

Series: **Advances in Social Science, Education and Humanities Research**

Proceedings of the International Conference on Progressive Education (ICOPE 2019)

Bibliographic information:

Title	Proceedings of the International Conference on Progressive Education (ICOPE 2019)
Editors	Dr. Ryzal Perdana, M.Pd. - Editor in Chief, Universitas Sebelas Maret, Indonesia Prof. Hans- Dieter Barke, University of Munster, Germany Jocelyn B. Bacasmot, Ph.D., The University of Mindanao, Philippines Dr. Hedy Ramadhan, P.P. M.Pd., Universitas Negeri Jakarta, Indonesia Trio Yuda Septiawan, M.Si., Universitas Sebelas Maret, Indonesia Bayu Saputra, M.Pd., Lampung University, Indonesia
Part of series	ASSEHR
Volume	422
ISSN	2352-5398
ISBN	978-94-6252-938-0

International Conference on Progressive Education (ICOPE 2019)

Advances in Social Science, Education and Humanities
Research Volume 422

Bandar Lampung, Indonesia
26-27 October 2019

Editors:

**Ryzal Perdana
Hans-Dieter Barke
Jocelyn B. Bacasmot**

**Heldy Ramadhan
Trio Yuda Septiawan
Bayu Saputra**

ISBN: 978-1-7138-0846-6

Printed from e-media with permission by:

Curran Associates, Inc.
57 Morehouse Lane
Red Hook, NY 12571



Some format issues inherent in the e-media version may also appear in this print version.

Copyright© (2019) by Atlantis Press
All rights reserved.
Copyright for individual electronic papers remains with the authors.

For permission requests, please contact the publisher:

Atlantis Press
Amsterdam / Paris

Email: contact@atlantis-press.com

Conference Website: <http://www.atlantis-press.com/php/pub.php?publication=icope-19>

Printed with permission by Curran Associates, Inc. (2020)

Additional copies of this publication are available from:

Curran Associates, Inc.
57 Morehouse Lane
Red Hook, NY 12571 USA
Phone: 845-758-0400
Fax: 845-758-2633
Email: curran@proceedings.com
Web: www.proceedings.com

