

The Dynamics Of Resilience In Adolescent Victims Of Bullying

Stefani Virlia^{1*}, Jatie K. Pudjibudojo², Soerjantini Rahaju³

^{1,2,3}Program Studi Doktor Psikologi, Universitas Surabaya, Surabaya, Indonesia

*Corresponding Author: Stefani Virlia, stefani.virlia@gmail.com

ABSTRACT

School bullying has rapidly spread which results in a significant community health issue, in which the major perpetrators are adolescents. Bullying can be defined as negative act be it physical or verbal with a malice intent and is performed repeatedly involving power differential between parties involved. Several research on resilience showed that student resiliency is essential to manage bullying and reduce the long-term impact. The aim of this study is to explore the resiliency dynamic of students who are victims of bullying. The research adopts case studies with qualitative methods. Two participants who are victims of bullying are the subjects of this study. The results indicate that the participants experience a process of resiliency, starting from the embarrassment and guilt, fear of rejection, self-adjustment, and then standing up again. Resources that helped respondents reach resiliency was self-competence (mastery), connectedness with parents and peers (relatedness), and school and government rules. The research found that there are internal and external factors contributing to the resiliency dynamic of victims of bullying.

Keywords: Adolescent; Resilience; Victims

Copyright © 2023: Stefani Virlia et al.

INTRODUCTION

Adolescent development stage is known for its storm and stress, characterized by sudden heightened emotions and unpredictable emotions due to adolescent hormonal changes as well as the environmental expectations (Santrock, 2014). This rapid development often influences adolescents' decision making. Adolescents often find it difficult to be in control of their behavior and emotion thus causing frequent risky and rash behavior (Dahl, 2004). One of the riskiest behaviors they often engaged in is bullying. School bullying is spreading rapidly and turning into a significant mental health issue in adolescents (Bradshaw et al., 2015; Nansel et al., 2001). Bullying needs to draw the attention of the community with the rising of bullying victims year to year. As stated by *Komisi Perlindungan Anak Indonesia* (KPAI; Child Protection Commission Indonesia), over a 9-year period, between 2011 and 2019, there were 37,381 reported cases of violence against children, of it 2,473 are cases of bullying (KPAI, 2020). This data shows that the number of bullying victims is relatively high.

Bullying can be defined as negative act be it physical or verbal with a malice intent, victims (Pepler et al., 2001). Bullying is an aggressive behavior that is performed repeatedly in the form of physical, verbal, social, and virtual where there is a power differential status (Bradshaw et al., 2015). Physical bullying includes hitting, pushing, or other physically harming act. Verbal bullying includes insulting one's name or nickname, talking profanities aimed to downgrade the victim. Social bullying includes creating issues/rumors, gossip, and social persecution that affects the interpersonal relation and social status of the victim. Virtual bullying typically consist of threats, insults, harassment via phone, chat, social media, and other electronic devices (Bradshaw et al., 2015).

Each bullying causes significant impact towards the psychological condition of the victim. Those impact results in lack of motivation and self-esteem, lack of confidence, depression, suicidal intent that may end in death (Jelita et al., 2021). Bullying has also been shown to negatively effect the victim's physical health, emotional health, and behavior that will eventually impact the victim's wellbeing (Shemesh & Heiman, 2021). The effects of consequences of bullying cause victims to fall deeper, making resiliency a crucial trait for victims to possess for them to recover and re-adapt positively from their trauma (Rasmussen et al., 2018; Shemesh & Heiman, 2021).

Resilience is referred as a personal quality that enables individuals to grow despite challenges and an effective and adaptive strategy in facing loss, suffering, and difficulties (Connor & Davidson, 2003; Singh & Yu, 2010). Resilience consists of three protective factors, which are mastery, relatedness, and emotional reactivity (Moore & Woodcock, 2017). Mastery relates to the chances of individuals to interact with their environment from their internal ability, such as optimism, self-efficacy, and self-adaptation. Relatedness is the capacity of individuals as social beings comprised of building relations with others, social support, social safety, and tolerance. Emotional reactivity is the point of threshold condition of individuals when faced with difficult situations, which comprised of emotional reaction (sensitivity), the extent of recovery (recovery), and the degree of impact felt by the individual (impairment) (Moore & Woodcock, 2017).

Previous studies discussed the resilience of adolescents who were victims of domestic violence showed that adolescent resilience development is not a short process. There are 3 phases of the process, which are the decline phase, adjustment phase, and development phase (Maslahah & Khoirunnisa, 2020). The decline stage is marked by the individual's inability to fight against the challenging situation they are facing followed by a stage whereby they try to accept and be patient. In the last phase, the individual gains confidence to take a step of action and improve their life better by searching new environment and live independently. The process of resilience is formed by "I Have" that comes from the support of the closest people, I Am is the high level of self-confidence to recover from their deterioration, and I Can is the effort to become financially independent (Maslahah & Khoirunnisa, 2020).

