



Building Resilience In Bullying Victims Through Guidance And Counseling Services: A Case Study At SMPN 23 Tangerang

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Info Artikel	Abstrak
Diterima : 4 Mei 2026 Direvisi : 12 Juni 2026 Diterbitkan : 25 Juni 2026	<i>Penelitian ini bertujuan mendeskripsikan bentuk perundungan, kondisi harga diri korban, dampak psikososial yang dialami, serta strategi guru bimbingan dan konseling (BK) dalam membangun ketahanan diri siswa di SMPN 23 Tangerang. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus terhadap dua guru BK, anggota PIK-R, dan empat siswa korban perundungan. Data dikumpulkan melalui observasi, wawancara mendalam, dan dokumentasi, kemudian dianalisis secara tematik. Hasil penelitian menunjukkan bahwa korban dengan harga diri rendah hingga sedang mengalami ketakutan, trauma sosial, penurunan motivasi belajar, isolasi pertemanan, dan keinginan mengakhiri hidup. Guru BK mengembangkan ketahanan diri melalui konseling individual, penguatan dukungan sosial, pendampingan emosional, serta kolaborasi dengan orang tua. Temuan penelitian menegaskan pentingnya layanan BK berbasis ketahanan diri untuk membantu pemulihan korban dan menciptakan lingkungan sekolah yang aman, inklusif, dan suportif.</i>
Kata Kunci: <i>Ketahanan Diri, Layanan Bimbingan dan Konseling, Perundungan</i>	
Cara merujuk artikel ini: Suja'i, A. & Cahyani, R.G. (2026). Building Resilience In Bullying Victims Through Guidance And Counseling Services: A Case Study At SMPN 23 Tangerang. <i>Ta'diban: Journal of Islamic Education</i> , 6 (2), h. 125-142.	Abstract This study aims to describe the forms of bullying, victims' self-esteem, the psychosocial impacts experienced, and the strategies used by guidance and counseling (BK) teachers in building student resilience at SMPN 23 Tangerang. The study used a qualitative approach with a case study design involving two BK teachers, members of the PIK-R (Regional Student Activity Unit), and four student victims of bullying. Data were collected through observation, in-depth interviews, and documentation, then analyzed thematically. The results showed that victims with low to moderate self-esteem experienced fear, social trauma, decreased motivation to learn, social isolation, and suicidal thoughts. BK teachers developed resilience through individual counseling, strengthening social support, emotional support, and collaboration with parents. The study findings emphasize the importance of resilience-based BK services to support victim recovery and create a safe, inclusive, and supportive school environment. <i>istia</i> Keywords: <i>Bullying, Guidance and Counseling Services, Resilience</i>

INTRODUCTION

Bullying remains a serious problem in educational settings, particularly at the junior high school level. Bullying is behavior that harms, intimidates, or harasses others physically, verbally, or psychologically. This phenomenon is common among early adolescents who are still in a vulnerable stage of emotional and psychological development. A study by the Faculty of Psychology at the University of Indonesia (UI), in collaboration with the Sejiwa Foundation and Plan Indonesia, involving 1,233 junior high and high school students revealed that bullying cases are more prevalent at the junior high school level, accounting for 66.7% (Rilla, 2018). This high figure indicates that schools have not yet fully become safe spaces for students' development.

Bullying not only causes physical harm but also impacts the victim's emotional, psychological, social, and academic well-being. Adolescents who experience bullying tend to suffer from stress, anxiety, depression, trauma, fear, social withdrawal, and a decline in academic performance due to difficulty concentrating (Rachmayanti & Candrasari, 2022). In certain cases, victims may even lose their will to live and exhibit tendencies toward self-harm. These impacts become even more severe if the victim lacks resilience and adequate social support (Denanda & Rismaningtyas, 2021, 2021).

One factor that influences a victim's ability to cope with bullying is self-esteem. Self-esteem refers to an individual's evaluation of themselves, including their sense of worth, abilities, and self-acceptance (Ervon Veriza, 2023). Individuals with low self-esteem tend to hold onto negative views of themselves, making them more

susceptible to psychological distress when they become victims of bullying (Yusra, 2023). Conversely, individuals with high self-esteem possess self-confidence, the ability to manage emotions, and a strong belief in themselves, making them better equipped to handle the social and psychological pressures resulting from bullying (Arya & Syanti, 2022).

From a developmental psychology perspective, self-esteem serves as a protective factor that shapes an individual's resilience. Resilience is understood as a person's ability to endure, adapt, and recover from difficult situations or traumatic experiences. Resilient individuals can manage their emotions, maintain a positive mindset, and continue to perform well in social and academic functions despite facing life's pressures explains that resilience can be built through three main sources: personal strength (I am), social support (I have), and interpersonal skills (I can). These three aspects are closely related to the development of self-esteem in adolescents.

