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Research Article

### The Relationship of Self-Efficiency and Social Support with Adolescent Bullying at Junior High School 2 Sepatan

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#### Introduction

Adolescence is an important developmental stage to determine the quality of adolescent life. Adolescents have stages before adulthood, namely early adolescence, middle adolescence, and late adolescence Pieter, 2010 in <sup>1</sup> The World Health Organization (WHO) states that the age range of adolescents is 10-19 years. Adolescents develop in all aspects, especially cognitive, emotional,

#### Abstrak

**Background:** Adolescents face the problem of bullying, they need social support from those around them to have confidence in their abilities.

**Purpose:** The purpose of this study was to determine the relationship between self-efficacy and social support with bullying in adolescents at Junior High School 2 Sepatan, Tangerang Regency.

**Methods:** The research design is cross-sectional using the spearman correlation test to analyze the relationship between variables. The sampling technique was simple random sampling with 127 respondents. The instrument uses a self-efficacy questionnaire, Multidimensional Scale of Perceived Social Support, and The revised Olweus Bully or Victim Questionnaire.

**Results:** There is a significant relationship between self-efficacy and bullying (p-value 0.031) and there is a significant relationship between social support and bullying (p-value 0.001).

**Conclusion:** There is a relationship between self-efficacy and social support for victims of bullying in adolescents. This study is also useful for parents that teenagers need support in getting through the effects of bullying.

**Keywords:** bullying, social support, self-efficacy

social, and moral aspects. Social changes experienced by adolescents can lead to aggressive behavior. The impact of victims of bullying can be psychosomatic, always feeling useless, feeling isolated in life, and depressed so that they think about ending their life by suicide.<sup>2</sup> The impact received by victims of physical bullying is discomfort in terms of physical health, such as headaches, stomach and muscle tension, feeling insecure in the school environment, decreasing enthusiasm for learning, and academic achievement.<sup>3</sup> Bullies can commit acts of violence like this based on the characteristics that exist in the victim from the character and characteristics in him, the attitude of the victim, it has become a tradition of bullying at school, and the perpetrators of bullying have low empathy. (Rachmah, 2014 in.<sup>1</sup>

The importance of this research is not only known from preliminary studies on adolescent victims of bullying, this problem of bullying, if not addressed, will result in adolescents withdrawing from the environment with their peers, feeling useless, and losing their appetite.<sup>4</sup> says that the impact of bullying, especially the psychological impact, can hinder the development of teenagers, even at school in new student orientation activities or the selection of student council members can use bullying as a way to humiliate teenagers by humiliating them. This bullying problem must be stopped immediately to create good psychological health in adolescents, by collaborating between parents and teachers in monitoring bullying behavior in schools, and parents can support children to do positive activities at school to increase their self-efficacy. Preliminary study survey conducted at Junior High School 2 Sepatan regarding self-efficacy. Data obtained from 6 adolescent respondents, namely 2 teenagers said they had high self-efficacy when facing problems being bullied so that they could solve their problems and achieve the desired goals to reduce the negative impact on psychological problems in adolescents. In addition, 4 out of 6 adolescent respondents with bullying victims said they did not have self-efficacy in dealing with problems being bullied because they thought that they were unable to solve problems and easily gave up on what they were facing.

Research that states self-efficacy with the incidence of bullying obtained from the results of research by <sup>5</sup> said that high self-efficacy indicates that there is a higher probability of falling into a group, and the negative impact of bullying at school is relatively small.<sup>6</sup> found that self-efficacy affects how adolescents interpret environmental conditions, expectations, strategies, and actions taken to minimize the impact of bullying. Bullying has various effects on the mental health or psychology of victims of bullying. The support of teachers, parents, and closest friends is expected to increase the self-efficacy of victims of bullying in dealing with these impacts. Adequate social support tends to increase the psychological stability of victims of bullying. Social support in the form of acceptance of the condition of victims of bullying, providing a sense of comfort, giving attention and appreciation for one's achievements (Azizah, 2011 in <sup>7</sup> The preliminary study survey at SMPN 2 Sepatan is related to social support through google form for adolescents. Data obtained from 6 adolescent respondents, namely 3 teenagers said there was encouragement or support from parents, teachers, and friends so that they could provide a sense of comfort, give attention, and appreciation for achievements when facing problems being bullied. In addition, 3 out of 6 adolescent respondents with bullying victims said there was no encouragement or support from parents, teachers, and peers when they were facing problems being bullied. The purpose of the research is how to describe bullying and the impact of bullying. Preventively, nurses act as role models by teaching stress management techniques for victims affected by bullying in terms of psychological problems.

