

The Impact of Social Support and Self-Esteem on Subjective Well Being of Bullied Students in Boarding School

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Abstract: *This study aims to see whether there is an impact of social support and self-esteem on subjective well being of bullied students in boarding school. Subjects in this study were 196 bullied students of Daar el Qolam Boarding School in 2013, which was chosen by using nonprobability sampling technique. The method of collecting data uses the scale of social support, self esteem and subjective well being scale. Data analysis technique used is Multiple Regression Analysis with level of significance 0,05. The results showed that there was a significant impact of social support and self-esteem on subjective well being. The proportion of variance of subjective well being described by all independent variables is 22.6%, while the remaining 77.4% is influenced by other variables outside this study.*

Keywords: Social Support, Self Esteem, Subjective Well Being

1. Introduction

Individual experiences in the past both pleasant and painful can affect individual behavior. One example of a painful experience is the victim of bullying. Bullying behavior that is common in children in school has a very worrying effect. Recently, a number of researchers in the United States have exposed bullied children to grow up with the risk of anxiety disorders, depression, and suicidal intentions (VivaNews, 2013).

Bullying behavior is often unconsciously part of social interaction, such as when ridicule intended for joking develops into a serious problem. The scope of bullying is also expanding, from the family environment to the school environment or other social environment. Children not only get threats of violence in their family environment but also in the school environment, boarding school, home, and in the social environment.

School environment or boarding school as a place where children are prepared to become the next generation of the nation is often the spotlight as a place that is vulnerable to violence against children. Pondok Pesantren as one educational institution was not spared from accusations that apply to the world of education generally treats children "hard", even violence as if it has been attached to boarding school boarding school. Incidents of violence against the students at the boarding school not infrequently into the news in print and electronic media. For example in Islamic Islamic Boarding School (PPMI) Assalam, two senior students beat the junior santri (<http://www.indosiar.com>). The behavior is mostly done by reasons of discipline in children.

According to Elliot, the bullying done in the educational institution itself has many negative impacts on the character development of the child, both against the perpetrator and the victim (Astuti, 2008). For the victim this condition

causes her to suffer physical and psychological pain, low self-esteem, embarrassment, trauma, unable to strike back, feel alone, awful, and school-feared, where she feels there is no that helps. In the next condition found that the victim then alienated from school or suffer social fears (social phobia) and even tend to want to kill themselves (Astuti, 2008). Bullying often occurs among adolescents aged between 11-18 years (okezone, 2012). Usually the victim of bullying is a weaker child or junior in his school and who becomes the perpetrator is an older child or already a junior (Astuti, 2008).

According to research journals about psychological well-being in adolescents and their relationship to self-esteem in relation to school conditions also shows that victims of bullying will tend to experience a variety of disorders including low psychological well-being and self-esteem low (Sarkova, 2000).

Goswami (2012) in his research on the relationship between social relationships with subjective well being in children says that children who are victims of bullying and unfair treatment will have low subjective well being. That is, victims of bullying tend to often experience feelings that are not satisfied with life, and rarely experience a pleasant feeling. These negative feelings can trigger a bullying victim, the senior has the reason that such an act is a tradition he once received while still a junior.

The well-being of psychology (Subjective Well Being) according to Diener and Lucas (1999) refers to one's evaluation of their lives, including cognitive judgment of life satisfaction and affective evaluation of mood and emotions. The components of the SWB are divided into cognitive components and affective components. The cognitive component is divided into the satisfaction of life globally and the life satisfaction of a particular domain, while the affective component is subdivided into evaluation of the existence of positive affects and negative affects.

In a study of 845 adolescent students in Australia to test how often adolescents become victims of bullying and see the social support they receive from friends, parents, and teachers. The results show that peer victimization is significantly associated with low levels of mental health. The study also found that positive perceived social support predicts a higher level of mental wellbeing for victims of bullying. In addition, the study also concluded that high levels of social support can reduce the negative effects of peer victimization (Rigby, 2000).

