

# Resilience in 'Adolescent Bullying Victims': A Case Study in Pesantren

Solicha<sup>1</sup>, Rena Latifa<sup>1</sup> and Siti Khusnul Chotimah<sup>1</sup>

<sup>1</sup>The Faculty of Psychology, UIN Syarif Hidayatullah Jakarta, Banten, Indonesia

**Keywords:** Adolescent resilience, bullying victim, pesantren

**Abstract:** This research explores the formation of resilience in adolescent bullying victims. We predict personality, social support, gender, kinds of bullying and school type as factors contribute to resilience formation. The participants are 186 pesantren students in East Java, Indonesia. The result showed that there was a significant influence on personality, social support, gender, kinds of bullying and school type toward resilience. It also indicated that peer support in pesantren has a higher influence than parental support. Related to the gender, we found that boys are more resilient than girls.

## 1 INTRODUCTION

Bullying is a common social problem among school children. According to Krahe (2005), almost every child may have experienced an unpleasant form of treatment from another older or more powerful person. Students who experience bullying will find it difficult to adapt socially and psychologically, find it difficult to get along with schoolmates, and even feel lonely (in The American Medical Association, 2002). For bullying victims, schools can be an unpleasant and dangerous place. Their fears can lead to depression, low self-esteem, and frequent absences at school (Glew, R., & Feudtner, M., 2000). Khalid Al Raqqad, et al (2017) concluded that school bullying affect student's academic achievement either victims or the bullies of bullying. According to Alison (2016) bullying is considered as global problem in the world that affect emotional, social, and physical wellbeing of school-age children worldwide.

Some of them failed academically but some could be revive or bounce back. Wherein victims of bullying can brace up and have the ability to survive from the conditions or difficulties experienced. One of them by trying to continue to have positive thoughts and confidence to connect with others. This is demonstrated by his endurance ability in the face of an unpleasant trial of life, which in psychological terms is called resilience.

Resilience is the ability of a person to judge, overcome, and improve himself or change himself from adversity or misery in life (Grotberg in Schoon, 2006). According to Reivich and Shatte (2002) resilience is one's ability to survive, come up, and adjust to difficult conditions. Resilience is defined as the capacity to respond soundly and productively when faced with misery or trauma, which is necessary to manage the stresses of every day of life. Resilience is a stable personality trait characterized by the individual's ability to rise from a negative experience and adaptability to change the continuous life (Connor, 2006; Everal, Altrows and Paulson., 2006; Frederickson et al., 2003; Kindt, 2006). Flores, Cicchetti, and Rogosch (2005) as well as Everal, Altrows and Paulson (2006) explained that resilience is a dynamic process that affects a person's capacity to adapt and succeed in overcoming chronic pressures and misery. Windle (2011) defined resilience as such the process of negotiating, adapting, or managing a significant source of stress or trauma effectively. The assets and resources within individuals, their lives, and environments facilitate the capacity for adaptation or "bounce back" in the face of adversity (Windle, 2011, p.163). Bennet (2010) operationalizes resilience using the following criteria: participants view their current lives positively; participate actively in life; return or maintain a meaningful life or satisfaction; overcome and not depressed.

With resilience can turn a victim into a stronger and encourage people to thrive and become better

(Reivich and Shatte, 2002). Cole, E., Eiseman, M., and Popkin, J.S. (2005) found that individual characteristics help children deal with the stress they experience. Resilient children have a high self-efficacy and have a positive relationship with parents, teachers, and friends. Resilient children are also aware of the dangers that surround them and devise ways to deal with them, such as moving away from certain areas of danger. Another literature study on adolescent competence conducted by Hair, C. E., Jager, J., and Garrett, S. (2001) found that children who have good relationships with their social environment have better academic results and psychological happiness.