In relation to the above, this study attempts to examine the process of resiliency of victims of bullying and the sources that plays a part in improving their resiliency. This study would contribute to the expansion of psychological knowledge, particularly clinical psychology, mental health, and positive psychology. This study could offer benefits to victims of bullying of information on how to optimize their sources of resiliency to recover from their bullying experience.

METHOD

Research Design

This research is a qualitative research case studies, which is an approach used to examine the social phenomenon that implements in-depth analysis on an individual case (Creswel, 2014). This study attempts to further analyze the process and sources of resilience of bullying victims. This study also uses interpretive paradigm, which emphasizes the subjective understanding of a phenomenon that attempts to explain social events based on the perspective and experience of the research subjects (Mujtahidin & Oktariato, 2022). The focus of this study is the experience and imposed meaning of subjects in regards to bullying instances, therefore, case study approach in interpretive paradigm enable the researcher to explore the results deeper and in detail.

Participants

The characteristics of participants in this study are adolescents between the age of 12 to 21



years old, according to Indonesia's age reference of adolescents of 10 to 21 years old (Soeroso, 2001) who had been a victim of bullying. This study uses purposive sampling, a method used to identify, select, and take samples based on a predetermined criterion. The number of samples in this study is 2 participants.

Instrument

The data collection was performed using focused interview.

Research Procedure

The data collection will begin with making an interview guide so that the questions are focused and relevant to the research topic. The next step is to make an appointment for an interview with two respondents. The first and second respondents were interviewed online by zoom media. After the data has been collected, the next process is to code the data for the thematic analysis and data interpretation.

Data Analysis Techniques

The data is analyzed using content analysis with the following steps: data categorization, data coding, and data interpretation.

RESULT

The two participants in this study were adolescents who had been victims of bullying at junior school and/or high school levels. In this study, both participants experienced the same process to become resilient from their traumatic events.

First Participant

The first participant could only surrender and felt that he was the target of bullying because it was indeed his fault to defend his friend who was the victim of the bullying first. The experience of bullying caused the first participant to feel scared and cry because he could not stand from his traumatic event of bullying. Repeated experience of bullying in the end would make him feel worry, anxious, and fearful, which typically causes him to avoid and distract by doing other activities to push away the fear and worry. He wrote down every thought and feeling that arose every time he experienced bullying to relieve stress.

He has advantages in the academic field and is close to teachers so that this potential is optimized for him to rise from his slump and through this potential too, his friends gradually begin to approach him. He told his parents about the condition of the bullying that he was experiencing, but the father's response intimidated him by commenting that boy shouldn't whine, he must be brave enough to repay the bad actions of his friends. He also did the same thing by telling teachers at his school about the bullying he was experiencing. However, the teacher's response was ignorant and thought that the actions of his friends were just joking. In the end, he prefers to keep his traumatic experiences and tries to focus on maximizing his potential in the academic field.

Second Participant

The second participant became the target of bullying because he was ashamed of his bad physical condition so that he considered himself different from the others and became the subject of ridicule from his friends. The experience of bullying made him prefer to be alone and keep his

distance from his friends at school. Repeated experience of bullying in the end would make him feel worry, anxious, and fearful, which typically causes him to avoid and distract by doing other activities to push away the fear and worry. He prefers to spend time listening to music or reading comics. He didn't tell his parents about his traumatic experience because he didn't want to make his parent feel worry. However, he did not give up and tried to improve himself. He started looking for ways to improve his physique so that he could start to adjust and gain confidence again. He was able to improve his physical condition so that when his physical body was considered good, his self-confidence gradually grew because physical appearance could affect his mentality. He began to learn about fashion and can improve his appearance and started taking care of himself so that his face looked more attractive. From here, he began to get the attention of his friends and was no longer a victim of bullying

He feels that it will be difficult to get out of his bullying experience if he doesn't rely on himself. Thus, he feels that other friends only become bystanders if other friends are bullied because they are more looking for a sense of security. School policies, including teachers, are also not strict in following up on cases of bullying in schools because acts of bullying are only seen as a joke. In the end, he could only focus on cultivating his potential

DISCUSSION

Process of resilience

The experience of bullying faced by two participants forced them to journey the various phases of process of resilience.