Several previous studies have shown a link between self-esteem and resilience among bullying victims. A study by (Arya & Syanti, 2022) concluded that high self-esteem can serve as a protective factor for adolescents against the effects of bullying. A study by (Cyndi, 2024) also showed that social support at school can enhance the self-esteem and resilience of bullying victims. Meanwhile, (Muhammad Hafiz et al., 2023) found that self-esteem positively contributes to adolescents' ability to adapt and recover from bullying experiences. Study confirms that bullying victims with resilience are able to view themselves positively and are not easily influenced

by others' negative judgments.

However, research by (Tri Anugrah Eni et al., 2023) presents a different finding: students with high self-esteem remain at risk of becoming bullying victims, particularly due to social environmental factors and their social standing at school. This finding suggests that self-esteem alone is insufficient to explain a victim's ability to cope with bullying. Consequently, further in-depth research is needed on how resilience is fostered in bullying victims through school-based support, particularly through guidance and counseling services.

Based on a review of previous research, there is a research gap indicating that most studies have focused solely on the quantitative relationship between self-esteem and bullying, while studies on the process of building resilience in bullying victims through guidance and counseling services in inclusive schools remain relatively limited. Furthermore, previous research has not extensively examined the direct experiences of bullying victims, particularly students with special needs who are more vulnerable to bullying behavior.

The novelty of this study lies in its focus on the efforts of guidance and counseling teachers to build resilience in bullying victims in inclusive schools through the strengthening of students' self-esteem, social support, and interpersonal skills. This study also involves students with special needs, regular students, guidance and counseling teachers, as well as the Youth Information and Counseling Center (PIK-R) as informants, thereby providing a more comprehensive perspective on the dynamics of bullying in schools.

Theoretically, this study is

expected to enrich the literature on the relationship between self-esteem and resilience among bullying victims in the context of inclusive education. Practically, the research findings are expected to serve as a basis for evaluation and recommendations for schools, particularly guidance and counseling teachers, in designing more effective bullying intervention strategies that are oriented toward strengthening students' resilience.

Based on initial observations at SMPN 23 Tangerang, since the 2023/2024 school year, the school has implemented inclusive education by enrolling students with special needs. This situation has led to some students with special needs becoming targets of bullying by their peers, although bullying also occurs among regular students. Therefore, this study aims to explore the forms of bullying occurring at SMPN 23 Tangerang, its impact on victims—particularly students with special needs—and the efforts of guidance and counseling teachers to build resilience in students who are victims of bullying through the strengthening of self-esteem and social support within the school environment.

METHOD

This study is a case study employing a descriptive qualitative approach aimed at gaining an in-depth understanding of the self-esteem of students who are victims of bullying, as well as the efforts of Guidance and Counseling (BK) teachers to build students' resilience at SMPN 23 Tangerang. This approach was used to describe the phenomenon systematically, factually, and accurately regarding the reality under investigation (Sudaryono, 2016). The research data sources consist of primary and

secondary data. Primary data were obtained through non-participant observation and semi-structured interviews. Observations were conducted by observing the behavior, social interactions, and psychological conditions of students who were victims of bullying, as well as the guidance and counseling services provided at the school. Semi-structured interviews were used to allow the researcher greater flexibility in exploring the experiences, perspectives, and forms of intervention implemented by school counselors (Sugiyono, 2019).

Research informants were selected using purposive sampling with specific criteria: students who had experienced bullying, were willing to serve as informants, and were receiving support from a school counselor. Other informants included school counselors actively handling bullying cases and members of the Youth Information and Counseling Center (PIK-R) who understand the social conditions of students at the school. Secondary data were obtained from books, journals, articles, school documents, and previous studies relevant to the research theme.

Data validation was conducted through source triangulation and methodological triangulation to compare the results of observations, interviews, and documentation, thereby enhancing the credibility of the data obtained. Data analysis utilized the Miles and Huberman (2014) model, encompassing data reduction, data presentation, and the continuous drawing of conclusions throughout the research process. The research procedure was carried out through the stages of preparation, data collection, data analysis, and the drafting of the research report. This study also took ethical aspects into account, such as

maintaining the confidentiality of informants' identities, obtaining participants' consent prior to interviews, and ensuring that the research process did not cause psychological distress to students who were victims of bullying.

