures but also from their peers within the social milieu. When individuals experience success in their developmental endeavors, they are likely to cultivate a robust and positive sense of identity; however, on the contrary, when individuals encounter challenges in successfully navigating developmental stages, neglect to confront pertinent problems, and fail to reach their desired objectives, they may experience maladaptive responses, which can manifest as withdrawal from social interactions, increased irritability, and even the emergence of aggressive behaviors, such as engaging in bullying practices that are detrimental to both themselves and others. (Rosdahl & Kowalski, 2014)

As time progresses through the educational timeline, the phenomenon of bullying behavior increasingly poses a significant threat to the well-being of individuals within school environments, where one frequently observes alarming instances of bullying that are often characterized by a dynamic of seniority and intimidation, typically perpetrated by older students, and which may be executed through both overt verbal and physical means, as well as more subtle non-verbal forms of aggression. (non fisik). It is critical to recognize that every individual inherently requires an educational environment that is conducive to

their growth, characterized by being both safe and comfortable while they engage in learning. Through the educational process, individuals can be systematically trained and guided to cultivate quality character traits and exhibit good manners, which are essential components of social interaction. During the tumultuous phase of adolescence, psychological states are often marked by instability, as this period represents a crucial stage of self-discovery and exploration of identity. Typically, adolescents exhibit a strong inclination to experiment with new experiences, ideas, and behaviors that they have observed within their immediate surroundings, which may include influences from family members, educational institutions, or peer groups.

The troubling phenomenon of bullying that manifests within school settings is intrinsically linked to the broader context of violence, with one prevalent form being verbal bullying, which may encompass the use of derogatory language, insults, and other forms of verbal aggression directed at individuals. The repercussions of such verbal bullying behaviors are profound, often resulting in individuals feeling unable to express their emotions, as the hostile nature of verbal bullying fails to provide any sense of comfort or solace to the victim, thereby engendering feelings of stress and vulnerability, which ultimately diminish the victim's self-confidence and self-esteem. This detrimental cycle can lead to feelings of shame, anxiety, and an inability to effectively integrate and socialize within their environment. Verbal bullying, in its essence, constitutes a form of ongoing and systematic verbal intimidation that is inflicted repeatedly upon an individual, and this act can manifest not only through direct confrontations but also through indirect channels such as text messages or phone calls laden with negative and harmful messages directed at the victim. (Hapnita, 2018)

The intensity and frequency of verbal bullying experiences are directly correlated with the detrimental impact on an individual's self-confidence, which can be viewed as a foundational component of personal development and overall success across various domains of life. Self-Confidence Adaptation can be understood as a pivotal mechanism that facilitates individuals in navigating the myriad changes associated with new environments and evolving social circles. The possession of self-confidence plays a crucial role in shaping one's identity and concurrently serves as an invaluable asset in the development of resilience and self-defense mechanisms. Individuals who possess a deep understanding and comprehension of themselves are more likely to exhibit heightened levels of self-confidence. Conversely, the presence of self-doubt can serve as a formidable barrier, impeding an individual's potential for growth and development. Self-confidence can be defined as the intrinsic belief in one's own abilities and worth, which empowers individuals to embrace their strengths and weaknesses alike; this self-perception is cultivated and reinforced through a variety of learning experiences, ultimately aimed at achieving a state of personal happiness and fulfillment in life. (Ramadhani & Putrianti, 2014).

According to the findings articulated by Setyawan in the year 2014, which are subsequently referenced in the scholarly work of Kundre and Rompas published in 2018, it has been identified that a significant proportion, approximately 25%, of all grievances that arise within the educational sector, which translates to a staggering total of 1,480 documented instances, are categorized as cases of verbal bullying. Verbal bullying, as

defined by the Indonesian Child Protection Commission, commonly referred to by its acronym KPAI, is recognized as a distinct manifestation of violence that occurs within the educational institutions. Furthermore, the statistical data provided by the Commissioner of KPAI reveals a concerning trend over a nine-year span in Indonesia, specifically from 2011 to 2019, during which there were an alarming 37,381 reported incidents of violence impacting a total of 2,473 children, and notably, this trend exhibits a continuous upward trajectory. This alarming statistic serves to underscore the reality that incidents of violence associated with bullying are still prevalent and frequently encountered within schools across Indonesia.