TABLE OF CONTENTS

SESSION: SOCIAL AND HUMANITIES EDUCATION

CHARACTER EDUCATION STRATEGY IN THE ERA OF MEDIA CONVERGENCE: CASE IN THE INSTITUT TEKNOLOGI BANDUNG	1
<i>Prima Roza, Epin Saepudin, Nia Kurniasih, Ayi Rohayati, Ranti Rachmawanti</i>	
CHARACTER EDUCATION, STUDENT MENTAL REVOLUTION, AND INDUSTRY 4.0: THE CASE OF STATE ISLAMIC SENIOR HIGH SCHOOLS IN INDONESIA	6
<i>AR Muhammad, Suhaimi, Jabaliah, Sulaiman, Zulkifli, Ilham Zulfahmi</i>	
ISLAMIC RELIGIOUS EDUCATION MODULE UNDERSTANDING ANTIRADICALISM AND TERRORISM: PRACTICALITY	10
<i>Syahrizal, Febrina Riska Putri, Weni Yulastris</i>	
THE DEVELOPMENT OF VALUE-BASED DEMOCRATIC EDUCATION TEXTBOOK AT PANCASILA AND CIVIC EDUCATION STUDY PROGRAM FKIP UNSRI.....	13
<i>Puspa Dianti, Sri Artati Waluyati, Husnul Fatihah</i>	
INVESTIGATING LEVEL OF ACADEMIC INTEGRITY ON HIGH SCHOOL STUDENTS IN THE INDUSTRIAL REVOLUTION ERA 4.0.....	17
<i>Sunawan, Anwar Sutoyo, Susilawati</i>	
THE STRATEGY OF IMPROVING STUDENT LEARNING INTEREST THROUGH THE USE OF VIDEO AS LEARNING MEDIA IN CIVIC EDUCATION LEARNING.....	22
<i>Rini Triastuti, Winarno, Wijayanti</i>	
REPTILE SOCIALIZATION IN EFFORTS TO GROW COMMUNITY TRUST IN THE COCONUT VILLAGE OF BOGOR ABOUT SNAKES	27
<i>Erwan Baharudin, Ernawati</i>	
ROLE OF SELF-CONCEPT AND CONFORMITY ON BULLIES	31
<i>Naomi Soetikno, Deffany Arimurti</i>	
ASSERTIVE BEHAVIOR OF THE BATAK CULTURAL BACKGROUND	34
<i>Asni, Nurul Fajri</i>	
PROBLEM-BASED CIVIC EDUCATION TEXTBOOK	37
<i>Camellia, Kurnisar, Novemy Dhita S Aulia</i>	
CONTRIBUTION OF THE INTERNET USES TO STUDENT MORALE: STUDY IN HIGH SCHOOL.....	40
<i>Dony Darma Sagita, Lira Erwinda, Yuda Syahputra</i>	
AN ANALYSIS OF ENTREPRENEURIAL CHARACTER OF STUDENTS OF PANCASILA AND CIVIC EDUCATION STUDY PROGRAM OF SRIWIJAYA UNIVERSITY AND LAMPUNG UNIVERSITY AS AN EFFORT TO SHAPE INDEPENDENT CITIZENS IN THE INDUSTRIAL REVOLUTION 4.0. ERA.....	43
<i>Sri Artati Waluyati, Umi Chotimah, Kurnisar</i>	
CHARACTER VALUE-BASED TEXTBOOK OF CONSTITUTIONAL LAW COURSE	46
<i>Kurnisar, Camellia, Puspa Dianti</i>	

HOMOSEXUAL AND TRANSGENDER TENDENCIES IN TERMS OF GENDER: A RASCH PERSPECTIVE	49
<i>Rahmiwati Marsinun, Lira Erwinda, Yuda Syahputra, Asni</i>	
DESCRIPTIVE STUDY OF OGAN LANGUAGE REDUPLICATION IN OGAN KOMERING ULU DISTRICT	53
<i>Samsul Anam, Darningwati</i>	
DEVELOPMENT OF AN ADVANCED ORGANIZER MODEL BASED ON OPEN-ENDED TO INCREASE STUDENT PUNISHMENT IN ELEMENTARY SCHOOLS	61
<i>Joko Sulianto, Anitah W Sri, Sunardi, Gunarhadi</i>	

SESSION: TEACHER PROFESIONAL DEVELOPMENT

PEDAGOGIC COMPETENCE DEVELOPMENT MODEL: PEDAGOGIC KNOWLEDGE AND REFLECTIVE ABILITY	68
<i>Ratnawati Susanto, Yuli Azmi Rozali, Noni Agustina</i>	
THE ROLE OF SCHOOL CULTURE IN TEACHER PROFESSIONALISM IMPROVEMENT	73
<i>M. Rijal Muhsin, Setyabudi Indartono, Siti Irine Astuti</i>	
THE DEVELOPMENT OF MATHEMATICAL TEACHING BOOKS-BASED REALISTIC APPROACH TO INCREASE CREATIVE THINKING ABILITY IN 5TH GRADE ELEMENTARY SCHOOL	78
<i>Maranantia Sukotjo, Alben Ambarita, Irawan Suntoro, Caswita</i>	
THE STRENGTHENING OF LITERATION AND CHARACTER BUILDING THROUGH DRAWING STORIES	84
<i>Rona Romadhianti</i>	