The various factors affecting resilience are: hope (Pienaar et al, 2011; gratitude (Chung, 2008; Gomez, 2013), optimism (Carver & Connor-smith, 2010; Tusaie-Mumfrod, 2001; Saboripour et al. 2015), personality type (Nakaya, 2006), self-esteem (Sapouna, 2013; Salahuddin, 2011), religiosity (Stephen, 2007), etc. The external factors include the warmth of siblings and families (Bowes, 2010) environmental factors of residence (Cohen, 2009, Challenge and Simons, 2012), family atmosphere (Bowes, 2010), social support (Saboripour, 2015), culture and environment (Wong & Wong, 2006). Social alienation and a number of close friends (Sapouna, 2013). Herman, Stewart, Diaz-Granados, Berger, Jackson, and Yuen (2011) suggest that there are three sources can build resilience in individuals, namely: personal factors (personality traits, spirituality, intellectual function, emotional regulation, self-efficacy, and optimism), biological factors (development of brain structures, functions and systems of existing neurotransmitters), and environmental-systemic factors (social support, family stability, culture, and services obtained from organizations or agencies outside of the family).

As Herman, et al (2011) suggests, this research will also be conducted to explore the influence of honesty-humility as a dimension of a HEXACO Personality, social support, gender, kinds of bullying and school type toward resilience on bullying victim in pesantren.

Pervin and Cervone (2010) defined personality as a person's characteristic that leads to the consistency of feelings, thoughts, and behaviors. Feist and Feist (2008) express personality is a pattern of nature (character) and a unique character, which provides consistent as well as individuality for one's behavior. Honesty-Humility as one of the new personality factors in HEXACO inventory hardly used to be examined as a resistance antecedent among santri in Pesantren. Additional

dimensions of Honesty-Humility is one of the important characteristics of Lee and Ashton's proposed HEXACO model (2004) and represents the great progress of The Big Five. The adjective words specifically illustrate the factors of Honesty-Humility such as honest, sincere, fair, and humble contrary to greed, arrogance, lying, and showing off; previously only a peripheral element in Agreeableness in the Big Five model (Lee & Ashton, 2004). It can be mean that higher in honesty-humility personality more resilience they are.

Another factor which influence resilience is social support. It encompasses social support from their friend, family, and significant others. This can be broadly divided into instrumental (financial or physical assistance), information (giving advice and guidance), and emotional support (empathy, validation, and caring) (Cohen, 2004). The benefit of social support for the resilience of bullying victims according to Sarason (1987) is that generally the available perceptions of individuals can reflect relatively stable circumstances and general acceptance. Sarason also said that basically, the surrounding environment that is supportive in everyday life can cause two things that reduce the anxiety level of the individual and increase the sense of acceptance (sense of acceptance). Social support, in general, can strengthen resilience to face stress (Burcusa, 2007). This is important because the individual may fail to be tough if the community not facilitating opportunities to adapt (Ungar, 2011). According to Hafferon and Boniwell (2011), social can also affect individual efforts. Social support enables individuals to build and expand social networks, resulting in higher levels of interpersonal competence and satisfaction with others.

Li, Martin, and Yeung (2017) determined that there is a school influence on the level of academic resilience and consequent academic achievement. The difference is supporting students from pesantren girls. Learners from male dormitories were found to have the lowest academic survival scores. This may indicate that the learning experience in male boarding schools does not adequately encourage the development and use of academic resilience, instrumental factors in determining academic achievement. It can also imply that boys in pesantren are not well equipped to effectively use resilience factors, at the individual level as well as at the environmental level.

Based on these explanations, the researchers hypothesize that there is the influence of trait

humility, social support, age, gender, type of school bullying and the type of the resilience of victims of bullying.

## 2 RESEARCH METHODS

### Sampling

The sample of this study was 186 participants, 102 participants were male and 84 were female. They were all student of Islamic Boarding School (Pesantren) in East Java. The sample was taken by purposive sampling technique. The subjects of the study were from Madrasah MualliminMuallimat/MMA (35 students), Vocational High School (SMK: 82 students) and Madrasah Aliyah/MA (Islamic Senior High School: 69 students)

### Measurements

**Demographic** data. Participants completed a brief demographic questionnaire which asked respondents to describe themselves (age, gender, educational background, school level, and school type).

