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Research Article

Self-Control Technique to Improve Self-Esteem Among Victims of Bullying

Heni Purnama^{1*} | Vina Rahmasari²

¹Psychiatric Nursing
Department, STIKep PPNI
Jawa Barat, West Java,
Indonesia

²Bachelor Student at
STIKep PPNI Jawa Barat,
West Java, Indonesia

*contact

zuma1123@gmail.com

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Abstract

Aims: Bullying is one of the most common forms of juvenile delinquency and continues to increase every year. Teenagers who are victims of bullying have a high chance of experiencing various health problems such as decreased self-esteem. One way that can be done to increase self-esteem is through self-control techniques.

Purpose: This study aimed to determine the effect of virtual self-control on the self-esteem of adolescent victims of bullying.

Methods: This study was a quasy experimental with one group pretest posttest design approach. This research was conducted in July 2021, with a total sample of 30 students at senior high school in Bandung City. The sample was selected by using a purposive sampling and the data collection using the Rosenberg Self-Esteem Scale (RSES) questionnaire.

Results: Analysis of the characteristics respondents showed that the most of the respondents were female (86.7%) were Muslim (96.7%) and came from the Sundanese (80.0%), with an average age of 17 years, the youngest of the respondent was 15 years old and the oldest was 19 years old. Bivariate analysis showed there was a significant effect of self-control to improve self-esteem of adolescent victims of bullying with $t = -31,174$, $\text{sig} = 0.000$ ($p < \alpha 0.05$).

Conclusion: The self-control can be used as one of the school programs to deal with adolescent of bullying victim who has low self-esteem by establish counseling. It is hoped that this self-control technique can be used as a form of independent nursing intervention for a nurse in providing nursing care.

Nursing Implications: The existence of this study can provide an information related to interventions of victim of bullying who had low self esteem

Keywords:

Bullying, Self-Esteem, Adolescents, Self-Control

INTRODUCTION

Bullying is divided into verbal, physical, relational, and cyber bullying bullying or through electronic media (1). Bullying occurs due to an imbalance of strength, intention to shame or injury, threatening to commit further acts of violence (2). According to Zakiyah, Humaedi, & Santoso (3), said that teenagers who were a victims of bullying had a high chance of experiencing various health problems, both physically and mentally such as depression, anxiety, headaches, abdominal pain and muscle tension, as well as insecurity while in the school environment. Other impacts that often occur in victims of bullying also include difficulties in self-realization, failure to provide a sense of security and comfort, feeling afraid, inferiority and worthlessness (4). In addition, victims of bullying who experience a decrease in self-esteem will feel insecure, reluctant to enter school, prefer to skip school so that it could resulting in lower academic accomplishment (5) (6).

Based on data from previous study conducted by Firdaus (7) there were 227 students who were victims of bullying or about 23% of the total population with the sort of bullying that commonly done were verbal bullying. Prevention and rehabilitation are needed as early as possible to minimize the impact of bullying on the self-esteem of adolescent (8). Self-control technique are one of the method for increasing self-esteem (9). Self-control refers to a person's ability to manage behavior by restraining, repressing, regulating, or directing urges with various factors in order to avoid making poor decisions (10). Self-control in various aspects includes behaviors control that regulates the implementation and modification of stimulus and cognitive control that obtains information and conducts assessments (11).

According to the findings of Nofitriani's (10) study, showed that self-

control techniques has affect self-esteem in adolescents with $p\text{-value} < 0.05$. This is confirmed by Simamora's (9) study, which also reveals that self-control strategies has an affect self-esteem in adolescent bullying victims. Furthermore, Yanti (13) , said that self-control techniques can create a desire to strengthen themselves with social so that students do not feel alone and do not always withdraw, able to control every action that will be done. Setiawan (14) also revealed self-control techniques can increase self-confidence and can make students more active, because they are judged by this confidence students will be bolder than before.

METHODS

This study was a quasy experimental with a one group pretest posttest approach. The study has been carried out at one of the government senior high school in the Bandung City-West Java, Indonesia, during 17 to 23 July 2021. The population was a senior high school students in the Bandung City area periods 2020-2021 school year who are victims of bullying, which is as many as 227 students. The sample selected by using total sample, and in this study Thirty student agreed as a respondent.

The Rosenberg Self-Esteem Scale Rosenberg in 1979, was utilized to measure self esteem of bullying victim. The Likert scale, which has a scale of 1 to 4, ranges from strongly disagreeing (STS) to agreeing (SS). This instrument contains ten items, including a positive attitude indicator with six questions (item numbers 1, 2, 4, 6, 7, 8, and 9) and a negative attitude indicator with four questions (item numbers 3, 5, 9, 10). Self-esteem was divided into high categories with a value of >30 , medium 15 - 30, low <15 . This instrument was adopted by Azwar (15), with a version of Indonesian which has a total item correlation that is between 0.415 to 0.703. The Rosenberg Self-Esteem Scale (RSES) has $\alpha = 0.92$ while for the Indonesian version by Azwar (15) has a reliability coefficient with a one-day

grace period resulting in 0.8587. Data was analyzed by Paired T-test to determine the

effect of self-control technique toward self-esteem victim of bullying.