SESSION: TECHNOLOGI AND LEARNING INNOVATION

THE DEVELOPMENT OF HOTS PROBLEMS ON ALGEBRA FOR JUNIOR HIGH SCHOOL	90
<i>Risnawati Putri, Somakim, Darmawijoyo, Ning Eliyati</i>	
THE DEVELOPMENT OF HOTS PROBLEMS ON GEOMETRY AND MEASUREMENT FOR JUNIOR HIGH SCHOOL	94
<i>Iftitah Primasanti, Somakim, Darmawijoyo, Ning Eliyati</i>	
THE DEVELOPMENT OF MATHEMATICS HOTS PROBLEMS ON TRIGONOMETRIC FOR SENIOR HIGH SCHOOL	99
<i>Jeki Gusdinata, Somakim</i>	
STUDENT WORKSHEET ON MATHEMATICAL LEARNING BASED ON MODELING TO DEVELOP HIGHER ORDER THINKING SKILLS OF SENIOR HIGH SCHOOL STUDENTS	105
<i>Fahmasari, Darmawijoyo</i>	
THE BLENDED LEARNING FOR STUDENT'S CHARACTER BUILDING	113
<i>Tien Yulianti, Ari Sulistiyawati</i>	
THE DEVELOPMENT OF MODULE ON SUBJECT OF SIMPLE MEDIA AND DIGITAL PRINTING AT BATURAJA UNIVERSITY	118
<i>Nora Agustina, Leni Pebriantika, Arief Qosim</i>	

THE EFFECTIVENESS OF USING INTERACTIVE ELECTRONIC MODULES ON STUDENT LEARNING OUTCOMES IN EDUCATION INNOVATION COURSE.....	121
<i>Johan Eka Wijaya, Ade Vidianti</i>	
THE IMPLEMENTATION OF UNDERPASS LEARNING TECHNIQUES VOLLEYBALL FOR JUNIOR HIGH SCHOOL.....	125
<i>Destriana, Destriani, Herri Yusfi, Muslimin</i>	
CIVIC EDUCATION TEACHER EFFORTS TO IMPROVE LEARNING THROUGH THE INTERNET MEDIA	130
<i>Roy Kembar Habibi, Eny Kusdarini</i>	
CLOUD COLLABORATIVE REFLECTIVE STRATEGY AND ITS EFFECT TOWARD ENGLISH PRONUNCIATION OF PRE-SERVICE TEACHERS IN THEIR TEACHING PRACTICE PROGRAM.....	136
<i>Dedi Kurniawan, Lingga Agustina Suganda, Zuraida</i>	
DEVELOPMENT OF PHYSICAL TEST APPLICATIONS BASKETBALL SPORTS MODEL IN REGIONAL STUDENT EDUCATION AND TRAINING CENTER	142
<i>Hartati, Silvi Aryanti, Ahmad Richard Victorian</i>	
PROFILE OF LEARNING PROCESS BASED ON STUDENTS' SCIENTIFIC LITERACY IN SENIOR HIGH SCHOOL IN SURAKARTA	145
<i>Tiarasita Summa Dewi, Sarwanto, Sukarmin</i>	
THE NEEDS ANALYSIS OF MULTIMEDIA LEARNING AS A SOLUTION TO STRENGTHEN CHARACTER EDUCATION.....	151
<i>Giri Prasetyo, Furqon Hidayatullah, M. Akhyar, Wiranto</i>	
DEVELOPING HOTS-BASED COMPUTER ASSISTED INSTRUCTION MEDIA FOR LINEAR PROGRAM LEARNING MATERIAL IN SENIOR HIGH SCHOOL.....	158
<i>A. Najla, N Aisyah, Meryansumayeka</i>	
DEVELOPMENT OF HIGHER ORDER THINKING SKILLS PROBLEM ON STATISTICS SENIOR HIGH SCHOOL.....	163
<i>Yastri Nopalia, Somakim</i>	

SESSION: EDUCATION MANAGEMENT

PREPARING PRE-SERVICE TEACHERS FOR THE 21ST CENTURY EDUCATION: A COMPARATIVE STUDY OF TWO TEACHER EDUCATION PROGRAMS.....	170
<i>Hartono, Sofendi, Soni Mirizon, Abdelrahim A. Salim, Ebrahim M Abdelgani, Yasser B. Elsyed</i>	