The researchers also asked whether the respondent had experienced bullying in the pesantren or not, whether verbal or psychic.

In order to know their resilience, personality and who does give them support, the researchers give some questionnaires in the Likert scale form to them. They are:

**Resilience Scale:** Adolescent Resilience Scale (ARS) was used to measure the student resilience. The ARS has 21 item scales consisting of 5 points Likert scale models (1-5) covering three dimensions: novelty seeking, emotional regulation, positive future orientation. ARS is proposed by Oshio, Kaneko & Nakaya (2003).

**Personality Scale.** We use *honesty-humility* dimension in this research, defined as the tendency of the individual to be fair and sincere in working together, in cooperation with others he may be exploited but he is not motivated to take revenge. Someone who has a high level of honesty-humility has advantages that decrease risk exploited by others (Aston & Lee, 2007). In this study, Brief HEXACO Inventory (BHI) scale on the dimensions of honesty-humility was used. It developed by deVries, R.E (2013) which is a total of 24 items. Each category of HEXACO was measured by 4 items model of statements presented at a Likert Scale.

**Perceived social support scale.** It measured using a Multidimensional Scale of Perceived Social

Support, developed by Zimet, et al (1998). This scale is based on 12 items of each statement. There are 7 choices of responses with emotional and instrumental support, emphasizing three sources of social support perception of family, friends and significant others.

**Data Analysis.** Multiple regression analysis was the statistical procedure employed on the scores of participants resilience, personality, and social support. We use SPSS version 21 to analyze the data.

## 3 RESULTS

The findings presented in the tables below:

Table 1. Coefficient of determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.705 <sup>a</sup>	.497	.471	6.04813	.497	19.314	9	176	.000

Based on the table 1, it can be seen that the acquisition of R square is 0.497 or 49.7 %%. This means that the proportion of variance of resilience described by humility personality, the perception of social support (family, friends, special person) and gender, type of bullying and school type in the study is 49.7%, while the remaining 50.3% is influenced by other variables outside the study.

Based on the F test in table 2, it can be seen that the p-value (Sig.) In the rightmost column is p = 0.000 with p-value <0.05. Then the null hypothesis that states no significant influence of all independent variables on resilience is rejected. That is, there are significant influences from humility personality, a perception of social support (family, friends, special person) and gender, type of bullying and type of school (MA and MMA) in predicting resilience of bullying victims.

- a. Dependent Variable: resilience
- b. Predictors: (Constant), significant others, age, MA, MMA, kinds of bullying, humility, gender, friends, family

Table 2

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6358.569	9	706.508	19.314	.000 <sup>b</sup>
	Residual	6438.055	176	36.580		
	Total	12796.624	185			

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
(Constant)	48.916	12.126		4.034	.000
HUMILITY	1.235	.241	.307	5.130	.000
FRIENDS	1.205	.287	.320	4.196	.000
FAMILY	-.010	.256	-.003	-.039	.969
SIGNIFICANT OTHERS	.374	.239	.119	1.562	.120
AGE	.112	.681	.011	.164	.870
GENDER	-2.596	1.147	-.149	-2.263	.025
KINDS_OF_BULLYING	.548	.573	.054	.957	.340
MA	-.735	1.035	-.042	-.710	.479
MMA	-4.435	1.248	-.209	-3.552	.000

The regression coefficient of each independent variable to resilience can be seen in table 3.

1. The 'honesty-humility' personality variable has a regression coefficient value of 1.235 with a significance of 0.000. This means that honesty-humility affects significantly predict resilience. The positive direction shows that the higher the value of honesty-humility the higher the resilience value.
2. Social support variables from friends have a regression coefficient value of 1.205 with a significance of 0.000. This means that social support from friends affects significantly predict resilience.
3. Social support variable from family has a regression coefficient value equal to -0.010 with a significance equal to 0.969. This means that the social support from the family does not significantly affect resilience.
4. Social support variables from significant other has a regression coefficient value of 0.374 with a significance of 0.120. This means that social support from significant other does not affect significantly to resilience.
5. Age variable has a regression coefficient value of 0.112 with a significance of 0.870. It means that age does not significantly affect resilience.
6. The gender variable has a regression coefficient value of -2.596 with a significance of 0.025. This means that gender significantly affects resilience.
7. Variable kinds of bullying have regression coefficient value of -0.548 with a significance of 0.340. This means that kinds of bullying does not significantly affect resilience.
8. Variable type of school (MA) has regression coefficient value of -0.735 with a significance of 0.479. This means that MA does not significantly affect resilience when compared to Vocational High School (SMK)

