

SUMMARY

THE EFFECT OF COPING STRATEGIES ON EMOTIONAL WELL-BEING AMONG VICTIMS OF VERBAL BULLYING IN SMA NEGERI 11 SURABAYA

Bullying problem which often happened with students in schools continues occur and increasing every year throughout the world. Bullying is unpleasant behaviour with intentional to hurt others and occurs repeatedly and it shows difference power between bullied and victims. Bullying can cause stress which is especially experienced by victims of bullying. Victims of bullying can deal with stress by coping strategies. Adaptive coping strategies can contribute to generating positive emotional well-being for victims of bullying at school.

Based on the theory of transactional stress and coping stressors that can affect the primary appraisal and secondary appraisal. Moderators can influence secondary appraisal and meaning-based coping. Primary appraisal, secondary appraisal, moderators and meaning-based coping can influence coping efforts. Coping strategies which include coping efforts, moderators, and meaning-based coping can affect emotional well-being.

This study aims to analyze the effect of coping strategies to emotional well-being among victims of verbal bullying in SMA Negeri 11 Surabaya. This type of research is observational analytic with cross sectional design and using quantitative. The sample of research was 94 students who were victims of verbal bullying. The sampling technique was using stratified random sampling method. Research data analysis was performed using logistic regression analysis.

The results showed that verbal bullying had a significant effect on perceived susceptibility ($p=0.000$), perceived severity ($p=0.007$), and causal focus ($p=0.022$). Dispositional coping style had a significant effect on positive reappraisal ($p=0.000$), revised goals ($p=0.019$), spiritual beliefs ($p=0.000$), and positive events ($p=0.015$). Social support had a significant effect on self-efficacy ($p=0.026$), revised goals ($p=0.032$), positive events ($p=0.006$). Problem management were significantly affected by motivational relevance ($p=0.023$) and social support ($p=0.000$). Emotional regulation were significantly affected by perceived control over emotions ($p=0.004$), and positive reappraisal ($p=0.000$). Emotional regulation were significantly affected by perceived control over emotions ($p=0.004$) and positive reappraisal ($p=0.000$). Emotional well-being were significantly affected by dispositional coping style ($p=0.041$), social support ($p=0.016$), and positive events ($p=0.040$).

Verbal bullying were effects on victims of verbal bullying's beliefs on potential risk of stress, suffer the consequences of psychological, physical, social, and blame themselves for experienced verbal bullying at school. Verbal bullying victims's actions to influence reactions when dealing with stress and verbal bullying perpetrators were effects on the ability to reassessing verbal bullying experienced as something has benefits, revising goals that provide new hope, faith and relationships with god and committing on positive activities. Supports from family, friends or teachers affects on victims of verbal bullying's beliefs on the

ability to control motivation, behavior and social environment, revise the goal to give new hope, and positive activities.

Victims of verbal bullying's efforts to reduce the adverse effect of stressful situations were affected by victims of verbal bullying's beliefs to the ability in dealing with verbal bullying at school, and support from family, friends or teachers. Victims of verbal bullying's efforts to regulate emotions when feeling stressed were affected by verbal bullying victims's beliefs on the ability to manage emotions when exposed to the threat of stress, and ability in reassessing verbal bullying experienced as something has benefits for themselves.

The conclusion of the study shows that emotional well-being among victims of verbal bullying were affected by verbal bullying victims's actions to influence reactions when feeling stressed and deal with verbal bullying perpetrators, support from family, friends, or teachers, and positive activities. Advice can be given of this research is school can develop character building education to all students in the school to help students improve self-esteem, responsibility, critical thinking, empathy and problem solving that will influence student's ability on adaptive coping strategies to cope with verbal bullying at school.

RINGKASAN

PENGARUH *COPING STRATEGIES* TERHADAP *EMOTIONAL WELL-BEING* KORBAN *VERBAL BULLYING* DI SMA NEGERI 11 SURABAYA

Masalah *bullying* pada siswa di sekolah masih terus terjadi dan meningkat setiap tahunnya di seluruh dunia. *Bullying* merupakan perilaku yang tidak menyenangkan yang dengan sengaja dilakukan untuk menyakiti orang lain dan terjadi berulang kali yang menunjukkan adanya perbedaan kekuasaan antara pelaku dan korban. *Bullying* dapat menyebabkan stres yang terutama dialami korban *bullying*. Korban *bullying* dapat mengatasi stres dengan melakukan *coping strategies*. *Coping strategies* yang *adaptive* dapat berkontribusi dalam menghasilkan *emotional well-being* yang positif pada korban *bullying* di sekolah.

