

Role of Self-Concept and Conformity on Bullies

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Abstract— Bullying is a negative action in the form of hurting, hitting, neglecting, and aggressiveness that is done repeatedly by individuals or groups towards weaker individuals or groups (Rigby, 2013). Bullying can be physical or non-physical. Negative self-concepts give rise to insecurity and are prone to acts of aggression, include bullying. Peer influence factors are also at risk of causing a tendency towards bullying in adolescents. The aim of this study is to describe the role of self-concept and conformity on bullies. The participants were 200 bullying offenders aged 15-18 years in high school. The questionnaire used was the adaptation in Indonesian of Tennessee Self-Concept Scale (TSCS), adaptation of School Bullying from Sullivan, and construction of the conformity questionnaire. Results show from the ANOVA analysis that $F = 14,351$ and the value of $p = 0,000 < 0,05$, means that self-concept and conformity as together have a role in bullies. The self-concept has a significant value with $t = -4,331$, $p = 0,000 < 0,05$ but conformity with has no significant value with $t = 1,595$, $p = 0,112 > 0,05$. Adolescent self-concept turns out to be more instrumental than conformity in doing bullying, therefore advice is given to parents and teachers for develop a good self-concept.

Keywords: *self-concept, conformity, bullying, adolescence*

I. INTRODUCTION

Cases of violence that occurred ranging from brawls between schools, gangs to acts of violence and the oppression of school students committed by seniors to juniors or oppression carried out between peers. Violent behavior containing negative acts of aggression that occur repeatedly over a certain period of time both physical and psychological violence is called bullying [1]. Bullying can be physical and non-physical, Bullying can be physical such as punches, slaps, encouragement, and other physical attacks. Bullying in the form of non-physical or carried out verbally and non-verbally such as ridicule, calls with certain designations, threats, embarrassing words including verbal actions. Meanwhile, unpleasant facial expressions and threatening body language are the neglect of the group included in nonverbal actions [2]. [3] explain that one that affects bullying is the self-concept that the perpetrators of bullying tend to have a negative self-concept, the perpetrators of bullying have problems related to their self-concept. This is confirmed by Christie & Mizell [4] that negative self-concept is one of the most important predictors of bullying behavior among adolescents. The concept of self is formed based on cognitive aspects, namely the individual's knowledge about his condition, individual's description of themselves in the form of attitudes, ways of thinking and actions. Meanwhile, conformity is an emotion / drive aspect. Individuals do conformity with their groups because there is a great need for individuals to get

recognition from the group and the norms that apply in groups become pressure for individuals to behave in groups [5]. Adolescents who are bound in a group of friends will tend to follow and behave as desired in the group in order to be accepted in the group. The influence of peers will lead to the tendency of adolescents to conform in the group [6]. Teenagers want their presence to be recognized as part of the youth community in general and as part of peer groups specifically [7]. This can be a trigger for conformity to bullying behavior. Individuals tend to conform even though they differ from their opinions in order to be accepted as part of the group. Groups that behave negatively will influence individuals to act negatively, one of which is bullying. As explained by Lowenstein (2012) states that conformity to peers are central roles in the formation of bullying. From the description above, it needs to be studied further is how conformity and self-concept are interrelated to bullying behavior.

II. LITERATURE STUDY

A. Bullying Definition

Bullying according to [9] is deliberate and continuous aggression directed towards certain targets, or victims, usually on people who are weak, vulnerable, and helpless. Bullying is a desire to hurt. This desire is shown in action to cause someone to suffer. This action is carried out directly by a person or group who is stronger and irresponsible. This action is carried out repeatedly and with pleasure [10]. Meanwhile, according to Olweus [11] states that bullying behavior that hurts a person or group of people both in the form of physical, verbal, or psychological violence that is done repeatedly from time to time.