9. Variable type of school (MMA) has a regression coefficient value of -4.435 with a significance of 0.000. This means that the type of school (MMA) affects resilience negatively and significantly when compared to Vocational High School (SMK).

## 4 DISCUSSION AND RECOMMENDATIONS

From the result above, it can be seen that the 'honesty-humility personality' variable significantly affects the resilience of bullying victims, so that the more students (santri) have the honest and humble personality, and the santri will be more resilient.

According to Ashton & Lee (2007), honesty-humility that contains the traits of honesty, fairness, sincerity, humility, and lack of greed represents a tendency to be fair and sincere in dealing with others; in the sense of cooperating with others despite the opportunity to take advantage of without retaliation. Based on the definition, honesty-humility personality is the traits of a person who represents a tendency to be fair and sincere in cooperating or dealing with others. The honesty-humility domain loads facet sincerity, fairness, greed-avoidance, and modesty (Ashton, Lee, & de Vries, 2014). The sincerity, fairness, greed-avoidance, and modesty make it easier for a student to adapt to the environment and to face stress. It makes them more resilience. In vice versa, that lower respondents in Honesty-Humility are more likely to be involved in open retaliation because of friends incivility, while those who are higher in Honesty-Humility take different paths and show a tendency to engage in covert revenge by reducing their involvement in behavior organizational citizens (Thompson, et. al. 2016)

Next, social support variables from friends are positive and significant. This is supported by previous studies which also found similar results. As the research conducted by Sabouripour, F & Roslan S.B, (2015) found that a significant positive effect between social support for resilience. Someone who has high social support, then the level of resilience will also be high.

In accordance with the opinion put forward by Sarafino and Smith (2011) that social support can help a person in the face of pressure and also can prevent the development of problems arise. Thus, higher the social support, higher the level of individual resilience. If the study of Bowes (2010) says family support is a very significant effect on the



resilience of victims of bullying, then the reverse in this study found that support from friends is very significant compared with family support, and significant others. This is because the children in boarding schools more often interact with his friends and have limited time to meet with the family. A people who has a good friend's support will feel accepted by his social environment. With the result that the individual will not feel lonely in the face of the pressures that arise. It can also become have a high level of resilience of him.

Strengthen this study, Santrock (2005) suggests that one of the most important functions of peers is to provide information sources outside the family about the world, such as receiving feedback about their abilities and learning about what they do is not good, just as good, or better than their peers. Papalia, Old, and Feldman (2009) also explained that peers are sources of affection, understanding, sympathy, and moral demands, used as a place to experiment as well as a means to achieve independence and autonomy from parents. Peer social support is a gift of help or support provided peers who can be perceived by the individual (perceived support) when needed so that individuals feel loved and appreciated by the surrounding environment. Taylor (2017), explains that peer social support is the help of peers both instrumental, informational, and emotional from peers that make students feel appreciated and cared for.

This research also found that gender affects resilience significantly. Especially for girls, bullying persecution has a later peak of male bullying, because of the level of socio-cognitive sophistication present in the form of relational bullying (Remillard & Lamb, 2005). Women's experiences with relational aggression and indirect intimidation are often ignored in intimidation because of the studied population or methodological approach (Remillard & Lamb, 2005). However, the investigators assert that relational and indirect aggression predict similar psychological problems compared to "traditional" bullying, such as physical and verbal bullying (Arseneault et al., 2010; Smokowski et al., 2014).