RESULTS AND DISCUSSION

After researchers conducted observations and interviews with guidance and counseling teachers (Mr. (DR) and Mrs. (A), the PIK-R administrator (KU), and students in grades 7 (ANK and YK), 8 (N and ZF), and 9 (E and AS) regarding the forms of bullying, self-esteem, and the impact on students who were bullied at SMPN 23 Tangerang, the following description can be obtained:

Causes of Bullying at SMPN 23 Tangerang

According to Mr. (DR), the bullying behavior that occurs at SMPN 23 Tangerang is caused by at least two factors: First, the school's lack of awareness of bullying behavior. He further explained that when students report being bullied by other students, the school does not immediately take action because they consider what the students report not to be bullying but merely normal juvenile delinquency. Second, peer influence. Bullying occurs because students follow a group of friends who have previously bullied them and also to gain acceptance within that group.

Forms of Bullying and Their Impact on Victims at SMPN 23 Tangerang

a. Forms of Bullying

According to the students (ANK, YK, N, and ZF), they experienced at least four forms of bullying, including: a) Verbal bullying, such as teasing, negative nicknames, insults based on

physical appearance, region of origin, or psychological condition; b) Physical bullying, such as kicking, hitting, pulling hijabs, and direct acts of harm; Relational bullying, in the form of cynical treatment, social exclusion, and negative stigma against the victim; and Behavioral bullying or social coercion, such as extortion of pocket money and intimidation within friendships. The following is a factual description at school.

First, Verbal bullying, such as being teased as crazy or stressed, called using parents' names, or nicknamed based on physical appearance. This type of bullying was experienced by students N, YK, and ZF. They reported psychological and emotional impacts, such as feeling embarrassed, depressed, hurt, and feeling weak or useless. They also reported a lack of enthusiasm for learning and a reluctance to go to school. This type of impact often occurs in adolescent victims of bullying, as they are still searching for their identity or strengthening their self-identity.

From the perspective of the victim, bullying behavior occurs due to a "difference" or "deficiency" experienced by the victims (students N and ZF). This then leads the bullies to perceive these "differences" or "deficiencies" as weaknesses that can be exploited for their own personal gain. However, in social relationships, any "differences" or "deficiencies" in others (friends) should be viewed as unique characteristics worthy of respect and appreciation. If victims do not receive this respect and appreciation, it can lead to further depression, weakness, feelings of nappreciation, and the shackles of negative stigma (Delby 2019).

However, differences in attitudes toward bullying were found between

male (ZF) and female (N) students. ZF students were able to express their feelings by countering the bully, even retaliating against the bullying directed at them. Meanwhile, female (N) students tended to be more easily trapped in anger, sadness, or anxiety and were less effective in problem-solving. Although these two situations illustrate high self-esteem (in ZF students) and low self-esteem (in N), this does not justify the assertion that males are better able to cope with bullying than females or that males have greater resilience than females. This is because a person's self-esteem and resilience are shaped by many factors: family, peer relationships, individual, situational, and others (Andriyani et al. 2024) (Nyiagani and Kristinawati 2021).

Furthermore, in YK students, bullying was seen as normalizing bullying. Repeated bullying behavior experienced by students who are victims is sometimes not considered oppression, but is considered a normal part of social interactions between students and becomes a natural occurrence in everyday life. Verbal bullying, such as calling parents by their names or ethnic origins, is seen as an expression of social familiarity, a joke, or a normal joke, so that even though it results in fights or trauma for the victim, it is still seen as a normal occurrence (Delby 2019). This kind of thing still requires attention from teachers in schools because if left unchecked, it can become a habit that has an extraordinary impact on the victim's psyche and can trigger physical violence (Setyanto 2017).

Second, physical bullying, such as being hit, kicked, pushed to the ground, having their hijab pulled, or being grabbed on the chest, is what happened to the ANK and YK students. Experiencing this type of bullying often

leaves victims feeling embarrassed, hurt, and sometimes powerless to report the bullying due to fear of retaliation from the perpetrator or not being believed (Saniya 2019). For the ANK student, researchers assumed that the bullying had little impact on her, and she was even able to cope by meeting with the perpetrator to get an explanation for the bullying.

A different attitude was demonstrated by the YK student, who preferred to remain silent during the bullying. This silence stemmed from the feeling of pointlessness to friends or family and also to avoid further bullying if she retaliated against the perpetrator. What the YK student did is understandable, as the victim is trying to maintain self-esteem. However, it is inappropriate, especially when bullying is based on social standing. A bully's primary concern based on social position is to achieve or maintain a high social standing among their peers, gain their peers' attention, and try to establish themselves as cool or popular in their peers' eyes (Delby 2019). Therefore, YK students should seek support from adults or report the incident to a teacher at school.