B. Self-concept Definition

According to Harter [9] self-concept is an overall picture of our abilities and personality, this is a cognitive construction. The system of self-description and evaluation that determines how we feel about ourselves and directs our behavior. Fitts (quoted in Agustiani, 2006) argues that self-concept is an important aspect in a person, because one's self-concept is a frame of reference in interacting with his environment. This includes the individual's perception of his nature and abilities, interactions with others and the environment, values related to his experiences and objects, goals and desires.

C. Definition of Conformity

Conformity is a change in behavior or belief as a result of reality or imagined group pressure [13]. According to [14] conformity is the possibility to change beliefs and behavior to equate behavior with others. [15] say that conformity is a type of social influence in which individuals change their attitudes or behaviors to stick to social norms. Brown and Theobald [16] who argue that groups influence their members through rules or pressure and provide negative consequences on members who do not obey these rules or pressure. From this opinion, it can be understood that pressure from the group basically requires members to be conform.

Adolescence is a period where individuals experience a transition from childhood to independent adulthood. Adolescent age is marked by major changes in several aspects, namely physical changes in puberty, cognitive changes, psychological changes, and psychosocial changes [6]. Judging from the psychosocial aspects of adolescence, there is a process of self-discovery wherein adolescents interact a lot with their social environment, they try to answer the true identity. In adolescence the role of peer groups is large, peers are a place to share feelings, experiences, and become part of the process of forming self-identity. Teenagers have a huge need to be accepted in their social environment [6]. The influence of peers will lead to the tendency of adolescents to conform in the group [6]. The influence factor of peers or conformity is at risk of causing bullying behavior in adolescents. This was also confirmed by Sullivan [17] who stated that one of the factors that can cause a person to become a bully in adolescents is peers. Individuals tend to follow the behavior of friends even though they differ from their opinions in order to be accepted as part of the group. Groups that behave negatively will influence individuals to act negatively like bullying (Lowenstein, 2012). According to [18] bullying is a negative action in the form of hurting, hitting, ignoring, aggressiveness that is done repeatedly by individuals or groups of individuals or other groups. During adolescence, individuals experience psychological development, adolescents experience the formation of self-concepts. This self-concept is formed based on one's perception of the attitudes of others towards him. Self-concept in adolescents has a great influence on the overall behavior displayed by someone [19]. Positive self-concept can influence individuals to behave positively, while negative self-concept can influence individuals to behave negatively. One of them is the appearance of bullying behavior that bully practitioners tend to have negative self-concepts, bullying actors have problems with their self-concept [3]. There is a role in self-concept and conformity to bullying behavior in adolescents.

III. METHOD

Participants in this study were 200 high school students aged 15-18 years who were advised by career guidance teachers at their school with complaints of bully behavior being carried out to colleagues at school. The sampling technique used is purposive sampling. This study uses a self-concept measuring instrument which is a modification of the Tennessee Self Concept Scale (TSCS) questionnaire from William H. Fitts (1971) and was adapted by Sri Rahayu Partosuwindo, et al (Research team from Gajah Mada University, Yogyakarta) in

1979 [20]. Through the reliability test results are known that the internal dimension self-concept measuring instrument has a Cronbach alpha coefficient of .708. Whereas the external dimension has a Cronbach alpha coefficient of .820. Conformity measuring instrument constructed by researchers, as many as 16 items, consists of two dimensions, namely normative influence and informational influence. The researcher uses Myers' theory which classifies conformity formation, namely normative and informational influences. The reliability test results are known that the normative dimension conformity measurement tool has a Cronbach alpha coefficient of .626, the informational dimension has a Cronbach alpha coefficient of .540. And bullying behavior measurement tool is 15 items, this bullying behavior measurement tool is a modification of the School Bullying questionnaire from Sullivan, Cleary & Sullivan [21] and the reliability test results are known that the bullying gauge has a Cronbach alpha coefficient of .609.