Shame and Guilt

This stage is called shame and guilt because participants often blame themselves and felt that they are the source of the cause of bullying they experience. When bullying is experienced repeatedly, participants typically feel helpless and view the experience because of something they did, such as different physical feature (being short, having pimples, being bald, and others), that becomes the topic of bullying of others who are has more power/dominant. The feeling of embarrassment falls in the self-conscious emotions that originates from an evaluation process and self-reflection (Tangney, Stuewig, & Mashek, 2007). In adolescent development stage, they can consciously perform self-evaluation where the subject are themselves with the focus on the cause of bullying being some of their characteristics that are bullying targets (Tangney, Stuewig, & Mashek, 2007).

Fear

The experience of bullying caused the first participant feel scared and cry because he could not stand from his traumatic event of bullying. The same thing was experienced by the second participant who choose not to respond to the bullying he received because basically there was a fear of rejection that he felt. The second phase experienced by participants are to reexperience bullying. Repeated experience of bullying in the end would make victims feel worry, anxious, and fearful, which typically cause them to avoid and distract by doing other activities to push away the fear and worry. Fear can cause individuals become more fragile toward rejection and harassment therefore individuals would avoid or distract themselves with other activities (Vorauer et al., 2003). As such, victims choose to leave the environment, keep a distance, or choose a different activity that will calm themselves. The acceptance of rejection is a condition that is as equally important in an individual's life because these two conditions can bolster emotional and psychological state of an individual. When individuals experience rejection, they more often experience negative feelings, thus, lowering their



self-esteem, avoiding situations or interactions with others (Nafees & Jahan, 2018).

Adjustment

Both participants were both able to adapt to the bullying conditions they got and they even had diversionary activities when they were feeling stressed or under pressure. The third phase is self-adaptation. Participants try to engaging in distracting activities when they feel pressure due to bullying or try to find ways to improve themselves, including achieving higher grades or physical appearance. Self-adaptation fundamentally is the effort to actively cope with stress and pressure that rises from issues to achieve better wellbeing (Hidayati & Farid, 2016). This study found that participants successfully manage and handle challenges and frustrations with active coping against arising negative feelings. In line with this study, Hidayati and Farid (2016) state that adolescents who are able to control their responses in different conflicts, difficulties, and frustration efficiently live their life better.

Bounce Back

Resilience is also identical to the ability of bouncing back from the decline individual experience (Connor & Davidson, 2003). Victims who are resilient is characterized with by the awareness of knowing their potential as well as growing their potential positively; have the strong desire to rise up from the decline with hope of growth; and having the support of family, friends, peers, and environment. According to Greeff and Van den Berg (2013), resilience is a protective factor in an individual or community that enables individuals to positively respond to challenges and reach self-actualization. In both participants they possess this protective factors internally and it optimizes their academic ability, improve physical appearance, and the encouragement to learn about fashion, social support, and the acceptance from their community, such as parents and peers.

Source of Resilience

Resilience does not only concern personal qualities but also environmental factor (Moore & Woodcock, 2017). Based on this statement, internal source of resilience is not the only source but also external factors. In this research, there are a few main sources that shape participant's resilience.

Mastery

Mastery refers to the chance of individuals interacting with their environment that is driven by internal ability, such as optimism, self-efficacy, and self-adaptation (Moore & Woodcock, 2017). Master also enables both respondents to find coping strategies for managing stress that rise from bullying. With the availability of mastery, individuals are able to be more resilient because they have the coping strategies (Greeff & Van den Berg, 2013). In this study, it is found that adolescents successfully cope when they feel pressured because they have effective coping strategies. Those coping strategies includes, reading books, listening to music, journaling about their emotional state and feels, and studying. This mastery aspect is also related with self-competency from resilience that refers to strength, potential, and commitment one has toward their life goal, hence, when experiencing challenges, they do not back away from their life goals (Connor & Davison, 2003; Singh & Yu, 2010). This research found that participants who have clear and specific life goals, for instance, graduating school and staying committed to self-growth and maximizing their potential.

Relatedness

Relatedness is an individual's confidence in building relationship with others, social support, comfort in their social circle, and tolerance behavior (Moore & Woodcock, 2017). Relatedness is also known as connectedness. Connectedness is a significant factor in developing resilience (Rasmussen et al., 2018). Connectedness could come from two things; familial/parental connectedness to parents and friendship connectedness. Parental connectedness gives hope to the children through social interactions with others to understand other's feelings and needs. This study found that parental connectedness improves self-worth and life satisfaction as well as lowers depression, anxiety, and feelings of neglect (Armsden & Greenberg, 1987). Parental connectedness provides the feeling of security, worthy of love, and attention to the children (Engels, 2001). The connectedness bolsters the opportunity for individuals to interpret other's needs and feelings, which is comprised of communication and trust aspect (Engels, 2001). The study found that participants who has stronger connectedness are more likely to have higher resiliency because they have the support to exit challenging situations.