Berdasarkan teori *transactional of stress and coping* menunjukkan bahwa *stressor* dapat mempengaruhi *primary appraisal* dan *secondary appraisal*. *Moderators* dapat mempengaruhi *secondary appraisal* dan *meaning-based coping*. *Primary appraisal*, *secondary appraisal*, *moderators* dan *meaning-based coping* dapat mempengaruhi *coping efforts*. *Coping strategies* yang meliputi *coping efforts*, *moderators*, dan *meaning-based coping* dapat mempengaruhi *emotional well-being*.

Penelitian ini bertujuan untuk menganalisis pengaruh *coping strategies* terhadap *emotional well-being* korban *verbal bullying* di SMA Negeri 11 Surabaya. Jenis penelitian ini adalah analitik observasional dengan rancang bangun *cross sectional* dan menggunakan pendekatan kuantitatif. Sampel penelitian ini berjumlah 94 siswa yang menjadi korban *verbal bullying* di SMA Negeri 11 Surabaya. Teknik pengambilan sampel menggunakan metode *stratified random sampling*. Analisis data penelitian dilakukan dengan menggunakan analisis regresi logistik.

Hasil penelitian menunjukkan bahwa *verbal bullying* secara signifikan mempengaruhi *perceived susceptibility* ($p=0.000$), *perceived severity* ($p=0.007$), dan *causal focus* (0.022). *Dispositional coping style* secara signifikan mempengaruhi *positive reappraisal* ($p=0.000$), *revised goals* ($p=0.019$), *spiritual beliefs* ($p=0.000$), dan *positive events* ($p=0.015$). *Social support* secara signifikan mempengaruhi *self-efficacy* ($p=0.026$), *revised goals* ($p=0.032$), dan *positive events* ($p=0.006$). *Problem management* secara signifikan dipengaruhi oleh *motivational relevance* ($p=0.023$) dan *social support* ($p=0.000$). *Emotional regulation* secara signifikan dipengaruhi oleh *perceived control over emotions* ($p=0.004$) dan *positive reappraisal* ($p=0.000$). *Emotional well-being* secara signifikan dipengaruhi oleh *dispositional coping style* ($p=0.041$), *social support* ($p=0.016$), dan *positive events* ($p=0.040$).

Verbal bullying mempengaruhi keyakinan korban *verbal bullying* tentang besarnya kemungkinan risiko terkena stres, menderita konsekuensi secara psikologis, fisik, dan sosial, serta menyalahkan diri sendiri karena mengalami *verbal bullying* di sekolah. Tindakan korban *verbal bullying* untuk mempengaruhi reaksi saat mengatasi stres dan menghadapi pelaku *verbal bullying* mempengaruhi kemampuan korban *verbal bullying* dalam menilai kembali *verbal bullying* yang

dialami sebagai sesuatu yang memiliki manfaat, merevisi tujuan yang memberikan harapan baru, keyakinan dan hubungan dengan Tuhan, serta kegiatan positif. Dukungan dari keluarga, teman atau guru yang didapatkan korban *verbal bullying* dalam beradaptasi dengan stress dan mengatasi *verbal bullying* mempengaruhi keyakinan korban *verbal bullying* terhadap kemampuannya untuk dapat mengontrol motivasi, perilaku, dan lingkungan sosial, merevisi tujuan yang memberikan harapan baru, dan kegiatan positif.

Upaya yang dilakukan korban *verbal bullying* untuk mengurangi efek buruk dari situasi yang menyebabkan stres dipengaruhi oleh keyakinan korban *verbal bullying* tentang kemampuan yang dimiliki dalam menghadapi *verbal bullying* di sekolah, dan dukungan dari keluarga, teman atau guru. Upaya yang dilakukan korban *verbal bullying* untuk mengatur emosi saat merasa stres dipengaruhi oleh keyakinan korban *verbal bullying* terhadap kemampuan untuk dapat mengatur emosi saat terkena ancaman stres, dan kemampuan dalam menilai kembali *verbal bullying* yang dialami sebagai sesuatu yang memiliki manfaat bagi dirinya.

Kesimpulan penelitian menunjukkan bahwa *emotional well-being* korban *verbal bullying* dipengaruhi oleh tindakan korban *verbal bullying* untuk mempengaruhi reaksi saat mengatasi stres dan menghadapi pelaku *verbal bullying*, dukungan dari keluarga, teman, atau guru, serta kegiatan positif. Saran yang dapat diberikan dari penelitian ini adalah sekolah dapat mengembangkan pendidikan *character building* kepada seluruh siswa di sekolah untuk membantu meningkatkan *self-esteem, responsibility, critical thinking, empathy, problem solving* yang akan mempengaruhi kemampuan siswa dalam *coping strategies* yang *adaptive* untuk mengatasi *verbal bullying* di sekolah.