The factors contributing to the manifestation of verbal bullying behavior can be categorized into several key dimensions: (1) familial influences, wherein children often observe and internalize the behavioral patterns exhibited by their parents within the domestic setting. It is also pertinent to acknowledge that various familial issues can serve as significant catalysts for the emergence of bullying behavior. Instances where individuals find themselves outside the confines of their homes may lead them to replicate the actions of their parents as they interact with others around them; (2) factors pertaining to the school environment, which frequently demonstrates a troubling disregard for incidents of bullying. The pervasive neglect exhibited by educational institutions in addressing the actions of children who engage in harassment can result in those individuals failing to develop into morally upright members of society; (3) peer dynamics, which play an instrumental role in shaping the character of an individual; if a child is surrounded by peers who embody positive character traits, it is likely that the individual will adopt similar behaviors; (4) influences from the broader social environment, where the prevailing conditions within the community significantly impact bullying behaviors, with poverty being one of the critical factors. It is not uncommon for individuals to resort to bullying as a means of survival or to acquire necessary resources; (5) the portrayal of violence on social media platforms, where content disseminated through these channels frequently incites acts of violence. Media portrayals in soap operas, films, and video games that feature violent themes can have a considerable impact, particularly on individuals with unstable personalities, who may emulate what they observe in their daily lives. The majority of environmental factors that exert the most profound influence on individuals who perpetrate bullying are often rooted in familial or peer relationships, as these individuals are likely to observe and mimic the behaviors they witness within these close circles.

The ramifications of verbal bullying extend beyond the immediate victims and also encompass the experiences of the perpetrators as well as those individuals who fall into the category of victims-perpetrators. (1) One notable consequence that may materialize for individuals who engage in bullying behavior is the development of a dominant personality characterized by an inflated sense of power. Such individuals often exhibit elevated levels of self-confidence and robust self-esteem, along with aggressive tendencies, a propensity for stubbornness, a quick temper, impulsivity, and a low threshold for frustration. These perpetrators typically display a strong compulsion to exert control over others while exhibiting little regard for the emotional well-being of their targets; (2) the repercussions for victims of bullying are equally severe, as they often experience heightened levels of

anxiety, an increased susceptibility to depression, and in the most dire of circumstances, these experiences can culminate in suicidal ideation. The experience of verbal violence frequently serves as a precursor to enduring psychological trauma; (3) the impact on other students who are mere witnesses to the acts of bullying is also significant. In instances where there is a lack of appropriate intervention following bullying incidents, these students may come to perceive such behavior as socially acceptable. Some may feel compelled to align themselves with the bullies out of fear of becoming targets themselves, while others may choose to adopt a stance of silence, thereby perpetuating a culture of inaction and complicity.

The resolution to the significant ramifications stemming from the aforementioned issue is that educators have the capacity to cultivate a consistent environment that fosters both comprehension and intrinsic motivation among their students. In addition to this foundational role, it is imperative that teachers offer tailored guidance to the individual who has been victimized, effectively leveraging their unique interests and inherent talents in order to facilitate a process through which they can successfully restore their self-esteem and confidence in their own abilities. Furthermore, an additional strategy that educators can employ to assist the victimized student often involves orchestrating a meeting that includes both the victim and the individual identified as the perpetrator, which typically takes place in a designated Counseling Room (BK). In this structured environment, the victim is likely to find renewed motivation to preserve their self-confidence and to work towards overcoming any psychological trauma that may have arisen as a consequence of the adverse experiences they have faced. Concurrently, the perpetrator of the misconduct is frequently subjected to disciplinary measures, which may include tasks such as cleaning the classroom or the broader school environment, and is also provided with comprehensive instruction regarding ethical conduct in order to deter the recurrence of such behaviors in the future.

B. RESEARCH METHOD

The methodological framework employed in the context of this particular research endeavor is fundamentally rooted in a qualitative research paradigm, which is characterized by its emphasis on understanding complex social realities. The qualitative research approach represents a systematic process of inquiry and comprehension that is predicated upon various methodologies designed to investigate intricate social phenomena as well as the myriad challenges encountered by individuals in their everyday lives. Within the realm of qualitative research, the findings and insights derived can be articulated through a diverse array of formats, including but not limited to, descriptive language, coherent sentences, expressive narratives, compelling stories, and illustrative images that vividly depict the lived experiences of the subjects involved. (Sutama, 2016:198)

The phases associated with the analytical process or the execution of the research study encompass several critical steps, which include: (1) Engaging in a constructive dialogue with the guidance counselor to gather information regarding students who have been subjected to instances of verbal bullying, which is a pertinent issue within educational environments; (2) Developing a trusting relationship and ensuring that the students are psychologically and emotionally prepared for the interview process, thereby facilitating a conducive atmosphere for open communication; and (3) Verifying that the data collected

adheres to the established criteria and standards of quality required for rigorous academic research. Furthermore, this research incorporates a specific methodological technique referred to as the sampling technique; in this case, the variant employed is known as non-probability sampling. In the context of non-probability sampling techniques, it is crucial to note that not every member of the broader population possesses an equal opportunity or likelihood of being chosen as a participant in the sample selection process. (Sugiyono, 2018:82).