SESSION: ASSESMENT AND EVALUATION

THE IMPLEMENTATION OF PHYSICS LEARNING BASED ON TEACHER COMPETENCY	182
<i>Nurmayani J. Said, K. Arafah, M. Arsyad</i>	
COMPARISON OF LEARNING MANAGEMENT SYSTEM MOODLE, EDMODO AND JEJAK BALI	188
<i>Harry Dhika, Fitriana Destiawati, Michael Sonny, Surajiyo, Musa Jaya</i>	
CLASS ASSESSMENT, PROBLEMS IN LEARNING PHYSICS IN SENIOR HIGH SCHOOL	193
<i>Novi Haryanti, Undang Rosidin, I Wayan Distrik</i>	

THE ANALYSIS OF IMPLEMENTATION OF ASSESSMENT FOR LEARNING AND ASSESSMENT	196
<i>Haditya Aprita Lora, Undang Rosidin, I Wayan Distrik</i>	

THE ATTITUDE OF JUNIOR HIGH SCHOOL STUDENTS TOWARD SOLVING MATHEMATICAL PROBLEMS IN LEARNING WITH A JIGSAW COOPERATIVE MODEL	200
<i>Cecil Hiltrimartin, Yusuf Hartono, Indaryanti</i>	

SCHOOL-BASED MANAGEMENT IN INDONESIA: DECISION-MAKING, PROBLEMS, AND PROBLEM-SOLVING STRATEGY	204
<i>Riswanti Rini, Ismu Sukamto, Ridwan Ridwan, Hasan Hariri</i>	

SESSION: CURRICULUM AND INSTRUCTION

THE INHIBITING FACTORS OF 2013 CURRICULUM IMPLEMENTATION IN VOCATIONAL HIGH SCHOOLS (CASE STUDY OF PUBLIC AND PRIVATE VOCATIONAL HIGH SCHOOLS, SURAKARTA, INDONESIA).....	211
<i>Surya Jatmika, Esti Pramita, Lia Setyawati, Sabar Narimo</i>	

DEVELOPING OF STUDENT WORKSHEETS HOTS-BASED FOR SYSTEM OF TWO VARIABLES LINEAR EQUATION LEARNING TOPIC IN JUNIOR HIGH SCHOOL.....	217
<i>M. Agustarina, N. Aisyah, E. Kurniadi</i>	

CURRICULUM DESIGN OF EARLY CHILDHOOD LIFE SKILL BASED ON INDONESIAN LOCAL CULTURE	222
<i>Yuliani Nurani, Niken Pratiwi</i>	

SESSION: PRIMARY EDUCATION

THE TREFFINGER LEARNING MODEL WITH RME PRINCIPLES ON MATHEMATICS LEARNING OUTCOME BY CONSIDERING NUMERICAL ABILITY	227
<i>S Ndiung</i>	

PRIMARY SCHOOL PRE-SERVICE TEACHERS' PERCEPTIONS OF COURSELAB 2.4 AND ITS ATTRIBUTES AS A FREE E-LEARNING CONTENT CREATION SOFTWARE.....	234
<i>Theresia Yunia Setyawan</i>	

THE EMOTIONAL INTELLIGENCE OF ELEMENTARY SCHOOL STUDENTS IN CURRICULUM 2013	239
<i>Atsani Rohmatun Nisa, Asrowi, Tri Murwaningsih</i>	

DEVELOPING 21ST CENTURY SKILLS FOR ELEMENTARY SCHOOL STUDENTS GRADE 1 BY IMPLEMENTING INDONESIAN TRADITIONAL GAMES IN MATHEMATIC LEARNING.....	244
<i>Christiyanti Aprinastuti</i>	