ABSTRACT

THE EFFECT OF COPING STRATEGIES ON EMOTIONAL WELL-BEING AMONG VICTIMS OF VERBAL BULLYING IN SMA NEGERI 11 SURABAYA

Bullying is a behavior of aggression carried out repeatedly and have power imbalance. Bullying can cause victims stressed. Coping strategies used by victims to deal with stress in dealing with bullying at school. The purpose of this study was to analyze the effect of coping strategies on emotional well-being among victims of verbal bullying in SMA Negeri 11 Surabaya.

This type of research is observational analytic with cross sectional design. The sample of research was 94 victims of verbal bullying. The sampling technique was using stratified random sampling method. Data analysis was performed using logistic regression analysis.

The results showed that verbal bullying were effect on perceived susceptibility ($p=0.000$), perceived severity ($p=0.007$), and causal focus ($p=0.022$). Dispositional coping style were effect on positive reappraisal ($p=0.000$), revised goals ($p=0.019$), spiritual beliefs ($p = 0.000$), and positive events ($p=0.015$). Social support were effect on self-efficacy ($p=0.026$), revised goals ($p=0.032$), positive events ($p=0.006$). Problem management were affected by motivational relevance ($p=0.023$) and social support ($p=0.000$). Emotional regulation were affected by perceived control over emotions ($p=0.004$) and positive reappraisal ($p=0.000$). Emotional regulation were affected by perceived control over emotions ($p=0.004$) and positive reappraisal ($p=0.000$). Emotional well-being were affected by dispositional coping style ($p=0.041$), social support ($p=0.016$), and positive events ($p=0.040$).

Emotional well-being among victims of verbal bullying were affected by victims's actions to influence reactions when feeling stressed and deal with perpetrators, support from family, friends, or teachers, and positive activities. School can develop character building education to help students improve self-esteem, responsibility, critical thinking, empathy and problem solving that will influence student's ability on adaptive coping strategies to cope with verbal bullying at school.

Keywords: Coping Strategies, Emotional Well-Being, Victims of Verbal Bullying

ABSTRAK

PENGARUH *COPING STRATEGIES* TERHADAP *EMOTIONAL WELL-BEING* KORBAN *VERBAL BULLYING* DI SMA NEGERI 11 SURABAYA

Bullying merupakan perilaku agresi yang dilakukan berulang kali dan terdapat perbedaan kekuasaan. *Bullying* dapat menyebabkan korban merasakan stres. *Coping strategies* digunakan korban untuk mengatasi stres dalam menghadapi *bullying* di sekolah. Tujuan penelitian ini adalah untuk menganalisis pengaruh *coping strategies* terhadap *emotional well-being* korban *verbal bullying* di SMA Negeri 11 Surabaya.

Jenis penelitian ini adalah analitik obeservasional dengan rancang bangun *cross sectional*. Sampel penelitian ini adalah 94 korban *verbal bullying*. Teknik pengambilan sampel menggunakan metode *stratified random sampling*. Analisis data menggunakan analisis regresi logistik.

Hasil penelitian menunjukkan bahwa *verbal bullying* berpengaruh terhadap *perceived susceptibility* ($p=0.000$), *perceived severity* ($p=0.007$), dan *causal focus* (0.022). *Dispositional coping style* berpengaruh terhadap *positive reappraisal* ($p=0.000$), *revised goals* ($p=0.019$), *spiritual beliefs* ($p=0.000$), dan *positive events* ($p=0.015$). *Social support* berpengaruh terhadap *self-efficacy* ($p=0.026$), *revised goals* ($p=0.032$), dan *positive events* ($p=0.006$). *Problem management* dipengaruhi oleh *motivational relevance* ($p=0.023$) dan *social support* ($p=0.000$). *Emotional regulation* dipengaruhi oleh *perceived control over emotions* ($p=0.004$) dan *positive reappraisal* ($p=0.000$). Sedangkan *emotional well-being* dipengaruhi oleh *dispositional coping style* ($p=0.041$), *social support* ($p=0.016$), dan *positive events* ($p=0.040$).

Emotional well-being korban *verbal bullying* dipengaruhi oleh tindakan korban untuk mempengaruhi reaksi saat merasakan stres dan menghadapi pelaku, dukungan dari keluarga, teman, atau guru, dan kegiatan positif. Sekolah dapat mengembangkan pendidikan *character building* kepada seluruh siswa di sekolah untuk membantu meningkatkan *self-esteem*, *responsibility*, *critical thinking*, *empathy*, *problem solving* yang akan mempengaruhi kemampuan siswa dalam *coping strategies* yang *adaptive* untuk mengatasi *verbal bullying* di sekolah.

Kata kunci: *Coping Strategies*, *Emotional Well-Being*, Korban *Verbal Bullying*