From Rigby (2000) research also shows that support from the environment also affects how Subjective well being someone. The social environment in which individuals live has an important role in individual behavior. Someone will tend to follow the demands and norms that apply in their environment. Social support itself can not only be present from parents or family, but also from friends or peers.

Another influencing factor is Self-Esteem. According to Diener (in Avci, 2012) positive self-esteem is an important variable in subjective well-being because self-evaluation will influence how one judges the satisfaction in life and the happiness they feel. Victims of bullying who have low Self-Esteem tend not to be satisfied with his life and will not be happy. Positive self-esteem is associated with adaptive function in every aspect of life.

Based on the above explanation, the researcher is interested to examine how "social support and Self-Esteem influence against subjective well being in bullying teens in Pondok Pesantren".

2. The Subjective Well Being of Bullied Student in Boarding School

Students tend to bully if they have been bullied. Students are potentially victims of bullying, such as being bullied by parents, siblings, or older siblings. Students who are victims of bullying tend to be bullying. If the bullying students are large or dominant, then other students tend to participate in bullying in order to adjust to his classmates. Therefore, the perpetrator who has been the victim of bullying tends to have a low subjective well being has a wider emotional behavior and difficulties problem than those who are solely involved in bullying or just being bullied. So it is not surprising that they show social and emotional problems that are often present in victims of bullying such as anxiety, depression, rejection, and a high tendency to engage in reactive aggression.

Factors influencing SWB are genetic factors, personality, demographic factors, social relations and social support. Among these factors, the existence of social support is an interesting thing to be studied as low SWB traits in bullying children.

One's perception of their existence or their view of life is subjective. Subjective Well Being has two components: cognitive and affective evaluation in every individual's

ongoing life and feeling psychologically healthy (Diener, 1984, Diener, Lucas, & Oishi, 2005).

According to Russel (2008) Subjective well being is *"People's evaluation of their lives. These evaluation include both cognitive judgements of life satisfaction and affective evaluations of moods and emotions"*.

A person's evaluation of the life they are living, the evaluation includes a cognitive assessment of his life satisfaction and affective evaluation of his mood and emotions.

"Subjective well being is a broad concept that includes experiencing pleasant emotions, low levels of negative moods, and high life satisfaction"

SWB is a broad concept that includes a pleasant emotional experience, a low level in a negative mood, and high life satisfaction.

Based on the exposure of several definitions above the authors take the notion of Dinner and Lucas (1999) that defines SWB as a person's evaluation of his life, including cognitive assessment of life satisfaction and affective evaluation of mood and emotions.

2.1 The Component of Subjective Well Being

SWB components can be divided into two, namely cognitive evaluation (judgment) and affective (emotional) (Diener, et al., 2005).

a) The Cognitive Component of Subjective Well Being

The cognitive component of Subjective Well Being is an evaluation of life satisfaction, which is defined as the self-assessment of one's life. Evaluation of life satisfaction is divided into:

- 1) Evaluation of life satisfaction globally, namely the evaluation of respondents to their life as a whole. The satisfaction of life globally is intended to express the respondents' assessment in general and reflective of their lives (Diener, 2006). Menurut Shin and Jhonson (in Treitsman, 2004) the satisfaction of living globally is based on a judgment process whereby an individual measures his quality of life based on a set of unique criteria that they set themselves. More specifically, life satisfaction globally involves a person's perception of the comparison of his or her life with their unique standards.
- 2) An evaluation of a particular domain's satisfaction is the judgment someone makes in evaluating the domains of his life, such as physical and mental health, work, recreation, social and family relationships.

b) The Affective Component of Subjective Well Being

In general, the affective component of SWB reflects the basic experience in events occurring in one's life. Affective components Subjective Well Being can be divided into:

- 1) Positive affects represent pleasant moods and emotions, such as affection. Positive or pleasant emotions are part of the SWB because they reflect a person's reaction to events indicating that life goes according to what he wants (Diener, 2006).
- 2) Negative affects present unpleasant moods and emotions and reflect negative responses experienced by a person as a reaction to their life, health, circumstances, and events (Diener, et al., 2006).