## Methods

This study uses a quantitative research design with a cross-sectional approach, independent efficacy, and social support while the dependent variable is bullying. The research location was conducted at SMPN 2 Sepatan, Tangerang Regency, and the time of the study was from February to June 2021. The population of this study was teenagers with victims of bullying in grades VIII and IX at Junior High School 2 Sepatan, Tangerang Regency, totaling 187 people. Sampling in this study using a simple random sampling technique obtained 127 people. The inclusion criteria for this study were adolescents in grades VIII and IX of Junior High School 2 Sepatan who had been victims of bullying (physical bullying, verbal bullying, cyberbullying), and adolescents who had given informed consent on the research sheet.

The data collection tool uses a questionnaire that has been tested for validity and reliability. The

efficacy of the questionnaire obtained that Cronbach's alpha value of 0.785 was declared reliable as many as 10 statements, the Multidimensional Scale of Perceived Social Support questionnaire obtained Cronbach's alpha value of 0.816 which was declared very reliable, and The Revised Olweus Bully or Victim Questionnaire obtained Cronbach's alpha value of 0.912 which was declared very reliable. Statistical data analysis was carried out using the Spearman correlation statistical test with a p-value of 0.05. This research has passed and obtained a statement of ethical approval with No. 192/V/2021/KEPK by the Health Research Ethics Commission of UPN Veterans Jakarta.

## Results

The results of research on self-efficacy, social support, bullying, and the relationship between self-efficacy and social support with bullying in adolescents will be explained in the following table.

**Table 1.** Teenage age at Junior High School 2 Sepatan (n=127)

Variable	Mean	Median	SD	Min-Max	95% CI
Age	14,29	14	0,827	12-17	14,15-14,44

Table 1 shows the average age of adolescents who experienced bullying in their early teens, namely 14.29 years with an SD of 0.827. The age of the lowest respondent is 12 years, while the highest is 17 years. From the results of the interval estimation with a 95% confidence level, the average age of the respondents is 14.15 to 14.44 years.

**Table 2.** Gender of adolescents at Junior High School 2 Sepatan (n=127)

Variable	F	%
Gender		
Man	48	37,8
Women	79	62,2

Table 2 shows that the majority of adolescents who become victims of bullying are female adolescents, as many as 79 adolescents (62.2%), while male adolescents are 48 adolescents (37.8%).

**Table 3.** Self-Efficacy, Social Support, and Bullying of Adolescents at Junior High School 2 Sepatan (n=127)

Variable	Mean	Median	SD	Min-Max	95% CI
Self Efficacy	38,05	39	7,072	15-50	36,81-39,29
Social Support	48,21	50	10,120	18-65	46,44-49,99
Bullying	44,96	42	19,848	21-100	41,48-48,45

Table 3 shows the results that the average total self-efficacy score of adolescents who experience bullying is 38.05, the median value is 39, and the standard deviation is 7.072. The lowest total score of adolescent self-efficacy is 15 while the highest is 50. From the results of the interval estimation with a 95% confidence level, the average total self-efficacy score in adolescents is 36.81 to 39.29. Based on the social support of adolescents who experience bullying, the average total score is 48.21, the median value is 50, and the standard deviation is 10.120. The lowest total score for adolescent social support is 18 while the highest is 65. From the interval estimation results with a 95% confidence level, the average total score for social support for adolescents is 46.44 to 49.99. Based on bullying in adolescents, the average total score was 44.96, the median value was 42, and the standard deviation was 19.848. The lowest total score for bullying in adolescents is 21 while the highest is 100. From the interval estimation results with a 95% confidence level, the average total score for bullying in adolescents is 41.48 to 48.45.

**Table 4.** Relationship of Self-Efficacy with Bullying and Social Support with Bullying in Adolescents at Junior High School 2 Sepatan (n=127)

Variable	R	P-value	N
Self-Efficacy with Bullying	-0,191	0,031	127
Social Support with Bullying	-0,290	0,001	127

Table 4 shows that the p-value obtained is 0.031 ( $\leq 0.05$ ) which means there is a significant relationship between self-efficacy and bullying, the Spearman correlation value is -0.191, which means that the negative correlation with the strength of the correlation is very weak and the direction of the relationship is negative, so from The analysis shows that the higher the self-efficacy, the lower the bullying experienced by adolescents. Between social support and bullying shows that the p-value obtained is 0.001 ( $\leq 0.05$ ) which means there is a significant relationship between social support and bullying, the Spearman correlation value is -0.290 which means that the correlation is negative with sufficient correlation strength and the direction of the relationship is negative, Therefore, the analysis shows that the higher the social support, the lower the bullying experienced by adolescents.

### Discussion

Self-efficacy showed that the most dominant adolescents who experienced bullying victims had moderate self-efficacy categories. The results of this study are in line with research (Sari, 2020) which shows that among 133 respondents, 12 students were victims of bullying, with high self-efficacy (9%), 102 students were victims of bullying with moderate self-efficacy (77%), their self-efficacy was low. (14%). Students with moderate self-efficacy can become victims of bullying. In short, the higher the student's self-efficacy, the less likely the student is to become a victim of bullying. This is not in line with research by <sup>8</sup> which states that adolescents with victims of bullying have low or poor self-efficacy (52.5%). Low self-efficacy with a lack of confidence in the abilities to be carried out, so teenagers have difficulty that they are not sure they can complete a task or problem. The research of <sup>9</sup> also said that low self-efficacy has poor emotional intelligence, lack of motivation to learn so that it will damage concentration in understanding lessons or other school activities.