Third, relational bullying, which occurs in interactions between the victim and the perpetrator, involves spreading negative stigma, being treated cynically, being ignored in school social circles, and so on (Andriyani et al. 2024). In relational bullying, the perpetrator will not stop the bullying behavior until the victim displays the desired reaction, such as fear, anxiety, psychological distress, or helplessness. can trigger subsequent actions such as physical violence and other hurtful acts (Delby 2019). In the case of a female student with a preschool education, bullying affects her psychologically, causing her to fear

meeting the perpetrator. This indicates a sense of insecurity and makes her less active in seeking social experiences. In short, individuals with moderate self-esteem, such as the female student with a preschool education (anak anak anak), have several advantages but also need to learn to be more independent and confident in social settings. The support of others is needed to further rove their self- esteem (Zamzanah et al. 2023).

Fourth, behavioral bullying, such as that experienced by female student YK, where her friend forcibly asked her for money. She gave the money to the perpetrator, but she also felt disapproved because the money her parents gave her was for school snacks. Ultimately, as a form of disapproval, the female student also extorted money from her friend.

Interpretation

These findings indicate that bullying in schools is not solely an individual act but is shaped through social construction within peer relationships. A social theory perspective explains that adolescents have a high need for group acceptance. In this context, aggressive behavior can be used as a means of gaining social status or group dominance.

The normalization of bullying found in schools demonstrates a low social sensitivity to psychological violence. Jokes, teasing, or name-calling are perceived as a form of camaraderie, even though for the victims, these actions cause serious psychological distress. This situation aligns with the view that bullying among adolescents is often disguised as social humor so that the perpetrators do not perceive violence.

Furthermore, the presence of victims who later become

perpetrators demonstrates a bully-victim cycle, where victims experiencing prolonged stress tend to vent their frustrations on others as a defense mechanism. This phenomenon confirms that bullying is reproductive and can recur if not addressed through appropriate psychosocial interventions.

Table 1. Forms of Bullying Experienced by Students at SMPN 23 Tangerang

N o.	Students	Form of Bullying
1.	ANK, YK, N, and ZF	Verbal Bullying
2.	ANK, YK, N, and ZF	Physical Bullying
3.	ANK, YK, N, and ZF	Relational Bullying
4.	ANK, YK, N, and ZF	Behavioral Bullying

Impact of Bullying

From the interviews above, researchers also identified several key impacts of bullying on victims: shame, hurt feelings, fear of meeting the perpetrator, low self-esteem, trauma, loss of motivation to learn, desire to skip school, emergence of retaliatory aggressive behavior, and thoughts of suicide. The most severe impacts were found in victims who experienced limited family and social support.

Interpretation

These findings demonstrate that bullying has a multidimensional impact on adolescent development. During adolescence, individuals are in the process of searching for their identity. When this identity is continually attacked through ridicule and social rejection, victims experience a crisis of self-esteem.

Academic impacts such as decreased motivation to learn and the desire to skip school indicate that bullying also hinders

the function of school education as a space for student development. Schools, which should be safe spaces, are instead perceived as sources of threat.

Furthermore, the emergence of thoughts of suicide in certain victims indicates that bullying can develop into a serious psychological crisis if not handled appropriately. Therefore, bullying cannot be viewed as ordinary delinquency, but rather a form of psychological violence that requires systematic treatment.

Solutions and Anticipation of the Impact of Bullying

One effort that can be made to address the impact of bullying is through building resilience in students. This aims to strengthen the self-esteem of students who are victims of bullying. These include: 1) A feeling of belonging (feeling of belonging), which is the feeling a person feels that they are part of a group, accepted, and valued by their group. This group includes family, friends, or social circles. 2) A feeling of competence (feeling of competence): A feeling of confidence and pride in one's abilities due to achieving expected or unexpected success. For example, when someone experiences success or failure. 3) Feeling of worth (feeling of worth). Feelings where someone feels appreciated or not, usually these feelings are often influenced by past experiences (Kholiza 2022).

Self-Esteem Among Students Who Are Victims of Bullying

Self-Esteem of Bullying Victims

Among the students who are victims of bullying mentioned above, each experiences their situation and approaches their self-esteem differently; some fall into the following categories: 1) Low, 2) Moderate, 3) Low with Normalization of Bullying, and 4) Relatively Positive

1) Student N experiences low self-esteem:

Student N is an eighth-grade student with hydrocephalus. This physical condition causes her to frequently experience fatigue, fainting, disorientation, and limitations in school activities. Research findings indicate that Student N is often subjected to taunts such as “palde,” “ikan lohan,” “stressed-out kid,” and is perceived as seeking attention from teachers. The victim exhibits several indicators of low self-esteem, namely: choosing to bottle up her feelings, not daring to confide in others, feeling neglected by her family, feeling weak and worthless, and having thoughts of ending her life. Other findings indicate that the victim comes from a broken home and experiences a lack of emotional support from her family environment.