Positive connectedness between parents and child could mediate the children's adaptive ability following bullying experience whereby the child can face bullying consequences (Bowes et al. 2010). This study also shows that parents provide the chance for children to learn and manage their negative emotions that arises from those challenges (Valiente et al., 2004). Parent's responses could influence the child's capacity to regulate emotions in pressured situation (Duchesne et al., 2009). Children of parents who are close to their children and provides safety grows more confident and cared for (Engelset al., 2001). Furthermore, connectedness also increases self-worth and life satisfaction and reduces depression, anxiety, and feeling of neglect (Armsden & Greenberg, 1987). Jenkins (2016) study found that there is a positive correlation between connectedness with parents and resilience. However, Vingerboets (2012) suggest the contrary whereby secure attachment showed negative correlation with resilience which indicate that the higher the connectedness, the lower the resilience.

Peer connectedness is manifested in the form of friendship with friends of similar age. Van Harmelen et al. (2017) suggest that peer friendship and family support positively affect resilience, where friendship is the stronger predictor compared to family. This result is supported by Graber et al. (2016) who argued that adolescents who has at least one person who can be a friend or best friend could increase resilience in adolescents. Peers are seen as people who can offer help, connectedness, reliable friendship, self-validation, and emotional security (Graber et al., 2016). This study found that the acceptance from peers is very important for adolescents in offering support and help during moments of bullying.

Regulations from School

Resilience does not only come from internal source but also external. According to Grotberg (2003), those external sources is termed as 'I Have', which encompass access to gain protection from danger. Individuals know the provision of safety is easily accessible when needed against danger. Both participants feel that school regulation is unsupportive for victims of bullying to report acts of bullying or when they experience bullying because the school often view them as mere joke, or the complete absence of bullying regulation in schools. The existing regulations at school regarding acts of bullying are actually important to be strictly enforced and not just a formality. The school needs to carry out stricter supervision and not underestimate the behavior of physical fights carried out by students at school.

In general, the findings of this study are two participants who are victims of bullying experienced a range of phases of the resilience process, such as the shame and guilt, fear, adjustment, and bounce



back phase from unpleasant bullying experience. Sources that could strengthen resilience in two participants who are victims of bullying come from internal factors and external factors. Internal factors consist of mastery, which is active coping and personal competence that can be developed. External factors are relatedness which is divided to connection with parents and peers. Besides that, another external factor is stricschool regulation. The suggesstion for adolescents who experience bullying is to have maximum protective factors internally or externally to help grow their resilience. Furthermore, the suggestion for parents and significant others who have adolescents experiencing bullying is to improve the connectedness and closeness to the child in order to reduce loneliness during the period of bullying and resilience.

ACKNOWLEDGE, FUNDING & ETHICS POLICIES

We would like to thank both participants who wanted to share their experiences of bullying. The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article. The authors received no financial support for the research, authorship, and/or publication of this article.

REFERENCE

- Bowes, L., Maughan, B., Caspi, A., Moffitt, T., & Arseneault, L. (2010). Families promote emotional and behavioral resilience to bullying: evidence of an environmental effect. *Journal of Child Psychology and Psychiatry*, 51(7), 809–814.
- Bradshaw, C.P., Waasdorp, T.E., Johnson, S.L. (2015). Overlapping verbal, relational, physical, and electronic forms of bullying in adolescence: influence of school context. *Journal of Clinical Child & Adolescent Psychology*, 44(3), 494-508.
- Connor, K.M., dan Davidson, J.R.T. (2003). Development of a new resilience scale: the Connor-Davidson resilience scale (CD-RISC). *Depression and Anxiety*, 18, 76-82.
- Dahl, .E. (2004). Adolescent brain development: a period of vulnerabilities and opportunities. *New York Academy of Science*, 1-12.
- Duchesne, S., Ratelle, C.F., Poitras, S.C., Drouin, E. (2009). Early adolescent attachment to parents, emotional problems, and teacher academic worries about the middle school transition. *Journal of Early Adolescent*, 29(5), 743- 766.
- Engels, R., Finkenauer, C., Dekovic, M., (2001). Parental attachment and adolescents emotional adjustment: the associations with social skills and relational competence. *Journal of Counseling Psychology*, 48(4), 428-439.
- Graber, R., Turner, R., & Madill, A. (2016). Best friends and better coping: facilitating psychological resilience through boy's and girl's closest friendships. *British Journal of Psychology*, 107(2), 338–358. doi: 10.1111/bjop.12135.
- Greeff, A.P., dan Van den Berg, E. (2013). Resilience in families in which a child is bullied. *British Journal of Guidance & Counselling*, 41(5), 504-517. <http://dx.doi.org/10.1080/03069885.2012.757692>.
- Grotberg, E. H. (Ed.). (2003). *Resilience for today: Gaining strength from adversity*. Greenwood Publishing Group.
- Hasanah, R.A. & Latifah, M. (2021). Investigasi online resilience remaja: eksplanasi peranan karakteristik remaja, karakteristik keluarga, kelekatan remaja-orang tua, regulasi emosi, dan hubungan persahabatan. *Jurnal Ilmu Keluarga & Konsumen*, 14(3), 270-281. <http://dx.doi.org/10.24156/jikk.2021.14.3.270>.

