SELF CONCEPT ADOLESCENCE OF EXPERIENCING BULLYING IN JUNIOR HIGH SCHOOL

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ABSTRACT

In Many Junior High School Purwokerto there are many victims of bullying, cases of bullying in schools, among others, mocked, things were in hiding, fighting, attack, asking for money by force and the provision of threat. Oppressive measures has caused one of our students the opportunity to decide to move school. To describe Self Concept Adolescence Of Experiencing Bullying At Junior High School in Purwokerto. This type of research that is used is descriptive of a qualitative with with the phenomenology to the number of participants as much as Seven student and data processing with MAXQDA the 2018. The concept of the victim of bullying : 1) The description of four participants who received comments are feeling low, inferior and withdrawn, and three participants don't feel embarrassed, inferior and withdrawn from the environment. 2) The participants recognize his identity, aware of the nature, a new look in to see the advantages and disadvantages of his own, and, confident in expressing its advantages. 3) the role of participants yaiu menikuti the curricular, the role of dikeluarga, a role in the neighborhood. 4) Self ideal, 3 participants can not interact with the social environment and restrict themselves to interact with their peers, and four participants even experience bullying don't shut off from the environment and interact. 5) The participants can meet the ideal itself so it can reach his pride and feeling accepted, the sense of being able, and precious feelings.

Keywords: adolescence; bullying; self concept

INTRODUCTION

Violence is one of the most feared actions by humans. Both direct and indirect violence, both verbal and non verbal violence. Violence can occur anywhere. At home, in the work environment, even at school. The most common form of violence in schools is bullying. According to Rigby (2007) and Alika (2012) explain that bullying is an act of suppressing or intimidating other children both physically and verbally and there is usually a power imbalance between bullying actors and victims. Whereas according to Coloroso (2007), bullying or oppression will always involve 3 elements including, imbalance of power, the intention to injure, the threat of aggression that continues, and when excalation continues, and oppression increases nonstop then the fourth element appears which is terrorizing .

In a study conducted by NGO Plan International and the International Center for Research on Women (ICRW) which was released in early March 2015, it showed astounding facts regarding child violence in schools. There are 84% of children in Indonesia experiencing violence in school. This figure is higher than the trend in the Asian region at 70%. This research was carried out in 5 Asian countries, namely Vietnam, Cambodia, Nepal, Pakistan, and Indonesia taken from Jakarta and Serang, Banten, besides according to data from the Indonesian Child Protection Commission (KPAI) 2016 the number of children who were victims of bullying in schools was as many as 81 children, and from services opened by the Ministry of Social Affairs through phone calls to friends or (Tespa), from January to July 15 2017 there were 976 complaints and 17 were cases of bullying.

Agustiani (2009) states that self-concept is a picture someone has of himself, which is formed through experience gained from interaction with the environment. This concept is not a innate factor, but develops from continuous experience. The basis of the individual's self-concept is

instilled early in the child's life so that it becomes the basis that influences his behavior in the future.

Reseacher conducted observations in Junior High School found that in these schools susceptible to acts of juvenile delinquency and there is bullying. In the pre-stage study researchers conducted interviews with the vice-principal (Haryanto Pamungkas, S.Pd) and teacher (Wahyudi Psi) on 15 November 2017 with regard to the data and bullying in K P S ekolah ertama, based on data in the odd semester of 2017 there are 6 victims of bullying, bullying cases in the school include being insulted, items of the victim,being hidden, fighting, lighting and giving threats. These actions caused one of the students to decide to change schools. This shows the self-concept of bullying victims to be negative because victims feel they are not accepted by their environment. Bullying victims also feel stressed, resentful, miserable, embarrassed, and depressed .

METHOD
This type of research used in this research is descriptive qualitative by using a phenomenological approach to find out the problems that occur in an environment that is how the self-concept of adolescents who experience bullying at Junior High School. and the research was conducted in February-April 2018. The Subject were students in Junior High School who experienced bullying. This study uses participants as many as 7 people who have met the inclusion criteria. The sampling technique used by the researcher is purposive sampling. The tools used in collecting qualitative research data, researchers act as research instruments or research tools. In implementation, researchers are assisted by guidelines for data collection in the form of interview guidelines containing a list of questions to be submitted to participants. with the technique of in-depth interviews. In addition, it is assisted by using a recording device, namely mobile phones, observation sheets and field notes to store the results of interviews which all refer to the subject matter of the research objectives.