Interpretation

The circumstances experienced by Student N demonstrate a strong link between bullying, social rejection, and low self-esteem. According to Coopersmith's theory of self-esteem, self-worth develops through experiences of being accepted, valued, and receiving social support. In Student N's case, the social experiences she received were instead in the form of ridicule, stigma, and emotional neglect. The broken home family situation also undermines the formation of a positive self-identity. When the family fails to serve as a source of emotional support, the victim loses a safe space to express her psychological distress. Consequently, negative evaluations from the school environment are more easily internalized into a negative self-concept. These findings indicate that bullying

victims with special needs have higher psychological vulnerability due to experiencing double discrimination—namely, physical limitations and social rejection. Therefore, the victim's psychological resilience cannot be sufficiently built through an individual approach alone but also requires support from the family and an inclusive school environment.

2) Self-Esteem Experienced by ANK Students

ANK students

experience physical bullying in the form of kicking and sarcastic treatment from the perpetrators. Although they feel afraid and hurt, the victims are still able to communicate with others and try to resolve the issue directly with the perpetrators. The victims also admit that they remain enthusiastic about learning and still believe that their families love them, even though emotional communication within the family is not optimal.

Interpretation

The case of student ANK demonstrates moderate self-esteem. The victim is still able to maintain academic performance and the courage to face problems, but continues to experience social anxiety as a result of the bullying she has endured. According to resilience theory, an individual's ability to cope with stress is influenced by the presence of protective factors such as social support, communication skills, and self-confidence. In ANK's case, her ability to engage in dialogue with the perpetrator indicates fairly good problem-solving skills.

However, the fear of encountering the perpetrator indicates that bullying continues to leave a psychological impact

in the form of a sense of insecurity. This condition demonstrates that victims with moderate self-esteem still require support to prevent the development of prolonged social anxiety.

3) Low Self-Esteem and the Normalization of Bullying Among Student YK

Student YK experienced the most complex form of bullying, encompassing physical, verbal, sexual, and social coercion. The victim was frequently hit, had her hijab pulled, was groped on the chest, called by her parents' names, and had her pocket money extorted. Victims choose to remain silent because they feel neither their families nor their friends will listen to them. Additionally, victims admit to frequently skipping school out of fear of encountering the perpetrators. Other findings indicate that victims sometimes retaliate against their peers through bullying as a form of emotional venting.

Interpretation

The case of student YK highlights the normalization of violence within the school environment. The victim views bullying as something that is difficult to stop and therefore chooses to remain silent as a form of self-protection. From a social psychology perspective, the victim's silence represents a form of learned helplessness—a condition in which an individual feels they have no control over the negative situation they are experiencing. As a result, the victim becomes passive and accepts the hurtful treatment as normal.

Furthermore, retaliatory actions against bullying indicate that the victim is experiencing unresolved emotional conflict. When the need for a sense of safety and self-worth is unmet, the victim tends to express frustration through aggression toward others.

These findings demonstrate that bullying not only impacts the victim's mental health but also has the potential to foster new aggressive behaviors. Therefore, school interventions should be directed not only at stopping bullying behavior but also at restoring the victim's emotional well-being.

4) Relatively Positive Self-Esteem Among ZF Students

Student ZF experienced verbal bullying in the form of taunts such as "crazy person," "stressed-out person," and name-calling based on their regional origin. Nevertheless, the victim was still able to socialize with many friends and was known for their sense of humor. The victim admitted to occasionally retaliating against the bullies' taunts as a way to defend their self-esteem. Although they initially felt traumatized and wanted to skip school, the victim tried to stay focused on their studies and seek out a more positive social environment.

Interpretation

The ZF case demonstrates that bullying victims do not necessarily have low self-esteem. Individuals with strong social support and good adaptive skills can maintain a positive self-image despite facing social pressure. According to Reivich and Shatte's resilience theory, emotional regulation, optimism, and self-efficacy are key factors in coping with life's pressures. For student ZF, social skills and the belief that he can succeed in the future serve as psychological assets that strengthen his resilience.

However, the behavior of retaliating with insults indicates that the victim's resilience is not yet fully stable. The victim still uses verbal aggression as a defense mechanism. This suggests that psychological resilience does not mean being free from emotional stress,

but rather the ability to continue functioning adaptively amidst such stress.