- Hidayati, K. B., & Farid, M. (2016). Konsep diri, adversity quotient dan penyesuaian diri pada remaja. *Persona: Jurnal Psikologi Indonesia*, 5(02), 137-144.
- Jelita, N.S.D., Purnamasari, I., dan Basyar, M.A.K. (2021). Dampak bullying terhadap kepercayaan diri anak. *Refleksi Edukatika*, 11(2), 232-240.
- Jenkins, J.K. (2016). *The relationship between resilience, attachment, and emotional coping Styles*. Old Dominion University.
- KPAI. "Sejumlah kasus bullying sudah warnai catatan masalah anak di awal 2020, begini kata komisioner KPAI". (10 Februari 2020). Diunduh 1 Maret 2022 dari <https://www.kpai.go.id/publikasi/sejumlah-kasus-bullying-sudah-warnai-catatan-masalah-anak-di-awal-2020-begini-kata-komisioner-kpai>.
- Maslahah, H., & Khoirunnisa, R. N. (2020). Resiliensi pada remaja korban kekerasan dalam rumah tangga. *Character: Jurnal Penelitian Psikologi*, 7(2), 102-111.
- Moore, B., & Woodcock, S. (2017). Resilience, bullying, and mental health: factors associated with improved outcomes. *Psychology in the Schools*, 00(0), 1-14.
- Mujtahidin, M., & Oktariato, M. L. (2022). Metode Penelitian Pendidikan Dasar: Kajian Perspektif Filsafat Ilmu. *Terampil: Jurnal Pendidikan dan Pembelajaran Dasar*, 9(1), 95-106.
- Nafees, N., & Jahan, M. (2018). Fear of rejection: scale development and validation. *Indian Journal of Psychological Science*, 10(1), 70-76.
- Nansel, T. R., Overpeck, M., Pilla, R. S., Ruan, W. J., Simons-Morton, B., & Scheidt, P. (2001). Bullying behaviors among US youth: prevalence and associations with psychosocial adjustment. *Journal of the American Medical Association*, 285, 2094–2100.
- Pepler, D.J., Craig, W.M., Connolly, J.A., Yuile, A., McMaster, L., Jiang, D. (2006). A developmental perspective on bullying. *Aggressive Behavior*, 32, 376-384.
- Rasmussen, P.D., Storebo, J.O., Voss, T.L.L.G., Boiesen, A.B., Simonsen, E., Bilenberg, N. (2018). Attachment as a core feature of resilience: a systematic review and meta-analysis. *Psychological Reports*, 0(0), 1-38. DOI: 10.1177/0033294118785577.
- Santrock, J.W. (2014). *Adolescence*. New York: McGraw-Hill Education.
- Sapouna, M., dan Wolker, D. (2013). Resilience to bullying victimization: the role of individual, family, and peer characteristics. *Child Abuse & Neglect*, 37, 997-1006. <http://dx.doi.org/10.1016/j.chiabu.2013.05.009>
- Shemesh, D.O., dan Heiman, T. (2021). Resilience and self-concept as mediating factors in the relationship between bullying. *International Journal of Adolescence and Youth*, 26(1), 158-171.
- Singh, K. dan Yu, X. (2010). Psychometric evaluation of the Connor – Davidson resilience scale (CD-RISC) in a sample of Indian students. *J Psychology*, 1(1), 23-30.
- Soeroso, S. (2001). Masalah kesehatan remaja. *Sari Pediatri*, 3(3), 190-198.
- Tangney, J. P., Stuewig, J., & Mashek, D. J. (2007). Moral Emotions and Moral Behavior. *Annual Review of Psychology*, 58(1), 345–372. <https://doi.org/10.1146/annurev.psych.56.091103.070145>.
- Valiente, C., Fabes, R.A., Eisenberg, N., Spinrad, T.L. (2004). The relations of parental expressivity and support to children's coping with daily stress. *Journal of Family Psychology*, 18(1), 97-106.
- Van Harmelen, A.-L. V., Kievit, R. A., Ioannidis, K., Neufeld, S., Jones, P. B., Bullmore, E., Dolan, R.; Fonagy, P.; Goodyer, I. (2017). Adolescent friendships predict later resilient functioning across psychosocial domains in a healthy community cohort. *Psychological Medicine*, 47(13), 2312–2322. doi: 10.1017/s0033291717000836
- Vorauer, J.D., Cameron, J.J., Holmes, J.G., & Pearce, D.G. (2003). Invisible overtures: fears of rejection and the signal amplification bias. *Journal of Personality and Social Psychology*, 84(4), 793-812.