RESULTS
Self-image
The results of interviews conducted on 7 participants about self image found that the perceptions of adolescents who experienced bullying on their own bodies were not too thin, not too tall, small, fat, tall, short, critical hair, dark, and ugly. The body parts that are most liked by participants are hands, feet, eyes, eyelashes, and ears.

The idea of self- integrity
The results of interviews conducted on 7 junior high school students as participants obtained the seventh self-identity of participants who could recognize themselves, be aware of their nature, have a perspective on seeing their own weaknesses and strengths, and, confidently express their strengths.

Self role
Interviews of 7 teenagers as participants found that the role of adolescents after experiencing bullying is divided into the first three are extracurricular activities followed by bullying (role at school) and the second is the role of adolescents at home, and the third is the role of adolescents in the environment after experiencing bullying .

Ideal self
The results of interviews conducted on 7 teenagers as participants found that the ideal of adolescents after experiencing bullying is the way they behave after experiencing bullying,

expectations about other people's behavior, and, something that is determined based on personal standards, and perceptions of worship.

Pride

The results of interviews conducted on 7 teenagers as participants were found that adolescents' self-esteem after experiencing bullying was divided into 3 namely accepted feelings, feelings of worth, and feelings of worth.

DISCUSSION

Self-image

The results of interviews conducted on 7 participants found that the perceptions of adolescents who experienced bullying on their own bodies were not too thin, not too tall, small, fat, tall, short, critical hair, dark, and ugly. The body parts that are most liked by participants are hands, feet, eyes, eyelashes, and ears. The hope that participants have for their bodies is to want to be healthy, want to be white, want to be fat, want their heads to be rounder, taller, thinner, want to be able to straighten their hair, and want to be taller.

The 7 participants, it can be seen that four participants (participants 2, 4, 5, 6) are quiet or shy children in their class so that people's comments, people's perceptions of participants can affect their own self-confidence. According to Potter and Perry (2005) A negative self-image is to withdraw from the changes that occur, are not aware of themselves and have improper perceptions of the body, this picture can affect processes related to the shape and function of the body. It can be explained that when the four participants received negative comments about their body, they felt inferior, insecure and withdrawing from their environment or embarrassment.

The results of research by Ayu solistiawati and Novendawati (2015) state that students who tend to be difficult to accept what they have such as saying that their bodies and appearance are ugly and not attractive will tend to judge themselves negatively and focus on their shortcomings. This is in accordance with the results of interviews obtained from participant 4, namely "Yes, it is considered ugly, yes, bad"

And then 3 out of 7 participants were people who indeed basically had a relaxed attitude and did not like to make a fight, so they did not care and did not respond to any negative comments from their friends on their appearance. This can be explained when the three participants received negative comments related to their physical, participants did not feel inferior, insecure and withdrawing from their environment.As the results of interviews from participants 1 "Yes, it's normal to use it, I don't need to be afraid, but I have to make a fight" Participant 7 "Yes for joking"

This is in line with the research of Uswatun Hasanah (2013) that young women in Samarinda have a positive body image so that they can make young women more positive and able to see and judge themselves more positively. as the results of interviews from participants 3 *"So if I walk, there are many who mimic because he said someone said I was someone who said he was like made but I was not made for normal, then someone said you walked well and there were people who mimicked me if walking. "*

The idea of self- integrity

The results of interviews conducted on 7 junior high school students as participants obtained the seventh self-identity of participants who could recognize themselves, be aware of their

nature, have a perspective on seeing their own weaknesses and strengths, and, confidently express their strengths. This is in accordance with the theory of Suliswati (2005), self-identity is an awareness of oneself that can be obtained by individuals from observation and assessment of themselves, realizing individuals that they are different from others. as in the results of the participant interview 1 *"Yes, it is quite shy, quite active in the class, if asked, if you are told to do it right away. Advantages ? yes most draw, the shortcomings are shy, less assertive "*

Self role
Interviews of 7 teenagers as participants found that the role of adolescents after experiencing bullying is divided into the first three are extracurricular activities followed by bullying (role at school) and the second is the role of adolescents at home, and the third is the role of adolescents in the environment after experiencing bullying .