Table 2. Self-Esteem Levels of Students Who Are Victims of Bullying

N	Victim	Category
0		
1.	Student N	Low Self-Esteem
2.	Student ANK	Moderate Self-Esteem
3.	Student YK	Low Self-Esteem
4.	Student ZF	(Normalized) Relatively Positive Self-Esteem

Strategies for Building Self-Esteem

As seen from the findings above, students who are victims of bullying find themselves in unpleasant situations; some are unable to escape these situations, while others are able to endure and overcome the bullying they experience. This may indicate the presence of a specific ability known as resilience. The resilience of bullying victims varies significantly; some possess stable resilience, while others have low resilience. Resilience can help bullying victims cope with the negative effects of bullying and recover from trauma or stress. Bullying victims with strong resilience can develop the ability to remain positive, find solutions to problems, and strengthen social relationships with friends and family. Conversely, bullying victims with low resilience are more likely to experience higher levels of psychological distress, such as depression, anxiety, and stress.

There are several ways to equip students to avoid becoming victims of bullying, such as ignoring the bully, distancing themselves from the bully, politely expressing that the bully's actions are unpleasant and hurtful,

firmly reprimanding the bully, and as a last resort, reporting the incident to a teacher (Arya 2018). It is necessary It is also emphasized that victims of bullying should remain calm when facing problems, avoid giving in to negative thoughts about themselves, and find reasons to stay happy even in difficult situations (Khomsah et al., 2018). This is where the importance of guidance and support from the environment, parents, and the school lies, so that these students' self-esteem can be improved, at the very least enabling them to improve their self-perception (Saaduddin, et al. 2023).

Building Resilience through Guidance and Counseling Services

Research found that guidance counselors and PIK-R members at SMPN 23 Tangerang play an active role in supporting victims and fostering resilience among students who have been bullied. The school also established the PIK-R organization to serve as an initial support system for students who have been bullied. This approach is taken so that victims feel more comfortable confiding in their peers rather than directly in teachers.

Interpretation

The involvement of PIK-R indicates that peer counseling is an effective approach for adolescents. Psychologically, adolescents tend to be more open with friends whom they perceive as understanding their experiences. This model aligns with social support theory, which emphasizes the importance of a sense of belonging in the psychological recovery process of victims. When victims feel heard and not judged, they find it easier to rebuild their

self-confidence.

Resilience-Building Strategies by Guidance Counselors

The two Guidance Counselors at SMPN 23 Tangerang play an active role in building resilience among students who are victims of bullying. To optimize guidance counseling services, the school established a student organization called PIK-R (Youth Counseling Information Center). When a bullying incident occurs, it is not handled directly by the guidance counselors; instead, PIK-R first accompanies and assists the victims. The purpose of this is to allow these students, who are still in the adolescent category, to feel more at ease when sharing their stories (Mr. DR 2024). For example, in the case of bullying in 8th grade, it is handled by 9th-grade students, not by their peers in 8th or 7th grade.

This aligns with the explanation provided by student KA (2024), who serves as secretary, that the PIK-R organization's role is to assist guidance counselors in managing issues within the school, such as bullying or student behavioral issues, as well as to address these issues, provide guidance, and offer counseling to students so that both parties (victims and perpetrators) are willing to reconcile or get along again. In addition to the school establishing PIK-R to provide peer support and services to bullying victims, Guidance and Counseling teachers also implement resilience-building strategies through strategic steps, including:

Emotional Regulation and Self-Control Strategy

Emotional regulation is the ability to effectively manage, cope with, and control emotions to address life's challenges, thereby achieving emotional

balance (Hasmarlin and Hirmaningsih 2019). In the context of bullying victims, having emotional regulation is crucial for them to control their actions and emotions when feeling hurt, afraid, or stressed while being bullied by their peers. Ms. A, a Guidance and Counseling teacher, stated that to remain calm even in difficult situations, students are typically guided to do several things, such as: First, redirecting emotions by Engaging in positive activities such as reciting dhikr, praying in congregation, or reading the Quran. Second, maintaining a positive mindset and being patient in the face of bullying. Third, striving to think clearly by discussing the issue with teachers or parents (Mrs. A 2024).

In addition to the above, the Guidance and Counseling teacher teaches self-control to students so they do not get carried away by emotions or anger, are able to control themselves, and do not engage in actions that could harm themselves or others. When a student reports having been bullied, the teacher will invite them to talk and listen carefully to what they are feeling and what they want. During this process, the teacher then encourages the student to be patient, resilient, to think about life's problems with a clear mind, and not to act on their emotions. Usually, after sharing their story and being listened to, students feel relieved and can control their emotions. This may be because they feel they have received support and attention from teachers at school (Mr. DR 2024) (Mrs. A 2024).

School counseling teaches students to: channel their emotions through religious activities, think positively, be patient, discuss issues with teachers or parents, and control anger and the urge to retaliate.