THE 2ND INTERNATIONAL SEMINAR OF MULTICULTURAL PSYCHOLOGY "BUILDING SUSTAINABLE COMMUNITIES LIVING"



PROCEEDING

International Seminar on Multicultural Psychology

Faculty of Psychology Universitas 17 Agustus 1945 Surabaya

14th - 16th of July 2023



Online From Faculty of Psychology Universitas 17 Agustus 1945 Surabaya

PROCEEDING

The 2nd International Seminar on Multicultural Psychology

“BUILDING SUSTAINABLE COMMUNITIES LIVING”

**Faculty of Psychology Universitas 17 Agustus 1945 Surabaya
July 2023**

The Committee

Patron	: Dr. Rr. Amanda Pasca Rini, S.Psi., M.Si., Psikolog
Advisors	: Dr. Andik Matulesy, M.Si., Psikolog Dr. Dyan Evita Santi, S.Psi., M.Si., Psikolog Diah Sofiah, S.Psi., M.Si., Psikolog Dr. IGAA Noviekayati, M.Si., Psikolog Amherstia Pasca Rina, S.Psi., M.Psi., Psikolog Dr. Suroso, M.S. Psikolog Dr. Niken Titi Pratitis, S.Psi., M.Psi., Psikolog Dra. Tatik Meiyuntariningsih, M.Kes., Psikolog Dra. Adnani Budi Utami, M.S., Psikolog Eben Ezer Nainggolan, S.Psi., S.H., M.Si., M.Kn., Psikolog
Chairperson	: Sayidah Aulia'ul Haque, S.Psi., M.Psi., Psikolog
Secretary	: Etik Darul Muslikah, S.Psi., M.Psi., Psikolog
Deputy Secretary	: Teguh Santoso, S.Psi., M.I.Kom Anita Kusumawardani, S.Psi., M.Psi Raidha Amira Khairunnissa, S.Psi M. Ali Shodiqin, S.Psi
Treasurers	: Akta Ririn Aristawati, S.Psi., M.Psi., Psikolog
Conference Committee	: Dr. Isrida Yul Arifiana, S.Psi., M.Psi., Psikolog Rahma Kusumandari, S.Psi., M.Psi., Psikolog Karolin Rista, S.Psi., M.Psi., Psikolog
Scientific Committee	: Dr. Devi Puspitasari, M.Si., Psikolog Anrilia Ema Mustikawati Ningdyah, S.Psi., M.Ed., Ph.D., Psikolog
Manuscript Committee	: Eko April Ariyanto, S.Psi., M.Si Dr. Muhammad Ghazali Bagus Ani Putra, Psikolog Dr. Mamang Efendy, S.Pd., M.Psi Yuriadi, S.Psi., M.A.
Publication Committee	: Hetti Sari Ramadhani, S.Psi., M.Si., Psikolog Dr. Suhadianto, S.Psi., M.Psi., Psikolog
Registration Committee	: Aliffia Ananta, S.Psi., M.Psi., Psikolog Hikmah Husniyah Farhanindya, M.Psi., Psikolog
Promotion and Documentation Committee	: Nindia Pratitis, S.Psi., M.Psi., Psikolog Drs. Yanto Prasetyo, M.Si., Psikolog Dr. Bawin Sri Lestari, S.H., M.Psi
Equipment Committee	: Puryanto Marzuki Rizki Dwi Bakhtiyar Surin, S.Psi