VISUAL PERCEPTION OF ELEMENTARY SCHOOL TEACHER EDUCATION STUDENTS ON "BATIK CAP" AESTHETIC	247
<i>Probosiwi, Fery Setyaningrum, Febratesna Nuraini</i>	

THE VALUE OF "SILIH ASAH, SILIH ASIH, SILIH ASUH" IN CONFLICT RESOLUTION EDUCATION AT ELEMENTARY SCHOOLS	258
<i>Sinta Maria Dewi, Bunyamin Maftuh</i>	

INTERNALIZING SOCIAL CARE CHARACTERS THROUGH TADABBUR AL-QUR'AN IN ELEMENTARY SCHOOL	262
<i>Minsih, Annisa Rachmawati, Imam Mujahid</i>	
DEVELOPMENT OF VALUE CLARIFICATION TECHNIQUE LEARNING MODELS-BASED ROLE-PLAYING GAME TO INCREASE INTERNALIZATION OF STUDENT CHARACTER VALUES	267
<i>Badeni, Yeni Meylani, Puspa Juwita</i>	
IS THERE A RELATIONSHIP BETWEEN CLASSMARKER APPLICATION AND SOCIAL SCIENCE LEARNING OUTCOMES?	274
<i>Pranowo Narjosoeripto, T. Harsan, P. M. Purbosari</i>	
INSIDE-OUTSIDE: MODEL OF MEMORIZING HADITH AT ELEMENTARY ISLAMIC SCHOOL	277
<i>Nurul Malikhah, Furqon Hidayatullah, Asrowi, Sri Anitah</i>	
THE EFFECTIVENESS OF VIRTUAL FAIRY TALE BASED ON THE VALUES OF WULANG REH SCRIPT IN ELEMENTARY SCHOOL	282
<i>Septiana Agustin, Dewi Rochsantiningsih, Sunardi, Gunarhadi</i>	
<u>SESSION: SCIENCE AND SCIENCE EDUCATION</u>	
THE CONTRIBUTION OF LEARNING JOURNAL IN BOTANY PHANEROGAMAE COURSE	285
<i>Wisnu Juli Wiono</i>	
THE EFFECT OF THE IMPLEMENTATION OF PROBLEM-BASED PHYSICS LEARNING TO IMPROVE THE STUDENTS' CREATIVITY	289
<i>Usmaldi, Anggreini, Risda Amini</i>	
PROFILE OF COGNITIVE ABILITY STUDENTS IN APPLICATION OF NEWTON'S LAW ABOUT MOTION TOPIC	293
<i>Zahida Aliatul Zain, Abdul Haris, Khaeruddin</i>	
THE ANALYSIS OF MATHEMATICAL CRITICAL THINKING SKILLS OF STUDENTS IN JUNIOR HIGH SCHOOL	297
<i>Desi Ratna Sari, Caswita</i>	
THE ANALYSIS OF STUDENTS' MATHEMATICAL CRITICAL THINKING SKILLS IN TERMS OF GENDER	301
<i>Siti Fauziah, Caswita</i>	
INTERACTIVE PHYSICS E-BOOK DESIGN OF ENERGY RESOURCES TO OPTIMIZE SELF-DIRECTED LEARNING AND CRITICAL THINKING SKILL	306
<i>Levi Prihata, Agus Suyatna, Undang Rosidin, I Wayan Distrik</i>	
ANALYSIS OF MATHEMATICAL COMMUNICATION SKILLS OF JUNIOR HIGH SCHOOL STUDENTS REVIEWED FROM GENDER AND SCHOOL ORIGIN	311
<i>Puji Hayati, Sugeng Sutiarto, Syarifuddin Dahlan</i>	
THE EFFECT OF FRONT CONE HOPS EXERCISE ON LIMB MUSCLE POWER IN BASKETBALL EXTRACURRICULAR	316
<i>Silvi Aryanti, Hartati</i>	
THE ABILITY OF STUDENTS IN UNDERSTANDING MINIMAL PAIR	319
<i>Novarita, Erwanto, Lasmiatun, M. Rama Sanjaya</i>	