2.2 The Factors Affecting Subjective Well Being

There are various factors affecting subjective well-being individuals:

1) Genetical Factor

Diener et al. (2005) explains that although events in life affect SWB, one can adapt to the change and return to a biologically determined 'set point' or 'level of adaptation'. The existence of stability and consistency within the SWB occurs because there is a large role of the genetic component, if there are some people who are born with a tendency to be happy, and also not.

2) Personality Factor

Subjective well being is something that is stable and consistent, and empirically related to personality constructs. Lykken and Tellegen (in Diener and Lucas, 1999) suggest that personality has an effect on SWB (immediate SWB) of 50%, while in the long term personality has an effect of 80% on SWB. The rest is the effect of the environment. On the other hand the trait in the personality model of the big five trait factors, namely agreeableness, conscientiousness, and openness to experience shows weaker relationships with SWB (Watson & Carlk in Diener and Lucas, 1999). Seidiltz (in Diener and Lucas, 1999) says that the relationship is weaker because the trait is formed from the reward by the environment, and not by the reactivity of biological factors to the environment.

3) Demografic Factor

In general, Diener (in Diener, Lucas, and Oishi, 2005) says that the effects of demographic factors (eg income, unemployment, marital status, age, sex, presence or absence of children) to SWB are usually small. Demographic factors distinguish between mediocre people in feeling happiness (SWB level), and very happy people (high SWB). Diener, et al (2005) explains that the extent to which certain demographic factors can increase SWB depends on one's own values and goals, personality, and culture.

3. Social Support

Cohen (2004) stated that "Social support refers to a social network's provision of psychological and material resources intended to benefit an individual's ability to cope with stress."

Meanwhile, according to Sarafino (1998), social support is the acceptance of others or family to the individual, which raises the perception in him that he is cherished, cared for,

appreciated and helped, giving rise to feelings that we have meaning for others or become part of network.

Definition of social support according to the researcher is a social relationship that is given by others in the form of information so as to make the individual feel loved, appreciated, and comfortable.

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Sarafino (1998) divides social support into five dimensions:

- Emotional support in it contains an expression of empathy, caring, and attention to someone. All of these expressions give a person a sense of comfort, a sense of belonging, and a sense of being loved.
- Award support. This type of support helps the individual to build self-esteem, competence, and value.
- Real or instrumental support is real or instrumental support refers to the provision of goods and services that can be used to solve practical problems.
- Information support includes support provided by providing good information to individuals facing problems with confidence.
- Network support. Network support makes individuals who face confidence problems feel as members of a group with similar interests and social activities with them.

4. Self Esteem

Michinton (1993) states that: "Self-Esteem is the value we place on ourselves. it is our assessment of our worth as a human being, based on our approval or disapproval of ourselves and our behavior".

James (in Kristin 2011) says that Self-Esteem is an evaluation of self-worth as an individual, as well as an assessment that we are good and valuable. Meanwhile, Santrock (1995) defines that self esteem is a globalevaluative dimension of self.

In this study the researchers took the notion of Michinton (1993) that Self-Esteem is an individual's judgment of the extent to which he / she is valued, both by himself and others, which ultimately affects his psychological functions such as belief, emotion and behavior .

Minchinton (1993) in his book Maximum Self-esteem describes three aspects of self-esteem, namely:

- Feelings about self that an individual accepts who is in him, feel comfortable with himself, and whatever the circumstances.

- Feelings about life, among others, one does not blame himself for all the problems. The person makes realistic expectations and goals that can be achieved.
- Relationships with others such as not forcing to instill beliefs or values that he has on others because he does not need acceptance from others to make him feel useful.

