

The Importance of Growing Middle School Youth Resilience on Bullying Behavior: Literature Review

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Abstract - Cases of bullying often occur among adolescents, especially junior high school students where friendship is very important. If adolescent fail to interact socially then these adolescents are likely to become victims of bullying behavior from other adolescent. Bullying has a negative impact on the victim's mental health, such as anxiety, depressive symptoms, and suicide attempts. However, some adolescents who are able to recover from negative experiences (bullying) show self-resilience which is called resilience. Resilience is influenced by protective factors internally and externally. The purpose of this paper is to find out how to deal with bullying behavior with resilience and factors that can foster resilience in junior high school students who are victims of bullying. The method used is a literature review design, by collecting articles through Google search, ResearchGate, and Google Scholar. Based on the articles collected, the results show that students need to increase self-resilience, which can be done by being open to parents/friends about the incidents of bullying they are experiencing and trying to regulate their emotions and behavior. The level of resilience students have as a result of bullying victims can also be influenced by the surrounding environment. Warmth, emotional bond, and support from parents, friends and teachers are factors that can protect victims of bullying.

Keywords: Bullying; Resilience; Middle School Students; Protective Factors.

I. INTRODUCTION

A survey conducted by GSHS in 2015 showed that 21% of youth aged 13-15 years experienced bullying (Peren, 2022). Furthermore, this percentage reflects 18 million teenagers who are victims of bullying in the school environment. During the 2016-2020 period, the Indonesian Child Protection Commission (KPAI) received complaints from 480 youth victims of bullying at school (KPAI, 2021). Teenagers in Indonesia who are prone to experiencing bullying are students, where the victim is ridiculed, ostracized, hit, kicked or pushed at least once a week (Yuliani, S., Widianti, E., & Sari, 2018). This phenomenon illustrates that the school environment is not free from the phenomenon of bullying.

Events when a student is bullied or becomes a victim of the negative actions by one or more other students which are carried out repeatedly is called bullying (Olweus, 1994). These negative actions can be done by means of physical contact, words, deliberately isolating someone or by making obscene faces and gestures. Winkler (2005) stated that the peak of the number of bullying cases came from the junior high school (SMP) level (Yuliani, S., Widianti, E., & Sari, 2018). (Wiyani, 2012) reinforces the statement that grades VII to VIII of junior high school bullying behavior often appears due to increased physical aggressiveness. During this period students are in the stage of adolescent development, where friendship is important to meet social needs (Santrock, 2015). In particular, the need for attachment with friends is increasing which encourages adolescents to look for friends.

If individuals are socially withdrawn, anxious, and aggressive, they often become victims of bullying (Santrock, 2015). This causes victims of bullying to feel sorry for themselves (self-pity), develop feelings of revenge, are afraid to go to school and are ostracized because they don't have any friends in class (Hinduja, S., & Patchin, 2017). (Yen, C. F., Yang, P., Wang, P. W., Lin, H. C., Liu, T. L., Wu, Y. Y., & Tang, 2014) stated that there is a significant relationship between victims of bullying at school, both men or women with various kinds of mental disorders. This mental disorder includes the risk of experiencing depression, anxiety, having thoughts or attempting suicide (Undheim, 2013). Victims of bullying revealed that they felt more lonely and

found it difficult to make friends compared to individuals who had never experienced bullying (Santrock, 2015). This impact is very likely to cause certain trauma for victims of bullying (Siagian, T. V., Septianeke, O. A., 2021).