LECTURE DESIGN FOR STRENGTHENING CONCEPTS UNDERSTANDING OF SCHOOL MATHEMATICS FOR PROSPECTIVE TEACHERS	325
<i>Zainal Abidin, Kurnia Noviantati</i>	
AN ANALYSIS OF STUDENTS' CREATIVE THINKING ABILITY IN TERMS OF UNDERSTANDING THE CONCEPTS OF DIRECT CURRENT ELECTRICITY	330
<i>Mawi Prasetyadi, Nonoh Siti Aminah, Agus Supriyanto</i>	
ANALYSIS OF STUDENTS INQUIRY SKILLS IN SENIOR HIGH SCHOOL THOUGH LEARNING BASED ON THE HIERARCHY OF INQUIRY MODEL	336
<i>Evi Elisanti, Ratu Betta Rudibyani, Sajidan, Baskoro Adi Prayitno, Ryzal Perdana, K. F. Nuri Wulandari</i>	
UNDERSTANDING STUDENTS' CONCEPT ON SPACE GEOMETRY SUBJECT VIEWED FROM COGNITIVE STYLE OF THE 8TH GRADE STUDENTS AT STATE MIDDLE SCHOOL 1 OF BIMA IN THE ACADEMIC YEAR OF 2016/2017	342
<i>Muhammad Khusnan Khanif, Imam Sujadi, Sri Subanti</i>	

SESSION: ENVIRONMENTAL EDUCATION

OPTIMISM IN THE YOUTH MENTAL HEALTH ONLINE COUNSELLING ENVIRONMENT	347
<i>Andi Thahir, Anisa Mawarni, Sulastri</i>	

Author Index

SURAT TUGAS

Nomor: 709-R/UNTAR/PENELITIAN/VIII/2022

Rektor Universitas Tarumanagara, dengan ini menugaskan kepada saudara:

NAOMI SOETIKNO, Dr., M.Pd., Psikolog.

Untuk melaksanakan kegiatan penelitian/publikasi ilmiah dengan data sebagai berikut:

Judul	: Role of Self-Concept and Conformity on Bullies
Nama Media	: Advances in Social Science, Education and Humanities Research
Penerbit	: Atlantis Press
Volume/Tahun	: 422/2019
URL Repository	: https://www.atlantis-press.com/proceedings/icope-19/125937590

Demikian Surat Tugas ini dibuat, untuk dilaksanakan dengan sebaik-baiknya dan melaporkan hasil penugasan tersebut kepada Rektor Universitas Tarumanagara

30 Agustus 2022

Rektor



Prof. Dr. Ir. AGUSTINUS PURNA IRAWAN

Print Security : dad35a0f29bfc482e701c73847759533

Disclaimer: Surat ini dicetak dari Sistem Layanan Informasi Terpadu Universitas Tarumanagara dan dinyatakan sah secara hukum.

Role of Self-Concept and Conformity on Bullies

Naomi Soetikno
Faculty of Psychology
Universitas Tarumanagara
Jakarta, Indonesia
naomis@fpsi.untar.ac.id

Deffany Arimurti
Faculty of Psychology
Universitas Tarumanagara
Jakarta, Indonesia

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.