5. The Influence of Social Support and Self Esteem against Subjective Well-Being Teenage Victims of Bullying

Bullying behavior is often unconsciously part of social interaction, such as when ridicule intended for joking develops into a serious problem. Bullying conducted within the educational institution itself has many negative impacts to the character development of the child, both to the perpetrator and to the victim (Astuti, 2008). Students tend to bully if they have been bullied.

If the bullying students are large or dominant, then other students tend to participate in bullying in order to adjust to his classmates. Therefore, the perpetrator who has been the victim of bullying tends to have a low subjective well being has a wider emotional behavior and difficulties problem than those who are solely involved in bullying or just being bullied.

Factors influencing Subjective Well-Being (SWB) are genetic factors, personality, demographic factors, social relations and social support. Among these factors, the existence of social support is an interesting thing to be studied as low SWB traits in bullying children.

Social support is perceived positively predicting a higher level of mental wellbeing for victims of bullying. Support from the environment also influences how subjective well becomes someone. The social environment in which individuals live has an important role in individual behavior. Someone will tend to follow the demands and norms that apply in their environment.

Another influencing factor is Self-Esteem. According to Diener (in Avci, 2012). Positive self-esteem is an important variable in subjective well-being because self-evaluation will influence how one judges the satisfaction in life and the happiness they feel. Victims of bullying who have low Self-Esteem tend not to be satisfied with his life and will not be happy. Positive self-esteem is associated with adaptive function in every aspect of life.

6. Research and Method

The research method used in this research is quantitative research method with multiple regression analysis. The population in this study were students of boarding school Daar el Qolam at the age of 15-18 years old (\pm during middle school junior high school final) who had experienced deliberate deliberate treatment in the form of Direct Bullying and Indirect Bullying as well as being treated is more than 1 time. Furthermore, the authors examined a sample of 196

people from the population of non-probability sampling. Data retrieval takes place from 2-8 September 2013.

The scale used to measure subjective well being is the adaptation of satisfaction with life scale (Diener et al., 1985) to measure affective dimensions. Satisfaction with life scale consists of five items and positive affect negative affect schedule consists of 61 items, after validity test obtained results 52 items valid.

The scale used to measure social support is the adaptation of social provisions scale (Cutrona & Russel, 1987). This scale consists of 24 items, after validity test, there are 20 valid items.

The scale used to measure self-esteem is a questionnaire from Michinton (1993) which consists of 25 items after validity test validity of 22 items.

7. Result and Discussion

The results of multiple regression analysis obtained R² of 0.226 or 22.6% means that the proportion of variance of subjective well being is explained by all independent variables is 22.6% while the remaining 77.4% is influenced by other variables outside the study.

Table 1: Table of Anova

| Model | Sum of Squares | Df | Mean Square | F | Sig |
|------------|----------------|-----|-------------|-------|------|
| Regression | 8666.141 | 9 | 962.905 | 6.043 | .000 |
| Residual | 29636.992 | 186 | 159.339 | | |
| Total | 38303.132 | 195 | | | |

Table 1 shows that the model has a good fit (sig> .05), which indicates that the regression model corresponds to the data. In other words it can be concluded that the null hypothesis that states no significant influence of all independent variables is rejected. This means that there is a significant influence of social support (guidance, reliable alliance, reassurance of worth, opportunity for nurturance, attachment, and social integration) and Self-Esteem (feelings about self, feelings toward life, relationships with others) well being.