Table 1.
Procedure of Intervention

	Thema/topic	Activity	Media
Day - 1	<ol style="list-style-type: none"> 1. Health education: Self-esteem 2. <i>Self-recording</i> 3. <i>Pre test</i> 	<ol style="list-style-type: none"> 1. Pre-test 2. Provide health education about self-esteem, bullying, and self-control techniques 3. Self-recording was performed to record positive and negative behaviour of respondents every day for 3 days by using Google form with a charging period of 10-15 minutes 	Zoom dan Google form
Day 2 - 3	<i>Self-recording</i>	Researchers sent a Google form of self-recording to responders over What's App to fill out again in 10-15 minutes.	Google Form dan What's App
Day 4-5	<i>Self Evaluation</i>	<ol style="list-style-type: none"> 1. Evaluate respondents' behaviour through What's App video calls individually. 2. Respondents has given encouragement for their positive behaviour on a scale of 1 to 10 every day 3. Respondents compare positive and negative behaviour values from day one to day three 	What's App Video Call
Day 6-7	<i>self-reinforcement</i>	<ol style="list-style-type: none"> 1. Researchers give praise based on positive behaviour about 15 to 30 minutes by using video call and text. 2. Researchers reassure respondents about the advantages they have based on self-recording results 3. Researchers invite respondents to write down the advantages and give praise to themselves 	What's App Video Call

Post Intervention

After 7 days of intervention, researchers re-distributed the self-esteem questionnaire to respondents.

RESULTS

Tabel 2.
Demographics data of the Responden (N=30)

Characteristic	Frequency	Percentage %
Gender		
Male	4	13.3
Female	26	86.7
Religion		
Moslem	29	96.7
Christian	1	3.3
Ethnicity		
Sundanese	24	80.0
Javanese	6	20.0
Age		
Mean (SD)	17.37 (SD ±11.450)	
Age Minimum	19	
Age Maximum	15	

Based on table 2 showed that majority of the respondents were female (86.7%) and were Moslem (96.7%). Most of the respondents were Sundanese (80.0%), and the age of ranged from 15–17 years old with Mean score was 17.37 (SD ±11.450).

Table 3.
Self-esteem before and after intervention (n=30)

Self-esteem	Pre-test	Post-test
	Frequency (%)	Frequency (%)
High	0 (0%)	28 (93.3%)
Moderate	30 (100%)	2 (6.7%)
Low	0 (0%)	0 (0%)

Based on table 3 showed that in pre-test results all respondents have self-esteem in the moderate category (100%), whereas for the post-test mostly the respondents had high of self-esteem (93.3%), and only (6.7%) of the respondent had a moderate self-esteem.

Tabel 4.
The effect of self-control to self-esteem (n=30)

Self-esteem	N	Mean	Mean dift	SD	t	p-value
<i>Pre-Test</i>	30	20.20		3.010		
<i>Post-Test</i>	30	34.43	-14.23	3.002	-31.174	0.000

According to table 4, the statistic test by using Paired T-test showed self-control had an effect to improve self-esteem among bullying victims with p-value 0.000 (p-value <0.05).

DISCUSSION

The self-esteem among adolescents in this study before the intervention was in the medium category (100%). Although the respondents were in the moderate category, it is likely that the victims of bullying have been traumatized by the unpleasant treatment they have experienced. According to Muhammad (16), said that trauma due to bullying can affect a person's low self-esteem, can also cause feelings of fear, anxiety, restlessness, and uncontrolled behavior. In addition, respondents currently also carrying out teaching and learning activities at home, not coming to school directly. This allows respondents not to meet people who are at risk of bullying during online classes (17). This might make respondents feel more comfortable and can do everything without feeling worried. Furthermore, although the self-esteem of the victims of bullying was in the moderate category, it still needs to be increased to high self-esteem. When adolescents having high self-esteem, individuals can increase their sense of responsibility for their own lives, increase productivity, and feel capable of doing things (12).

The bivariate analysis showed that there was an effect of self-control on self-esteem of adolescent victims of bullying with a P-value of 0.000 (<0.05). The results of this study are supported by research conducted by Nofitriani (10), which shows that self-control techniques affect self-esteem in adolescents with p-value <0.05. Simamora's study (9), was also showed that self-control techniques have an effect to self-esteem in adolescent victims of bullying. The mean score on self-esteem after the intervention was increased from 20.20 to 34.43. This means there was a change in self-esteem in a positive direction.

Based on the items of the instrument in the pre-test respondents said they felt dissatisfied with themselves (73.3%), and could not respect themselves (73.3%), and could not be kind to themselves (60.0%). According to Yanti (14) stated that self-

control has several functions, including limiting individual attention to others, limiting the individual's desire to control others in his environment, limiting individuals to act negatively and helping individuals to meet the needs of life in a balanced manner. In this study, everyday respondent recommended to self-recording related to positive activities such as helping parents' complete homework, taking care of younger siblings or doing tasks and avoiding things that can make themselves feel depressed, helping family or friends who are struggling, and appreciating them.

After self-control intervention, most of the respondents said that they have self-privileges to be proud of (70.0%), can respect themselves more (60.0%), and feel satisfied with themselves (50.0%).

CONCLUSION

Self control can increase self-confidence, and train social relationships in adolescent victims of bullying, and it can be used as an alternative choice in improving adolescent self-esteem.

NURSING IMPLICATIONS

The existence of this study can provide an information related to interventions of victim of bullying who had low self esteem.

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