Social support showed that the results were dominated by teenagers who were victims of bullying who had moderate social support. The results of this study are following the research of Putri, et al (2015) in <sup>10</sup> showing that poor social support from peers makes adolescents feel unneeded, especially for those who are not accepted in the social environment, most teenagers tend to have high bullying behavior that is 75.0%. The research of <sup>11</sup> explains that adolescents with bullying victims who receive poor support will feel alone, fear that bullying will happen again, feel unloved and uncared for by peers, parents, ignored by family and teachers. Teenagers will judge themselves as not worthy to receive affection or respect. Teenagers will feel less confident and tend to think pessimistically about the future. These negative feelings and judgments can form beliefs about themselves that are not good.

Bullying behavior is influenced by socio-economic factors, physical differences, and past behavior <sup>12</sup> In addition, Coloroso (2007) in <sup>11</sup> reveals that a victim of bullying is someone who faces one or more repetitive negative behaviors that occur from time to time. Furthermore, victims will find themselves in a situation where they will not be able to effectively protect themselves from the negative behavior they receive. Teenagers are considered as victims of bullying, it can be seen the frequency of at least 2 or 3 times a month experiencing bullying. Victims of bullying may experience one or more forms of bullying. When teenagers experience only one form of bullying, but the frequency is at least 2 to 3 times a month, they are already victims of bullying.

The results showed that there was a relationship between self-efficacy and bullying in adolescents at SMPN 2 Sepatan. The results of this study are in line with research conducted by <sup>13</sup> which shows there is a significant relationship between bullying behavior and self-efficacy in nursing students. In addition, the results of a qualitative study by <sup>6</sup> show that incidents of bullying have various impacts on the mental health or psychology of victims of bullying. Overcoming this impact, it is hoped that the support of teachers, parents, and closest friends can support in increasing the self-efficacy of victims of bullying. Self-efficacy affects how adolescents interpret environmental conditions, anticipation, strategies, and actions that must be taken to minimize the impact of bullying incidents.

Research by <sup>5</sup> states that high self-efficacy shows that adolescents are affected by bullying

relatively small in terms of gender, living arrangements, and the quality of relationships with parents related to the behavior patterns of victims of bullying. In addition, the research of <sup>14</sup> revealed that because of self-efficacy in social problems, the importance of increasing adolescents' willingness to overcome bullying behavior, efforts to increase students' willingness to participate can increase students' confidence in dealing with social problems, and interpersonal relationships. Research by <sup>15</sup> reveals that victims of bullying feel they need help to increase their self-efficacy and self-confidence so that they can develop coping skills to deal with problems. This research is based on group counseling through cognitive therapy. This study recommends that school counselors use cognitive behavioral therapy (CBT) to help bullied adolescents develop their coping skills and self-efficacy in dealing with bullying situations.

The results showed that there was a relationship between social support and bullying in adolescents at Junior High School 2 Sepatan. The results of this study are in line with research conducted by <sup>16</sup> the results of the study show a p-value of 0.000, namely, there is a significant relationship between peer social support and bullying. The lower the individual's assessment of social support from peers, the higher the bullying behavior and vice versa. In addition <sup>17</sup> conducted a study on the relationship between family support and bullying behavior in adolescents. The results of the study indicate that there is a relationship between family support and bullying behavior in adolescents at Junior High School 5 Samarinda, with a weak and unidirectional significant relationship between family support and bullying behavior, a significance level of 0.002, and has a correlation coefficient of -0.230 or weak and negative value. This can be explained that adolescents who are strongly supported by their families, especially their parents, tend to be less involved in bullying, both as perpetrators and as victims.

### **Conclusion**

Adolescents improve self-efficacy skills by being more confident in participating in activities at school such as extracurricular activities and other organizations, making friends with friends who have a positive influence. The school can guide victims and perpetrators of bullying. It would be better if the teacher worked together and communicated with parents to further increase support from the family. Mental health nurses assist bullying and open counseling for adolescents who are experiencing bullying problems. It is hoped that the results of this study can be used as input for nurses to help improve the quality of medical services, in addition to providing services as caregivers, nurses can improve as educators in providing knowledge about the impact of bullying and education about the importance of parental support in dealing with bullying behavior. Re-examined the factors that influence bullying, the impact of bullying for victims or perpetrators, the causes of victims of bullying, education to teachers about bullying.

### **Conflict of Interest Declaration**

In this research, there is no conflict between the researcher and the school, especially the vice-principal, as well as between the researcher and the students of Junior High School 2 Sepatan.

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