	Sulhan Wahid, S.Psi
Consumption Committee	: Rr. Aisyah Sri Sudarsih, S.Sos Kustini, S.Pd Surati
Information Technology Committee	: Supangat, M.Kom., ITIL, COBIT, CLA Gabriele N.Rattu, S.I.Kom Eko Halim Santoso, M.Kom
Master of Ceremonies	: Aliffia Ananta, S.Psi., M.Psi., Psikolog Rahma Kusumandari, S.Psi., M.Psi., Psikolog
Moderators	: Inaz Zahra., S.Psi Livia Natania Setiawan., S.Psi Maria Ardhita Mahayu Pramesti., S.Psi Yuriadi., S.Psi., M.A. Raka Arya Rizqi Ramadhan, S.Psi. Hetti Sari Ramadhani., S.Psi., M.Si Agus Salim, S.Psi Nindia Pratitis., S.Psi., M.Psi,Psikolog
Editor	: Hetti Sari Ramadhani., S.Psi., M.Si Dr. Suhadianto, .S.Psi., M.Psi., Psikolog Eko April Ariyanto, S.Psi., M.Si Dr. Muhammad Ghazali Bagus Ani Putra, Psikolog Dr. Mamang Efendy, S.Pd., M.Psi Yuriadi, S.Psi., M.A.
Reviewer	: Dr. Rr. Amanda Pasca Rini, S.Psi., M.Si., Psikolog Dr. Andik Matulesy, M.Si., Psikolog Dr. Dyan Evita Santi, S.Psi., M.Si., Psikolog Diah Sofiah, S.Psi., M.Si., Psikolog Dr. IGAA Noviekayati, M.Si., Psikolog Amherstia Pasca Rina, S.Psi., M.Psi., Psikolog Dr. Suroso, M.S. Psikolog Dr. Niken Titi Pratitis, S.Psi., M.Psi., Psikolog Dra. Tatik Meiyuntariningsih, M.Kes., Psikolog Dra. Adnani Budi Utami, M.S., Psikolog Eben Ezer Nainggolan, S.Psi., S.H., M.Si., M.Kn., Psikolog

**Published by:
Faculty of Psychology
Universitas 17 Agustus
1945 Surabaya**

FOREWORD

Dr. Andik Matulesy, M.Si, Psychologist
Head of Indonesian Psychological Association (HIMPSI)

Assalammu'alaikum Wr.Wb
Greetings and Prosperity Om
Swasti Astu
Nammo Budhaya
Greetings of Virtue
Healthy Greetings



As an important part of implementing the Psychology Education and Services Act number 23 of 2022, cooperation between Higher Education and the Psychological Association Professional Organization is highly urgent. The collaboration includes the professional education of General Psychologists, Specialist Psychologists, and Sub- Specialist Psychologists and is equally important in improving the competence of Psychology students and graduates. In addition, disseminating information and results of studies/research from scientists and professionals in the field of psychology is an important part of improving society's psychological well-being and health.

Therefore I appreciate activity 2-nd International Seminar of Multicultural Psychology (ISMP) held by the Faculty of Psychology, Universitas 17 Agustus 1945 (UNTAG) Surabaya. This activity proves that Higher Education has a great commitment and responsibility to develop the competence of the psychology community locally, nationally, and internationally.

We hope this international seminar will run smoothly and generate new ideas for the scientific and professional development of Psychology in Indonesia, which can be implemented for the benefit of the nation and state of Indonesia.

Thankyou

FOREWORD

Prof. Dr. Mulyanto Nugroho, MM., CMA., CPA
Rector Universitas 17 Agustus 1945 Surabaya

The Honorable,

1. Vice Governor of East Java
2. Regent of Ngawi Regency
3. Head of Indonesian Psychological Association (HIMPSI)
4. Speakers from:
 - Universiti Pendidikan Sultan Idris Malaysia
 - Lomonosov Moscow State University Russia
 - Universitas 17 Agustus 1945 Surabaya
 - Hong Kong Psychological Society
 - Singapore Psychological Society
5. Dean of Faculty of Psychology Untag Surabaya
6. Participants International Seminar
7. Happy audience



Assalamualaikum warahmatullahi wabarakatuh,
Shalom,
Om Swastiastu,
Nammo Budhaya,
Rahayu,
Good Morning and Peace be upon us all

Praise and gratitude to Allah SWT, we are still given health to be able to attend the 2nd International Seminar of Multicultural Psychology with the theme "***Building Sustainable Communities Living***" organized by the Faculty of Psychology Untag Surabaya.

In the midst of the development of science and technology, the demands of life continue to increase and bring us to various differences in focus and goals. Humans who are created with various differences, are still faced with various demands of differences to survive. Both cultural differences, differences in points of view and even differences in beliefs. But actually, a healthy human being is a human being who can still benefit others despite being between many differences.

Psychology as a behavioral science, is one of the fields of science that is needed to educate many people to still have a healthy mentality to be resilient to undergo various demands, changes and differences in life. The international seminar held today

is expected to be the right discussion forum to develop knowledge and bring up various ideas and efforts, for the benefit of life for others.