When responding to life's difficulties, some individuals feel depressed, pessimistic, and even intend to end their lives (Martiasuti, 2012). On the other hand, when an individual is able to get through his downturn from a bullying case, where he gets up and recovers, that person shows certain abilities known as resilience (Yuliani, S., Widiati, E., & Sari, 2018). Resilience is an individual's resistance to dealing with stressful or risky events (Rutter, 2006). Resilience makes some students have a relatively good psychological state despite experiencing negative events that can cause serious symptoms (Noviana, Dewi E & Prihartanti, 2016). (Donnon, 2010) states students who have a higher level of resilience have a lower tendency to engage in acts similar to aggression or become victims of bullying. Conversely, students who have a lower level of resilience are more likely to be bullied. Victims' resistance to bullying increases when they tell their peers or family about the incident (Moore, B., & Woodcock, 2017). A high level of resilience requires a process and the ability to interact with the environment in order to produce positive self-development when facing difficult times (Yuliani, S., Widiati, E., & Sari, 2018).

Based on the explanation above, this paper uses a literature review to analyze the importance of resilience to cases of bullying in junior high school students. Through a literature review, the author can compile and describe various arguments originating from a number of studies and journal articles (Rewhorn, 2018). This method helps the author to explain that the solution to dealing with bullying behavior is resilience and factors that can foster resilience in junior high school students who are victims of bullying.

II. METHOD

The method used is a literature review approach, in which the authors sort and analyze a number of studies that examine similar issues. The author uses journal articles as study material and comes from credible journal publication sites, such as Google Scholar, ResearchGate, Academiedu, Springer. In addition, the authors use thesis and thesis documents as additional data. After collecting study material, the author then analyzes it into the meta-analytic matrix as follows:

Table 1. References Based on Variables

Author	Title	Journal Name	Link/doi OJS	Article Findings/Substance
Darmawan, D	Bullying phenomena in school setting	Jurnal Kependidikan: Penelitian Inovasi Pembelajaran	10.21831/jk.v1i2.9713	Verbal bullying (teasing, calling Samara's name) is more often done by female students. Educators do not take bullying cases seriously, if they do not injure the victim.
Donnon, T	Understanding how resiliency development influences adolescent bullying and victimization	Canadian Journal of School Psychology	10.1177/0829573509345481	Internal (personality) and external (environmental support) factors are related to the final result of the individual being more prosocial
Fithria, & Rahmi, A	Factors Associated with Bullying Behavior	Idea Nursing Journal	10.52199/inj.v7i3.6440	The bullying treatment experienced by students was not only verbal/physical, but the victim had also been glared at, slapped, and yelled at. Quiet students are more likely to be bullied.
Hinduja, S., & Patchin, J. W	Cultivating youth resilience to prevent bullying and cyberbullying victimization	Child Abuse and Neglect	10.1016/j.chiabu.2017.09.010	Resilience is not something that stands alone, but is dynamic and interacts between individuals and their environment. The protective factor that helps victims of

				bullying comes from the support of family and friends.
Jung, Y. A.	What makes bullying happen in school? Reviewing contextual characteristics surrounding individual and intervention programs on bullying.	Elementary Education Online	10.17051/ilkonline.2018.413817	Inappropriate parenting patterns, such as neglecting children, no warmth with children, makes children likely to be perpetrators/victims of bullying
Kendrick, K., Jutengren, G., & Stattin, H.	The protective role of supportive friends against bullying perpetration and victimization	Journal of Adolescence	10.1016/j.adolescence.2012.02.014	Friends are a protective factor for victims of bullying, where victims get support, attachment, and emotional bonds that help reduce the impact of bullying.
Lai, S.-L., Ye, R., & Chang, K.-P	Bullying in middle schools: An Asian-Pacific Regional study	Asia Pacific Education Review	10.1007/bf03025666	In Asian countries, bullying behavior is more often done through ridicule, jokes from pseudonyms. However, physical bullying still occurs among male students.
Lapidot-Lefler, N., & Dolev-Cohen, M	Comparing cyberbullying and school bullying among school students: prevalence, gender, and grade level differences	Social Psychology of Education	10.1007/s11218-014-9280-8	In general, in western countries, male students are more often the perpetrators or victims of bullying. Male students tend to do physical violence and female students tend to intimidate verbally.
Martiasuti, K.	Adolescent resilience based on gender, type of school and regional typology	Master of Science thesis	https://adoc.pub/resiliensi-remaja-berdasarkan-jenis-kelamin-jenis-sekolah-da.html	Types of bullying behavior, reasons why bullying occurs in the school environment. Resilience as a factor that protects victims of bullying, internal and external factors
Moore, B., & Woodcock, S.	Resilience, Bullying, and Mental Health: Factors Associated With Improved Outcomes.	Psychology in the Schools	10.1002/pits.22028	The characteristics of resilience include a series of processes and interactions, the operational definition of resilience. The impact of bullying behavior on mental health and how to foster resilience in individuals.
Murphey, D., Barry, M., & Vaughn, B.	Positive Mental Health: Resilience. Child Trends	Adolescent Health Highlight	https://www.childtrends.org/wp-content/uploads/2013/03/Child_Trends-2013_11_01_AHH_Resilience.pdf	Characteristics of adolescents who have resilience include being easy to get along with, communication skills, self-confidence, talent, and having religious values
Noviana, Dewi E & Prihartanti, N.	Resiliensi Anak Korban Bullying Di Sekolah		http://eprints.ums.ac.id/48667/	The protective factor for victims of bullying, apart from family and friends, is the educators at the victim's school
Olweus, D.	Bullying at School: Basic Facts and	Journal of Child Psychology and	https://doi.org/10.1111/j.1469-7610.1994.tb01229	Definition of bullying behavior, types of bullying