According to Mancini and Bonano (2006) that men are more resilient compared to women. The results of this study are also in line with the results of Barends (2004), and Bonano, Rennieke, and Dekel (2007). Barends (2004) suggests that demographic factors include age, sex, language, race, indigenous and outsider, income has a significant relationship with resilience. Bonano, Galea, Buciarelli and Vlahov (2007) in their research

found that the factors that affect resilience are gender, age, race, education, level of trauma, income, social support, a frequency of the chronic disease, the pressures of past and present life.

The results of Karanci, Alkan, Aksit, Sucuoglu, & Balta (1999) study of the ability to adapt to earthquakes found that men often used a problem-solving approach and had an optimistic attitude than women, while women used patterns of helplessness compared to man. In line with that, according to Einsenberg et al (2003), high resilient individuals (males) are able to adapt to a variety of conditions to change circumstances and be flexible in solving problems, whereas individuals with low resilience (women) have flexibility small adaptive, unable to react to changing circumstances, tend to be hard-hearted or become chaotic when faced with changes or pressures, as well as having difficulty adjusting again after experiencing traumatic experience.

Differences in male self-adjustment and women are affected by biological circumstances, too. This can be seen from the differences physical between men and women. The biological state affects differences in behavior between the sexes. According to the theory of natural selection, the division role tends to push the different behavior based on the biological state. Every trait is brought since birth determine that men be aggressive and free, and women behave as a nanny, and stay at home, while the opposite nature male passivity, female aggressiveness, pressed deep (see Calhoun & Acocella, 1990).

Moreover, that both men and women have different views to feel risk. Women behave more putting affective aspects in taking risks, while men more priority consideration cognitive in view of risk and danger as from the living part. As Karanci, et., al. (1999) found about the ability to adapt to earthquakes that men often use a problem-solving approach and have an optimistic attitude compared women, while women use pattern of helplessness. While Barends (2004) indicates that men have faith in troubleshooting and believe in his ability (competence) to master the task or situation which is harder, more positive than with women.

Power-based approaches to resilience emphasize certain individual behaviors, attitudes, and competencies as a component of general resilience. In particular, most of these components are primarily developed in schools (Knight, 2007; Cassidy, 2016). Researchers pay more attention to how the type of school affects students' academic resilience. A general argument from recent research is that the type of school has to do with school

resources, which is a predictor of students' academic outcomes. The level of school resources can have a direct impact on student learning, their involvement in what is taught, their level of motivation, sense of well-being, ownership, and interaction with teachers (Mallick & Kaur, 2016). Based on this, we argue that the type of school can make the prime student to be tough or not.

Some previous studies reinforce the results of this study that school type affects resilience. In a study of Sarwar, Inamullah, Khan, and Anwar (2010) explained that in Pakistani urban and rural students were no different in their endurance. In contrast, a descriptive study by Mallick and Kaur (2016) found that in India, urban students have higher levels of academic resilience than their rural high school counterparts. In Uganda, Kyoshaba (2009) found that school type can increase resilience and academic achievement. This is in accordance with Kenyan research on the relationship between school type and academic performance. Such studies have found that school type is an important factor in student completion and performance at school (Ejakait, Mutisya, Ezech, Oketch, & Ngware, 2011; Ndura, 2013).

In addition, age factors did not affect resilience significantly. This is likely due to the variation in age variables. The subjects in this study were all in the same development range, namely adolescents. In line with age, this type of bullying does not have a significant effect on resilience. This is also likely due to the lack of variation in the type of bullying. From three schools (SMK, MA and MMA), it was found that the type of bullying received by the research subjects was verbal bullying.

Based on the results of the study, the researchers suggested that the pesantren were expected to be able to understand how much the importance of resilience to students especially when experience a decrease or decline in learning and also during activities within the boarding school. Then by giving them an attention and affection from all parties in pesantren can help the psychological recovery process. Another way, pesantren can campaign anti bullying continuously and make regulations that can minimize the incidence of bullying in pesantren. An anti-bullying strategy is a significant approach to dealing with bullying in pesantren.

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