Among the various non-probability sampling methodologies, purposive sampling emerges as a distinctive type utilized by researchers when they possess particular criteria or considerations that guide their selection process, thereby ensuring that the sample serves a specific investigative purpose. In light of these considerations, the researcher arrived at the conclusion that the sample for this study would comprise both guidance counselors and students who have been victims of harassment, thereby providing a focused lens through which to explore the phenomenon under investigation.

Data collection was methodologically conducted utilizing the observation technique, with the overarching aim of accumulating comprehensive data regarding the self-confidence levels and attitudes of school students who have been subjected to the deleterious effects of bullying, which can significantly undermine their psychological well-being. The observation process was meticulously executed during instructional activities, with the researcher collaborating closely with the teacher in accordance with the pre-established observation guidelines, ensuring that the data collected is both relevant and informative. The analytical technique employed for data evaluation was qualitative descriptive analysis, which is designed to facilitate the identification of specific findings and insights that may emerge throughout the research process, ultimately enabling the researcher to synthesize these observations into a coherent abstraction. In essence, the data and evidence that were acquired throughout the study are not intended to serve the purpose of validating or invalidating a pre-existing hypothesis; rather, they aim to enrich the understanding of the subject matter at hand. The processes of grouping and abstraction are carried out continuously throughout the data collection phase, allowing for a dynamic and iterative approach that does not necessitate the completion of the data gathering before analysis can commence.

C. RESULTS AND DISCUSSION

According to the findings presented by the esteemed National Commission for Child Protection, it has been conclusively determined that bullying manifests itself as a prolonged and distressing form of both physical and psychological violence, which is perpetrated by either individuals or groups against someone who finds themselves in a position of vulnerability, unable to adequately defend their own interests or well-being. The act of bullying, in and of itself, is characterized by behaviors that serve to threaten the individual being targeted, ultimately engendering feelings of fear, anxiety, or at the very least, a sense of unhappiness that permeates their day-to-day life (Saifullah, 2016).

Drawing from a series of interviews and observations meticulously conducted by the researcher, which involved eleventh-grade students, the class advisor, and the guidance counselor, it was revealed that the phenomenon of bullying persists, largely as a direct consequence of the low academic performance exhibited by a particular student, referred to here as subject MA. Students who experience low academic performance often find themselves perceived as different from their peers, leading to social disconnect, as their classmates may regard the subject MA as someone who finds it difficult to engage in effective communication during the learning process, both within the confines of the

classroom and in extracurricular settings. This conclusion is further substantiated by the insights gained from the interviews conducted with the aforementioned subject. Consequently, this social dynamic results in feelings of embarrassment among the peers of the subject MA when they are associated with an individual who does not meet the academic standards set by their educational environment. It is only natural, therefore, that this social pressure creates an uncomfortable atmosphere for subject MA within the classroom. In response to this discomfort, the subject MA has made the conscious decision to associate with peers from different classes, as he perceives these individuals to be more accepting of his true self, without the added burden of academic judgment.

The manifestation of ostracism in this context can be observed through various other forms, one of which is the use of derogatory or inappropriate nicknames that place undue pressure on the student while they are in class, ultimately leading the subject MA to make the personal choice to withdraw from social interactions with their peers. During the interview process with the homeroom teacher, it was noted that contemporary students exhibit a marked indifference and apathy, displaying a reluctance to share their thoughts or feelings, which often complicates the teacher's ability to accurately gauge the dynamics occurring within the classroom setting. The homeroom teacher consistently implements a character-building curriculum, utilizing lecturing methods to impart knowledge and values to the students under their guidance, with the explicit aim of mitigating instances of verbal bullying, regardless of the varying circumstances that may affect each individual student's experience.

It is crucial to note that this incident does not represent the first instance of verbal bullying that the school community has encountered. The guidance counselor himself affirmed that prior to this occurrence, he had actively collaborated with the homeroom teacher in an effort to devise strategies aimed at addressing the pervasive issue of verbal bullying. Furthermore, the guidance counselor took the initiative to engage with students who were suspected of engaging in verbal bullying behaviors. Following a thorough examination and collaborative observation process, it was determined that the students who were identified as potential victims of verbal bullying would benefit from counseling services designed to help them navigate their challenges and foster a renewed enthusiasm for their academic pursuits.