	Effects of a School Based Intervention Program	Psychiatry		behavior, and internal impact felt by victims of bullying.
Puspita, N., Kristian., Yohanes Yus	Resilience in Urban Adolescents Who Become Victims of Bullying	Jurnal Perkotaan	https://doi.org/https://doi.org/10.25170/perkotaan	Resilience is influenced by parenting factors and family warmth
Rigby, K.	Theoretical Perspectives and Two Explanatory Models of School Bullying	International Journal of Bullying Prevention	https://doi.org/10.1007/s42380-022-00141-x	The characteristics of bullying, among others, occur repeatedly, the amount of power that is not balanced, and negative behavior towards others
Rutter, M.	Implications of resilience concepts for scientific understanding.	Annals of the New York Academy of Sciences	https://doi.org/10.1196/annals.1376.002	Resilience as individual resilience to face risky and stressful situations
Santrock, J. W.	Life-Span Development	McGraw-Hill Education		The adolescent developmental stage encourages individuals to have attachments with peers and it is important for victims to have close friends.
Shemesh, D. O., & Heiman, T	Resilience and self-concept as mediating factors in the relationship between bullying victimization and sense of well-being among adolescents	International Journal of Adolescence and Youth,	https://doi.org/10.1080/02673843.2021.1899946	The psychological impact on victims of bullying, how to grow resilience within oneself, and with the skills of resilience allows cases of bullying to decrease
Skrzypiec, G., Slee, P. T., Askell-Williams, H., & Lawson, M. J.	Associations between types of involvement in bullying, friendships and mental health status	Emotional and Behavioural Difficulties	https://doi.org/10.1080/13632752.2012.704312	Perpetrators and victims of bullying in western countries are generally male. Bullying causes victims to experience mental disorders to the point of wanting to commit suicide
Ungar, M., Russell, P., & Connelly, G.	School-Based Interventions to Enhance the Resilience of Students.	Journal of Educational and Developmental Psychology	https://doi.org/10.5539/jedp.v4n1p66	Intervensi yang dilakukan sekolah untuk mempromosikan resiliensi terhadap korban bullying melalui tenaga pendidik. Karakteristik yang dibutuhkan seorang guru untuk memahami resiliensi pada korban bullying.
Waasdorp, T. E., & Bradshaw, C. P. Yen, C. F., Yang, P., Wang, P. W., Lin, H. C., Liu, T. L., Wu, Y. Y., & Tang, T. C	The overlap between cyberbullying and traditional bullying Association between school bullying levels/types and mental health problems among Taiwanese adolescents	Comprehensive Psychiatry	https://doi.org/10.1016/j.comppsy.2013.06.001	The effects of bullying behavior on the mental or psychological health of the victim, starting from depression, anxiety, to the desire or attempted suicide.
Yuliani, S., Widianti,	Adolescent Resilience in Facing	Jurnal Keperawatan BSI	https://ejournal.bsi.ac.id/ejournal/index	Types of bullying behavior, characteristics of individuals