This is also in line with the results of research by Roshi Khoirunnisa (2015) on the self-concept of adolescent victims of bullying (a study of students of bullying in the high school of Muhammadiyah 7 yogyakarta) that family and social roles became the dominant influence on the subject's view on him. This is in accordance with the opinion of William H. Fitts (Hendriayati Agustini, 2006) and also in accordance with the results of this study, namely the seven participants felt they could still carry out their roles in the environment such as mutual cooperation, caring for their younger siblings, and respecting parents.

Ideal self
The results of interviews conducted on 7 teenagers as participants found that the ideal of adolescents after experiencing bullying is the way they behave after experiencing bullying, expectations about other people's behavior, and, something that is determined based on personal standards, and perceptions of worship. According to Suliswati (2005) Ideal self is the individual's perception of how it should behave based on personal standards. Standards that can relate to the type of person he wants / likes or a number of aspirations, goals, values that he wants to achieve .

Based on the presentation of the data, researchers assume that participants 2.4 and 7 cannot interact with their social environment and limit themselves in interacting with their peers. they tend to close themselves because they think it is not compatible with the environment in the school, especially their classmates. Participant 7 shows a discrepancy between the ideal self that is mentioned by the attitude shown by participants because it is based on the results of observations of researchers and opinions of participants 7 participants that participants 7 is a quiet child, close self and rarely chat with other people.participants 1, 3, 5, 6 even though they experience bullying they do not close themselves from their environment and still interact and behave according to their personal standards.

Pride
The results of interviews conducted on 7 teenagers as participants were found that adolescents' self-esteem after experiencing bullying was divided into 3 namely accepted feelings, feelings of worth, and feelings of worth. this result is in line with the opinion of Guindon (2010) self-esteem is an attitude, a component of self-evaluation; affective assessment that is placed on self-concept consists of sense of worth and acceptance developed and maintained as a consequence of competency awareness and feedback from the outside world.

According to a study from Gita Kania (2015) about the factors that influence the self-concept of adolescents at Yogyakarta 13 Public Middle School the results of the statistical test show that there is an influence of the role of self-esteem on adolescent self-concept in Yogyakarta Public Middle School students This statement is supported by a theory which states that the role of self-esteem can influence one's self-concept. Self-esteem is a more in-depth description of self-image, which is an assessment of yourself. Self-esteem will affect a person's behavior. The results of the interpretation of adolescents who have bad peers and permissive parenting and the role of low self-esteem have a probability of having a negative self-concept of 96.15%.

Self-concept is all ideas, thoughts, beliefs and stances that individuals know about themselves and influence individuals in dealing with others. These ideas, thoughts, feelings and beliefs are the perceptions concerned about the characteristics and abilities of interaction with others and the environment, values that are associated with experience and the surrounding objects and their goals and ideals (Suliswati, 2005).

From the results of the research the participants' self-concept was supported by 5 components, namely self-image consisting of the body's perceptions, the body parts that were most liked, and also the expectations of the body. Self-identity which consists of self-assessment, traits, perspective on weaknesses and strengths, confidence in mentioning their strengths. The role of self consists of extracurricular activities or activities that are followed after experiencing bullying, the role in the family, and roles in the environment. Ideal self consisting of attitudes, expectations about behavior, something determined by personal standards, and perceptions of worship. And the last self-esteem consists of feeling accepted, feeling capable, and feeling valuable. The results of Fitrian Saifulloh (2016) somer's d statistical analysis showed a negative correlation with a coefficient value of -0.322. It means that the higher the self concept, the lower the bullying is, and vice versa, the lower the self concept, the higher the bullying.

CONCLUSION
The self-image that is owned by 4 participants (participants 2, 4, 5, 6) when getting negative comments about their body, they feel inferior, insecure and withdraw from their environment or shame. And 3 participants (participants 1, 3, 7) when the three participants received negative comments related to their physical, participants did not feel inferior, inferior and withdraw from their environment.

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