Interpretation

This strategy indicates that emotional regulation serves as the primary foundation for building resilience. According to Reivich and Shatte, resilient individuals are able to control their emotional responses when facing stress. Religious activities implemented by the school also demonstrate a spiritual approach to counseling. Spirituality helps victims achieve inner peace, find meaning in life, and cultivate positive hope for the future. Thus, the religious approach serves not only as a form of worship but also as a psychological coping mechanism.

Strategy for Cultivating an Optimistic Attitude

Optimism is a positive attitude or way of thinking that all life's challenges, when approached well, will yield positive outcomes. Optimism is part of positive emotions that can improve mood, reduce stress, and enhance physical and mental health (Farzana, et al. 2016). For students who are victims of bullying, the ability to maintain an optimistic attitude is crucial for their emotional well-being. An optimistic attitude can help them improve their motivation, self-esteem, creativity, and physical and mental health (Soutter, et al., 2014).

Regarding this cultivation of optimism, student KA (2024), who serves as secretary of PIK-R, explained that when supporting friends who are being bullied, the message he always conveys is to encourage the victims to remain optimistic in life and never give up. When facing bullying, in addition to seeking support from other friends, victims should maintain a positive outlook that the life challenges they face can help them become strong, mature, and resilient individuals. They are also

encouraged to recognize that every life difficulty has a solution, and anyone can experience what they are going through. Therefore, do not lose hope, do not give up, and prove to yourself that you can succeed and achieve your goals despite facing many life challenges.

Guidance counselors and PIK-R members motivate victims to: not give up, believe they can overcome problems, view difficulties as a process of personal growth, and continue to hold onto their aspirations and hopes for the future

Interpretation

Optimism is a key component of resilience because it helps individuals view the future positively. Bullying victims who maintain a sense of hope are better able to cope with stress than those who have lost their sense of purpose. From a positive psychology perspective, optimism acts as a buffer against depression and anxiety. Therefore, the optimistic cues provided by the guidance counselor help victims rebuild their belief that they are still valuable and have a future.

Strategies for Fostering Empathy

Students who are victims of bullying often vent their frustration and emotions by bullying their peers in return, as demonstrated by student YK and student ZF. This has also become a concern for guidance counselors. One approach taken is to instill a sense of empathy in the victims. Ms. A (2024), a guidance counselor, stated that she frequently teaches these students not to vent their frustration, sadness, and disappointment by retaliating with bullying behavior toward their peers. Instead, they should realize that retaliating with bullying will not solve the problem; in fact, it can trigger arguments and hostility among friends. Therefore, the best approach is to let go

of resentment and forgive others' mistakes so that one's heart can find peace and tranquility.

Empathy is the ability to understand and share the feelings and experiences of others. This ability is crucial for everyone, especially when interacting with others. Resilient individuals are able to understand the feelings and thoughts of others. Empathy fosters kindness, compassion, and concern for others. This, in turn, fosters a spirit of mutual support and a willingness to help others in their time of need (Hasmarlin and Hirmaningsih 2019). In the context of students who are victims of bullying, they will receive support and assistance from others when facing life's challenges, thereby no longer feeling weak, lonely, sad, or experiencing similar emotions. The guidance counselor guides the victim to avoid venting anger by retaliating against others through bullying. The victim is directed to understand the painful impact of bullying so as not to repeat similar behavior.

Interpretation

Empathy is the ability to understand others' feelings. Individuals with high empathy tend to be better able to build healthy social relationships and reduce aggressive behavior. Fostering empathy in victims is crucial because some victims show a tendency to become retaliatory perpetrators. Through empathy, victims learn to break the cycle of social violence and develop healthier interpersonal relationships.

Strategies for Building Self-Confidence and Self-Esteem

Self-confidence is an individual's belief in their own strength and ability to cope with difficult situations or life challenges they are currently facing.

Resilient individuals possess a strong belief in their ability to overcome the problems they face. Through strong self-confidence, a person will make various efforts to resolve the issues they face and will not easily give up, even when confronted with significant obstacles.

For students who are victims of bullying, guidance counselors strive to cultivate their self-confidence and self-esteem by helping them discover their true identity and life principles. This is as explained by Ms. A (2024), a guidance counselor, who often emphasizes that every individual (including students) is born into this world imperfect; each is endowed by Allah SWT with both strengths and weaknesses. Therefore, whatever negative things others say or do need not be taken to heart, as they are merely assumptions and may not align with the reality of who they truly are. Additionally, it is conveyed to them that all the problems that occur in this world are by the will of Allah SWT.

Therefore, when facing problems, one should entrust those issues to Allah SWT and seek His help and guidance. Guidance counselors help students recognize their strengths and weaknesses, instill spiritual values, and engage students in collaborative activities at school.