E., & Sari, S. P	Bullying Behavior	php/jk/article/view/3756	who have resilience, protective factors for victims of bullying
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Table 1. Grouping References Based on Themes/Variables

Themes/Variables	Author	Title	Journal Name	Link/doi OJS
Definition, types, impacts and factors of bullying	Darmawan, D	Bullying phenomena in school setting	Jurnal Kependidikan	10.21831/jk.v1i2.9713
	Fithria, & Rahmi, A	Factors Associated with Bullying Behavior	Idea Nursing Journal	https://doi.org/10.52199/inj.v7i3.6440
	Lai, S.-L., Ye, R., & Chang, K.-P.	Bullying in middle schools: An Asian-Pacific Regional study	Asia Pacific Education Review	https://doi.org/10.1007/bf03025666
	Olweus, D.	Bullying at School: Basic Facts and Effects of a School Based Intervention Program	Journal of Child Psychology and Psychiatry	https://doi.org/10.1111/j.1469-7610.1994.tb01229.x
	Rigby, K.	Theoretical Perspectives and Two Explanatory Models of School Bullying	International Journal of Bullying Prevention	https://doi.org/10.1007/s42380-022-00141-x
	Skrzypiec, G., Slee, P. T., Askell-Williams, H., & Lawson, M. J.	Associations between types of involvement in bullying, friendships and mental health status	Emotional and Behavioural Difficulties	https://doi.org/10.1080/13632752.2012.704312
	Undheim, A. M.	Involvement in bullying as predictor of suicidal ideation among 12- to 15-year-old Norwegian adolescents.	European Child and Adolescent Psychiatry	https://doi.org/10.1007/s00787-012-0373-7
	Yen, C. F., Yang, P., Wang, P. W., Lin, H. C., Liu, T. L., Wu, Y. Y., & Tang, T. C.	Association between school bullying levels/types and mental health problems among Taiwanese adolescents	Comprehensive Psychiatry	https://doi.org/10.1016/j.comppsy.2013.06.001
	Lapidot-Lefler, N., & Dolev-Cohen, M.	Comparing cyberbullying and school bullying among school students: prevalence, gender, and grade level differences	Social Psychology of Education	https://doi.org/10.1007/s11218-014-9280-8
	Differences in			

bullying based on gender	Smith, P. K., López-Castro, L., Robinson, S., & Görzig, A.	Consistency of gender differences in bullying in cross-cultural surveys.	Aggression and Violent Behavior	https://doi.org/10.1016/j.avb.2018.04.006
Resilience	Martiasuti, K	Adolescent resilience based on gender, type of school and regional typology	Master of Science thesis	https://adoc.pub/resiliensi-remaja-berdasarkan-jenis-kelamin-jenis-sekolah-da.html
	Rutter, M	Implications of resilience concepts for scientific understanding	Annals of the New York Academy of Sciences	https://doi.org/10.1196/annals.1376.002
The link between bullying, resilience, and impact	Donnon, T	Understanding how resiliency development influences adolescent bullying and victimization	Canadian Journal of School Psychology	https://doi.org/10.1177/0829573509345481
	Moore, B., & Woodcock, S	Resilience, and Bullying, and Mental Health: Factors Associated With Improved Outcomes	Psychology in the Schools	https://doi.org/10.1002/pits.22028
	Noviana& Prihartanti, N.	Resilience of Children Victims of Bullying in Schools	Thesis	http://eprints.ums.ac.id/48667/
	Puspita, N., Kristian., Yohanes Yus; Onggono, J. N.	Resilience in Urban Adolescents Who Become Victims of Bullying	Jurnal Perkotaan	https://doi.org/https://doi.org/10.25170/perkotaan.v10i1.307
	Shemesh, D. O., & Heiman, T.	Resilience and self-concept as mediating factors in the relationship between bullying victimization and sense of well-being among adolescents	International Journal of Adolescence and Youth	https://doi.org/10.1080/02673843.2021.1899946
Resilience protective factor against bullying	Hinduja, S., & Patchin, J. W.	Cultivating youth resilience to prevent bullying and cyberbullying victimization	Child Abuse and Neglect,	https://doi.org/10.1016/j.chiabu.2017.09.010
	Kendrick, K., Jutengren, G., & Stattin, H	The protective role of supportive friends against bullying perpetration and victimization., 35(4), 1069–1080.	Journal of Adolescence	https://doi.org/10.1016/j.adolescence.2012.02.014
	Sapouna, M., & Wolke, D	esilience to bullying victimization: The role of individual, family and peer characteristics.	Child Abuse and Neglect,	https://doi.org/10.1016/j.chiabu.2013.05.009