When the subject MA articulated their experiences within the classroom, it became evident that they felt as though there was an absence of a supportive environment in which they could confidently express their grievances regarding the actions of their peers. As a result, subject MA chose to remain silent during class discussions, refraining from disclosing their situation to either the homeroom teacher or the guidance counselor, as they believed that doing so would only serve to exacerbate their already precarious circumstances. The subject MA possesses a clear understanding of the significant decline in their academic performance and has resolved to endure the situation to the best of their ability, all while attempting to maintain amicable relationships with peers from other classes. It is imperative to recognize that if this verbal bullying is allowed to persist without intervention, it poses a substantial threat to the self-confidence and overall mental well-being of the subject MA.

The traits exhibited by adolescents who demonstrate a robust sense of self-confidence can be summarized in several key aspects: first and foremost, these individuals possess an unwavering belief in their own competencies and capabilities, which allows them to approach challenges with a sense of assurance; secondly, they exhibit a remarkable degree of autonomy in their decision-making processes, reflecting their ability to think critically and independently; thirdly, they maintain a constructive and affirmative self-image that

fosters resilience and motivation; and finally, they display the courage and fortitude necessary to vocalize their opinions and ideas without the debilitating fear of judgment or rejection (Nurika & Asyanti, 2016). However, it is imperative to note that the development of self-confidence among students engaged in the MA subject remains suboptimal, primarily due to the myriad of challenging circumstances that they encounter, coupled with a pervasive sense of confusion regarding the intricacies of the MA subject matter, which ultimately leads these students to internalize their struggles rather than seek guidance from either their homeroom teacher or the designated guidance counselor.

The stage of adolescence is undeniably a pivotal period for the cultivation of self-confidence within students, as it lays the foundational groundwork for their future endeavors. When self-confidence is nurtured effectively, it can yield impressive academic and personal achievements, as individuals who believe in their capabilities are more inclined to pursue their goals with tenacity and resilience. Conversely, individuals who grapple with low self-confidence often experience a detrimental impact on their performance and achievements, as their negative perceptions of their own abilities can hinder their motivation and willingness to engage in challenging tasks (Syam, 2017). In light of these observations, it is crucial for both homeroom teachers and guidance counselors to actively engage with students regarding their experiences in the MA subject, ensuring that no issues are overlooked or dismissed, especially those that can significantly influence their academic trajectory and personal development. This perspective aligns with the findings presented by Sosilo (2021:54-63), which elucidate the multifaceted factors that contribute to verbal bullying, including the detrimental effects of strict parenting styles, the use of derogatory language, and the prevalence of environmental dynamics such as hierarchical seniority that demand respect, as well as the influence of peer groups that frequently engage in verbal bullying behaviors. Furthermore, it is essential for class teachers and guidance counselors to not only identify individuals who perpetrate bullying but also to implement appropriate follow-up measures to address and rectify the situation.

Research conducted by Tiarasani (2021) indicates that the long-term repercussions faced by victims of verbal bullying are often pervasive and can manifest in various aspects of their lives, such as an aversion to social interactions, a pervasive sense of hopelessness, and alarming tendencies towards self-harm or suicidal ideation. Empirical studies have demonstrated that one of the significant consequences of experiencing verbal bullying is a marked decline in self-confidence, as the abuse of power that results in intimidation—whether perpetrated by individuals or groups—can severely undermine the self-worth of the victims and lead them to internalize feelings of inadequacy (Ulfah & Winata, 2021).

D. CONCLUSION

Based on the extensive and comprehensive research that was meticulously conducted on a singular eleventh-grade student, alongside the observations and insights provided by the eleventh-grade homeroom teacher, as well as the guidance counselor at the esteemed educational institution known as SMAN 1 Wringinanom, it can be conclusively inferred and deduced that: 1. The multifaceted factors that contribute to the phenomenon of verbal bullying are indeed quite complex. Among these, the environmental factors are particularly significant as they encompass the habitual behaviors and social dynamics present in the surroundings that frequently result in the isolation and marginalization of individuals. Furthermore, the self-esteem factors are intricately related to the manifestation of bullying behaviors, which often emerge as a direct reflection of an individual's low self-esteem and feelings of inadequacy. 2. There exists a wide array of various forms of verbal bullying that can be observed within the school environment. Notably, one of the predominant forms of

bullying that takes place in educational settings is verbal bullying, which is characterized by aggressive behaviors that are executed through spoken words, such as the use of mocking, derogatory, or humiliating sentences that can deeply affect the victim's emotional well-being and self-worth.

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