IV. RESULTS AND DISCUSSION

Based on data obtained about the sex of research subjects from a total of 200 research subjects, male subjects totaled 95 people (47.5%), female subjects totaled 105 people (52.5%). Based on the data obtained about the class of research subjects from a total of 200 people of research subjects, subjects who were in class 10 amounted to 35 people (17.5%), subjects who were in class 11 amounted to 74 people (37.0%). Subjects in class 12 totaled 91 (45.4%). Based on data obtained about the age of research subjects from a total of 200 research subjects, subjects aged 15 years amounted to 35 people (17.5%), subjects aged 16 years amounted to 56 people (28.0%), subjects aged 17 years totaled 73 people (36.5%), and subjects aged 18 years were 36 people (18.0%).

The data for self-concept using a scale of 1-5 has a mean hypothetical measuring instrument that is 3 while the empirical mean is 3.1753. The empirical mean score is greater than the hypothetical mean score so the subject's self-concept can be said to be high. The data picture for conformity using scale 1-5 has a hypothetical mean of measuring instruments that is 3 while the empirical mean is 3.3942. The empirical mean score is greater than the hypothetical mean score so that the subject conformity can be said to be high. The data description for bullying using scale 1-4 has a mean hypothetical measuring instrument that is 2.5 while the empirical mean is 2.4522, this illustrates that the level of bullying of participants tends to be low.

Based on the hypothesis of this study, an analysis of the influence of self-concept variables and conformity was tested on bullying behavior. From the analysis of data using multiple linear regression results obtained for the correlation table of self-concept of bullying behavior has a value of $r = -0.340$, $p = 0.000 < 0.05$ thus there is a significant negative relationship between self-concept and bullying behavior. This means that the higher the self-concept, the lower the tendency for bullying behavior. Whereas the conformity variable with bullying behavior has a value of $r = 0.210$, $p = 0.001 < 0.05$ thus there is a significant positive relationship between conformity and bullying behavior. This means that the higher the conformity, the higher the tendency for bullying behavior.

Furthermore, from the calculation of multiple linear regression also obtained the value of $R = 0.357$, the coefficient of determination $R^2 = 0.127$, this also shows that 12.7% contribution of self-concept and conformity together towards bullying behavior.

While separately seen through regression analysis the results obtained for ANOVA self-concept tables have a value of $t = -4.331$, $p = 0.000 < 0.05$ which means that there is a negative role of self-concept towards bullying behavior. While the conformity data obtained t value = 1.595 , $p = 0.112 > 0.05$, which means that there is no role of conformity to bullying behavior.

So in this study it can be seen that there is a role for self-concept and conformity to bullying behavior. If tested separately, self-concept has a significant role in bullying behavior, while conformity does not have a significant role in bullying behavior. In accordance with [22] which states that personal factors such as traits, personalities, self-concepts, attitudes, and tendencies trigger the emergence of bullying behavior, in this study shows from the internal side of adolescent individuals that negative self-concepts have a role in bullying behavior. Besides self-concept, conformity also influences the appearance of bullying behavior towards adolescents. This is consistent with Sullivan's statement [23] reveals that group factors influence the appearance of bullying behavior, when children interact with friends can trigger an individual's tendency to behave the same as his friends. Groups that behave negatively will influence individuals to behave negatively. Low self-concept together with conformity will influence the tendency to behave in bullying.

When a teenager has a negative self-concept, it will encourage individuals to conform because of the desire to be affiliated. Individuals have the desire to be involved and accepted in a group to show their existence, so that youth together with the group behave in bullying. This is in line with Sloan's and colleague research (2009) which states that there are three supporting factors that influence the emergence of conformity, namely clear objectives to behave in accordance with the existing situation, the desire for affiliation that encourages someone to behave conformity because of the need to be accepted and involved in the group, and self-development motives that encourage someone to behave conformity.

V. CONCLUSION

Based on the results of research and data analysis conducted, it can be concluded that there is a role for self-concept and conformity to bullying behavior. Negative self-concept has a role in bullying behavior.

From the results of this study, the practical benefits that can be given are to teachers, parents, and policy holders regarding adolescent development in order to be able to enhance positive self-concepts. With a positive self-concept, adolescents will be better able to take the right decisions for themselves so that there is no need to imitate peers who do bullying.

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