Ungar, M., Russell, P., & Connelly, G.	School-Based Interventions to Enhance the Resilience of Students	Journal of Educational and Developmental Psychology,	https://doi.org/10.5539/ jedp.v4n1p66
Yuliani, S., Widianti, E., & Sari, S. P	Adolescent Resilience in Facing Bullying Behavior	Jurnal Keperawatan BSI	https://ejournal.bsi.ac.id/ ejournal/index.php/jk/article/view/3756

III. RESULT AND DISCUSSION

A. Bullying Behavior

Bullying behavior among school children is a phenomenon that has existed since the 1970s. One of the researchers related to bullying cases, and Olweus, defines bullying as the state of a student who is bullied or becomes a victim of bullying, where he is repeatedly abused by one or a number of other students (Olweus, 1994). This is unkind behavior when someone intentionally causes or tries to cause discomfort or discord to another person (Olweus, 1994). The main characteristics of bullying include a) bullying is done consciously and intentionally; (ii) arising from an imbalance in the number of people's strengths; and (iii) occur from time to time (Rigby, 2022). The results of the study found that students became victims of bullying because they were seen as "different" in several ways, such as appearance (clothing, body shape), attitude (quiet, sensitive), social structure (economic class and below, looking like a man/woman) and relationship (not slang) (Forsberg, C., & Horton, 2022).

(Waasdorp, T. E., & Bradshaw, 2015) it is stated that there are three types of bullying behavior, including physical bullying, verbal, and relationship violence. Physical bullying is carried out through acts of aggression involving physical members, such as hitting, slapping, scratching and pushing (Martiasuti, 2012). Meanwhile, verbal bullying can be done verbally or in writing, such as making insulting jokes, calling people with painful names/pseudonyms, spreading slander and teasing. Relationship bullying is described as a situation where the victim is ignored, ostracized, and separated from the social group by the bully (Waasdorp, T. E., & Bradshaw, 2015). In Indonesia, students who are victims of bullying admit that they are most often mistreated verbally, such as being ridiculed under pseudonyms and yelled at (Darmawan, 2017). Not infrequently, students are also yelled at, glared at, to the worst being beaten by the bully (Fithria, & Rahmi, 2016).

Based on gender and culture, there are differences in bullying behavior in schools. Male perpetrators usually bully by physically assaulting them, such as kicking and hitting (Lapidot-Lefler, N., & Dolev-Cohen, 2015). In contrast to female perpetrators, where perpetrators do bullying indirectly, such as spreading gossip, slander, and manipulating friendly relations. In Asian cultures, bullying behavior through teasing and nickname calling is more common than physical bullying (Darmawan, 2017). However, this does not rule out the possibility that physical bullying still occurs, especially among male students (Lai, S.-L., Ye, R., & Chang, 2008). This case of verbal bullying is more often done by female students, where the victim is used as a joke material and ridiculed with nicknames (Darmawan, 2017). Meanwhile, perpetrators and victims of bullying in western countries, such as America and Europe, are more dominated by the male sex (Lapidot-Lefler, N., & Dolev-Cohen, 2015).