REFERENCES

- [1] Sullivan.(2005). Bullying secondary school. Paul Chapman Publishing.
- [2] Handini, F. (2010). Hubungan Konsep Diri dengan Kecenderungan Berperilaku Bullying Siswa SMAN 70 Jakarta. Skripsi. Jakarta : Fakultas Psikologi Universitas Islam Negeri Syarif Hidayatullah.
- [3] Houbre, B., Tarquinio, C., & Lanfranchi, J.B. (2010). Expression of self-concept and adjustment against repeated aggressions: The case of a longitudinal study on school bullying. *Journal of Psychology of Education* 25, 105-123
- [4] Roeleved, W. (2012). The relationship between bullying and the self-concept of children. *Journal*. Diunduh dari <https://socialcosmos.library.uu.nl/index.php/sc/article/download/20/17>
- [5] Santrock, J.W. (2007). *Adolescence* (5th ed.). New York: McGraw-Hill Company Inc.
- [6] Papalia, D.E., Old S. W., & Feldman, R. D. (2009). *Human development: Perkembangan manusia*. Jakarta: Salemba Humanika.
- [7] Meilinda, E. (2013). Hubungan antara penerimaan diri dan konformitas terhadap intensi merokok pada remaja di SMK Istiqomah Muhammadiyah 4 Samarinda *jurnal Psikologi*, Volume 1, Nomor 1, p. 9-22.
- [8] Lowenstein (2012) Long-Term Effects of Bullying. Lowenstein and association. Retrieved on <http://drlowenstein.com/2012/02/03/long-term-effects-of-bullying/>
- [9] Papalia, D. E. (2012). *Experience human development* (12th ed). New York, NY : McGraww-Hill.
- [10] Rigby, K. (2001). *New perspectives bullying*. London : Jessica Kingsley.
- [11] Santrock, J. W. (2011). *Educational psychology* (5th ed). New York, NY: McGraww-Hil
- [12] Agustiani (2006) Psikologi perkembangan: Pendekatan ekologi kaitannya dengan konsep diri dan penyesuaian diri pada remaja. Bandung: Refika Aditama.
- [13] Myers, D. G. (2010). *Social psychology*. (10th ed). New York, NY : McGraww-Hill.
- [14] Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). *Social psychology* (12th ed). Upper Saddle River, NJ: Prentice-Hall
- [15] Baron, R.A., & Branscombe, N. R. (2012). *Social psychology* (13th ed). Upper Saddle River, NJ: Pearson Education.
- [16] Rice, F.P., & Dolgin, K.G. (2008). *The adolescence, development, relationship and culture*. United States of America : Pearson Education, inc.
- [17] Latip, A.E. (2013). Analisis faktor-faktor yang mempengaruhi perilaku bullying pada peserta didik anak usia MI/SD. *Jurnal*. Diunduh dari http://pbsi.fitk.uinjkt.ac.id/phocadownload/2013%20_analisis%20faktor-faktor%20yang%20mempengaruhi%20perilaku%20bullying.pdf
- [18] Rigby, K. (2013) Consequences of bullying in schools. *The Canadian Journal of Psychiatry*. 48,583-590
- [19] Gunarsa, S.D., & Gunarsa, Y.S.D. (2008). *Psikologi perkembangan anak dan remaja*. Jakarta : Gunung Mulia.
- [20] Sari, Y.W. (2012). Program Pengembangan Konsep Diri sebagai suatu Intervensi untuk Meningkatkan Kepuasan Kerja Karyawan dalam Upaya Mencegah Turnover pada Perusahaan Media x. Tesis. Jakarta : Fakultas Psikologi Universitas Indonesia.
- [21] Latifah, F. (2012). Hubungan Karakteristik Anak Usia Sekolah dengan Kejadian Bullying di Sekolah Dasar x di Bogor. Skripsi. Jakarta : Universitas Indonesia.
- [22] Krahe, B. (2005). *Perilaku agresif : Buku panduan psikologi sosial*. Yogyakarta: Pustaka Pelajar.
- [23] Salmivalli, C., & Peets, K. (2009). Bullies, victim, and bully-victim relationship in middle childhood and adolescence. *Handbook of peer interaction, relationship, and groups*. New York: Guilford.
- [24] Sloan, P. A., Berman, M. E., Zeigler-Hill, V., & Bullock, J. S. (2009). Group influence on self-aggression: Conformity and dissenter effects. *Journal of Social and Clinical Psychology*, 28(5), 535-553. <https://doi.org/10.1521/jscp.2009.28.5.535>.