Interpretation

Self-efficacy has a significant impact on an individual's ability to cope with problems. Students who are confident in their abilities are better able to withstand social pressure. Involving students in collaborative activities also helps victims gain experiences of social success. The experience of being accepted and valued by a group can

improve self-esteem that was previously damaged by bullying. Additionally, the spiritual approach provided by the guidance counselor demonstrates that religious values are utilized as a source of psychological strength. Spirituality helps students build a sense of life's meaning and accept themselves more positively.

The findings above regarding the development of resilience in students who are victims of bullying align with the views of Reivich and Shatte, who suggest that building resilience in an individual can be achieved by fostering: 1) The ability to remain calm even under stressful conditions (Emotion regulation), 2) The ability to control impulses and think carefully by considering the consequences that may arise (Impulse control), 3) The ability to cope with unpleasant situations experienced in life (Optimism), 4) The ability to accurately identify the causes of the problems being faced (Causal analysis), 5) The ability to understand what others are feeling and thinking (Empathy), 6) The belief in one's ability to solve the problems being faced (Self-efficacy), , 7) The ability to ask others for help (Reaching out) (Reivich and Shatte, n.d.).

When it comes to self- esteem, having emotional regulation and self-control can give students who are victims of bullying the ability to refrain from engaging in negative behaviors, such as retaliating against bullying, and to avoid feelings of hurt, disappointment, sadness, and the like (Rahmanisa et al. 2021). Guidance from teachers to help these students practice patience, control their emotions, maintain a calm mindset, act maturely,

avoid making hasty decisions, and manage their anger will prevent them from harboring hatred toward the bullies, experiencing emotional and psychological distress, or engaging in reprehensible acts (Hafiz et al. 2023).

Stimulating optimism in students who are victims of bullying—manifested as the belief that the problems they face serve as a means to improve themselves or the hope that friends, teachers, and family will always provide support and attention when facing problems—can foster happiness, self-confidence, and ward off the negative effects arising from bullying (Tatyagita 2014). The same applies when students who are victims of bullying possess positive thoughts. The belief that Allah the Almighty tests His servants according to their capacity, that the suffering experienced contains a specific lesson (wisdom), or that every problem that arises certainly has a solution, will foster optimism and provide the strength to bear the burden of problems. Those who always think positively will be free from fear and worry.

When facing bullying, what victims need is a clear and calm mind. Maintaining inner calm when facing life's challenges can be achieved by seeking advice, motivation, and support from others or through self-reflection. In the context of students who are victims of bullying at SMPN 23 Tangerang, they will be able to understand the true nature of the problem and know how to behave and act appropriately (Ratnasari and Suleeman, 2017). This includes developing empathy so that the bullying they experience does not lead them to feel resentment or seek revenge against

the bullies. Because they fully realize how painful it is to be bullied, they do not wish for others to go through the same thing (Yuliani, et al., 2018).

Additionally, building self-confidence is essential for bullying victims. Self-confidence can be gained through spirituality – such as interacting with Allah SWT through acts of worship, seeking His help, or entrusting matters to Him (tawakal). It also involves involving them in collaborative programs with peers at school and instilling the belief that they are strong and capable individuals who can overcome the problems they face (Hasan, 2022). In the context of students who are victims of bullying at SMPN 23 Tangerang, Self- confidence provides the strength to confront and resolve bullying and fosters the determination to achieve a better life in the future (Alvina and Dewi 2017) (Hartati and Rahmandani 2022).

Table 3. Resilience-Building Strategies Implemented by School Counselors

N	Strategy
1.	Emotional Regulation and Self-Control Development
2.	Fostering an Optimistic Attitude Enhancing Empathy
3.	Strengthening Self-Efficacy and Self-Confidence

CONCLUSION

The study's conclusions indicate that bullying behavior at SMPN 23 Tangerang is influenced by the school's low sensitivity to psychological violence and the strong influence of peer groups. The forms of bullying found included verbal, physical, relational, and social coercion, which impact low self-esteem, trauma, anxiety, decreased learning motivation, and even the emergence of suicidal thoughts. Victims' self-esteem levels vary, ranging from low to

relatively positive, depending on social support, family conditions, and individual resilience abilities.

This study also found that BK and PIK-R services play an important role in building resilience through strategies for emotional regulation, optimism, empathy, and strengthening self-confidence based on social and spiritual support. The implications of this study emphasize the importance of more sensitive school policies towards bullying and strengthening peer counseling services. The limitations of this study lie in its scope, which only focuses on one school with a limited number of informants. Therefore, further research is recommended to examine the effectiveness of resilience programs longitudinally and involve more schools and use a quantitative-comparative approach.

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