The results of the study explain that there is a significant relationship between victims of bullying and the appearance of symptoms of psychological disorders, such as anxiety, feelings of inferiority, loneliness, feelings of hopelessness and attempted suicide (Skrzypiec, G., Slee, P. T., Askill-Williams, H., & Lawson, 2013). In addition, it also found that someone who is a victim of bullying has a higher risk of experiencing it psychosomatic and depression compared to perpetrators of bullying. In a social context, family, school, and friendship groups or "gangs" have an important role in bullying behavior. Inappropriate parenting styles, such as physical violence and neglect of children, have a greater possibility of impact on children (Jung, 2018). Children with this parenting style are more likely to become perpetrators or victims of bullying at school. The role of friendship groups also has an important role in supporting the occurrence of bullying. (Santrock, 2015) revealed that 70 to 80 percent of victims and perpetrators of bullying were in the same class. Classmates are often aware that there is bullying behavior and from many incidents students witness bullying cases. Perpetrators and victims of bullying are both rejected by their peers. The difference is that the perpetrator has a higher level of aggressiveness and looks for more vulnerable individuals to victimize (Santrock, 2015).

B. Resilience

(Rutter, 2006) explained that resilience is an interactive concept that refers to a person's resistance to a risky environment and can overcome stress or adversity. Resilience is a complex concept and can be explained as (i) a process of self-protection; (ii) the relationship between protective factors and risk; and (iii) a conceptual means of predicting individual resilience (Moore, B., & Woodcock, 2017). Meanwhile, the operational definition of resilience includes the nature of "hardiness", self-esteem, optimism, achievement, social skills and the absence of pathology when facing difficulties. Resilience in adolescents is important because with this resilience individuals are not easily discouraged and do not engage in maladaptive behaviors, such as bullying (Martiasuti, 2012). When students have resilience, they are able to face and overcome stressful situations, including bullying behavior by rising from disappointments, difficulties, being able to interact with the environment comfortably and respecting themselves and others (Yuliani, S., Widiarti, E., & Sari, 2018).

Resilience in a person is related to protective factors because self, family and environmental characteristics can protect individuals from negative influences caused by risky things (Martiasuti, 2012). Protective factors consist of internal and external factors (Noviana, Dewi E & Prihartanti, 2016). Internal factors are abilities possessed by individuals, such as social skills (empathy), problem solving skills, autonomy (self-esteem, self-efficacy) and goals (Martiasuti, 2012). Meanwhile, external factors are environmental characteristics that enable individuals to survive even in risky conditions. These characteristics include individual participation in groups, warm relationships, and expectations from the environment.

One concept of development that is often forgotten in the realm of education is resilience. In fact, the existence of resilience can help students in facing and succeeding through various challenges (Hinduja, S., & Patchin, 2017). Resilience is also a strong protective factor, both in preventing bullying from occurring in the school environment and reducing its impact. Several studies have shown that victims of bullying have high resilience, this is characterized by better self-esteem, social relationships and good ways of communicating, being able to regulate emotions and warm interactions with family members (Puspita, N., Kristian., Yohanes Yus; Onggono, 2018).

C. The Importance of Resilience in Bullying Victims

Treatment of intimidation or bullying by peers is a serious violation of the basic rights of individuals, both as adolescents and students (Shemesh, D. O., & Heiman, 2021). Frey et al. (2005) stated that there were four factors that became the reasons for bullying to occur, including (i) low awareness of adults about bullying cases followed by a lack of support to prevent bullying; (ii) the destructive behavior of people who witness bullying; (iii) the principles of some students who support bullying behavior; and (iv) students' social and emotional skills that have not yet been developed (Martiasuti, 2012). The results of a number of studies regarding the impact of bullying behavior are always consistent, where victims experience psychological problems (depression, anxiety, hopelessness) or psychosocial problems (Donnon, 2010).