Table 2: Regretion coefficient

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|------------------------------|-----------------------------|------------|---------------------------|-------|------|
| | B | Std. Error | Beta | | |
| (Constant) | 8.014 | 7.711 | | 1.039 | .300 |
| Guidance | .311 | .088 | .255 | 3.528 | .001 |
| Reliable alliance | -.050 | .082 | -.042 | -.607 | .544 |
| Reassurance of worth | .132 | .067 | .141 | 1.956 | .052 |
| Opportunity for nurturance | -.023 | .105 | -.017 | -.215 | .830 |
| Attachment | -.091 | .123 | -.069 | -.741 | .459 |
| Social integration | .064 | .076 | .059 | .840 | .402 |
| Perasaanmengenaidiri sendiri | .237 | .102 | .176 | 2.332 | .021 |
| Perasaanterhadaphidu p | .110 | .116 | .090 | .950 | .343 |
| Hubungandengan orang lain | .150 | .102 | .137 | 1.460 | .146 |

Table 2 shows that there are two variables that significantly affect the subjective well being that is guidance and feelings about yourself. Based on regression coefficient in table 2 can be presented regression equation as follows: (* significant)

Table 2 we can see whether or not the resulting regression coefficient is significant, we see the value in the sig column (the rightmost column or the 6th from the left). If $P < 0.05$, then the resulting regression coefficient significantly influences the subjective well being and vice versa. also, there are two significant regression coefficients namely guidance and feeling about self. Other variables do not produce significant regression coefficients. This means that from 9 minor hypotheses there are only two significant variables.

8. Conclusion

Based on the data obtained through the table above shows the coefficient of determination R Square (R^2) shows the value of 0.226 or 22.6%. This means that the two variables namely social support and Self-Esteem contribute to the change in subjective well being variable by 22.6%. Thus, the change in subjective well-being variables of the remaining 77.4% can be explained by variables other than social support and Self-Esteem.

This supports the results of a previous study by Rigby K. (2000) who conducted a study of 845 adolescent students in Australia to test how often adolescents become victims of bullying and see the social support they receive from friends, parents, and teachers. The results show that peer victimization is significantly associated with low levels of mental health. The study also found that positive perceived social support predicts a higher level of mental wellbeing for victims of bullying. In addition, the study also concluded that high levels of social support can reduce the negative effects of peer victimization.

In addition to social support factors, another factor affecting subjective well-being is Self-Esteem. This is in line with the research undertaken by Diener in Avci (2012) that positive Self-Esteem is an important variable in subjective well-being because self-evaluation will influence how one judges the satisfaction in life and the happiness they feel. Victims of bullying who have low Self-Esteem tend not to be satisfied with his life and will not be happy. Positive self-esteem is associated with adaptive functioning in every aspect of life.

The dimension of guidance contributes 12.1% in the variance of subjective well-being. This is in accordance with the theory that someone who gives advice or information, which is usually the fulfilment of this aspect is obtained from the teacher, mentor, or parent figure is a social support factor that is very influential in accordance with the culture in Pondok Pesantren Daar el Qolam. The Asatidz rooms (teachers room) are intentionally placed adjacent to the santri dormitory, the asatidz are also responsible for providing additional lessons outside class time and are responsible as companion teachers to control the activities of the students in

the dormitory according to the rules which is made part of the previous boarding school.

The dimension of self-esteem contributes 2.8%. An individual accepts what is in him, feels comfortable with him, and whatever the circumstances. The high self-esteem is described as self-acceptance by the individual and appreciates the values as a whole person.

Another variable that can increase subjective well-being in bullying teens in boarding school is not only obtained from external support such as social support but can be obtained from internal aspect such as religiosity. In recent years, some literature has investigated the implications of religion on mental and physical health. While other findings also several dimensions of religiosity can improve the welfare of a person, reduce the level of depression and psychological pressure and can reduce pain and death.

One's religiosity can be explained by how the individual level in his religious observance and practice (Miller & Thorsen, 2003). People who in daily life always interact with God and realize that God's involvement in life is very important then the individual will always carry out the obligations that have been determined by his religion so that indirectly will get the welfare. Lykken and Tellegen (in Diener and Lucas, 1999) suggest that personality has an effect on SWB (immediate SWB) of 50%. SWB is something that is stable and consistent, and empirically related to personality constructs.

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