Although victims certainly experience certain problems from bullying cases, not all victims will experience the same impact (Sapouna, M., & Wolke, 2013). Adolescents who show positive developments even though they face risky events, such as bullying, are reflected as resilient individuals. When a person has strong resilience, the less likely he is to become a victim of bullying (Donnon, 2010). A high level of resilience can protect individuals from the effects of bullying, such as depression and anxiety (Moore, B., & Woodcock, 2017). This makes resilience a protective factor for victims of bullying. Conversely, individuals with low levels of resilience are more likely to become targets of bullying (Donnon, 2010).

Resilience does not solely reside within a person, but broadly describes the relationship and dynamic two-way interaction between the individual and their environment (Hinduja, S., & Patchin, 2017). The resilience ability of victims of bullying can be increased by regulating emotions, telling other people (family and friends), and developing social skills (Moore, B., & Woodcock, 2017). In this way, the possibility of bullying behavior will be reduced (Shemesh, D. O., & Heiman, 2021). With protective factors, such as personality (self-esteem, self-control, social and cultural sensitivity) and a positive environment (family, friends, school), adolescents will be more prosocial in everyday life (Donnon, 2010).

Characteristics of adolescents related to resilience, including having one or more adults who support them, behaving sociably, the ability to think smartly, have certain talents, trust themselves to make decisions and stick to their religious values (Murphey, D., Barry, M., & Vaughn, 2013). Warm relationships with family and relatives and a positive home environment are associated with better resilience in dealing with bullying. Warmth between adolescents and families, including good communication, supervision from parents, involvement of children in the family, support and attention from parents (Santrock, 2015). Appropriate parenting styles for victims of bullying can reduce the impact of bullying, such as not having a desire for revenge and reducing emotional and behavioral problems (depression, aggression) (Sapouna, M., & Wolke, 2013).

(Kendrick, K., Jutengren, G., & Stattin, 2012) stated that friendship also contributes as a protective factor and can foster a person's resilience even though he experiences negative events (bullying) during adolescence. If an individual has a supportive friend, then the level of bullying behavior and someone who becomes a victim of bullying is also reduced or low. Quality friends can foster strong bonds, emotional attachment, and provide support which can be a deterrent against the negative effects of bullying (Hinduja, S., & Patchin, 2017).

The school, including the teacher is another important protective factor that affects the resilience of victims of bullying (Noviana, Dewi E & Prihartanti, 2016). Victims of bullying require the availability of supporting educators and the quality of the relationship between the school (principal, teachers, staff) (Ungar, M., Russell, P., & Connelly, 2014). The skills needed by educators in schools to develop student resilience include making teachers easily accessible to students, actively listening to student problems, having empathy, providing support to students who are vulnerable to bullying and identifying if there are possible victims and bullying behavior in schools. School. It is important for schools to promote resilience among teachers against bullying cases. The reason is because some educators still think that bullying is not a serious problem and does not harm victims, even though they know that the behavior of some students is bullying (Darmawan, 2017).

IV. CONCLUSION

Based on the literature review that has been done, it is important for victims of bullying to grow and increase resilience within themselves. Increasing knowledge related to resilience can be a solution to overcome bullying in the school environment and/or can maintain students' mental health (Moore, B., & Woodcock, 2017). In addition, with resilience, students can develop effective ways to deal with stressful experiences. This is not only influenced by internal factors, such as regulating emotions and behavior, communication skills, interacting with the environment, self-confidence. However, resilience is also supported by external protective factors, namely family, friends, and teachers. Warm emotional ties and attachments between external factors and victims of bullying can increase their ability to get back on their feet. The school in collaboration with the families of the victims can try to create a safe and supportive learning environment so that resilience competence in students increases (Hinduja, S., & Patchin, 2017). This intervention is carried out by encouraging individuals to be more optimistic, promoting a positive attitude, developing trust and authentic relationships with others (Moore, B., & Woodcock, 2017).

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