Today, our era has changed. An era where technological progress is very rapid. Humans benefit greatly from these advances. But on the other hand, these advances also make humans complacent with the conveniences provided. We feel it too. Prefer instant things, spend more time with the digital technology we have and become less sensitive socially and things around. Psychology should be a counterweight in the current era. Maintaining good relationships with others, providing strategies that can improve human psychological well-being in the face of this instant era. With the holding of this activity, hopefully we always remember and be able to implement our knowledge as well as possible for better survival.

Ladies and gentlemen,

On behalf of Universitas 17 Agustus 1945 Surabaya, I would like to welcome all speakers and to all participants of the International Seminar. Your contributions are invaluable. Hopefully next time we can meet directly at Merah Putih Campus, Untag Surabaya. We are waiting for your presence in the city of Heroes, the city of Surabaya which has a beautiful variety of cultures, so it will not be easy to forget.

On this occasion, I would like to thank all the committees who have worked hard for the organization of this seminar. Continue to work to contribute to the nation and the world.

Finally, I congratulate you on attending the 2nd International Seminar of Multicultural Psychology with the theme "Building Sustainable Communities Living". May God Almighty be pleased and strengthen us to continue to face all our work. That is my remarks.

Thanks.

Wabillahi taufik wal hidayah, wassalamu'alaikum wr.wb.

Om Shanti Shanti Shanti Om, Namoh Buddha, Rahayu, May God Bless us all.

FOREWORD

Dr. Rr. Amanda Pasca Rini, M.Si, Psychologist
Dean of
Faculty of Psychology
Universitas 17 Agustus 1945 Surabaya

Assalammu'alaikum Wr.Wb
Greetings and Prosperity Om
Swasti Astu
Nammo Budhaya
Greetings of Virtue
Healthy Greetings



This 2nd International Seminar of Multicultural Psychology (ISMP) activity is a routine activity carried out by the Faculty of Psychology, Universitas 17 Agustus 1945 Surabaya. This seminar is an important part of the responsibility in the development of psychology science and profession in the national and international. As with the first ISMP activity, this activity was attended by psychology figures from various countries.

I would like to express my infinite gratitude to all the major Keynote Speakers **Dr. H. Emil Elestianto Dardak, B.Bus., M.Sc** and **H. Ony Anwar Harsono, S.T., M.H**, and the keynote speakers from various countries:

1. Dr. Anna Leybina
2. Dr. Austin Tay
3. Dr. Adrian Toh
4. Dr. rer.nat. Nurul Ain Hidayah bint Abas,

for their willingness to share knowledge and experience related to science and psychology profession.

I also express my appreciation to the invited speakers in the workshop:

1. Prof. Dr. Nurussakinah Dualay, M.Psi. , Psychologist
2. Prof. Dr. Fendy Suhariadi, M.T. , Psychologist
3. Dr. Ferry Wirawan Tedja, M.Psi
4. Drs. Asep Haerul Gani, Psychologist
5. Indra Y Kiling, MA., PH.D,

which is expected to be able to provide discourse on psychological implementation in the fields of organizational, educational, clinical and social industrial science. To the seminar participants, hopefully this activity will be a discussion space that can improve competence in the field of psychology as expected.

I also give appreciation to the entire committee who have tried hard to actualize this international seminar activity. Happy seminar and see you again in the third ISMP activity in 2025.

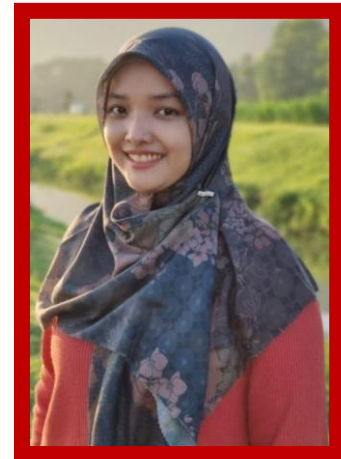
Thankyou

FOREWORD

Sayidah Aulia'Ul Haque, M. Psi., Psychologist
Chairman of ISMP 2023

Greetings,

Praise be to God for the blessing of His Grace, 2nd International Seminar of Multicultural Psychology (ISMP) can be held. I also would like to convey many thanks to the honorable:



1. Rector Universitas 17 Agustus 1945 Surabaya
2. Dean of Faculty of Psychology Universitas 17 Agustus 1945 Surabaya
3. Keynote speakers: Dr. H. Emil Elestianto Dardak, B.Bus., M.Sc., and H. Ony Anwar Harsono, S.T., M.H
4. Invited speakers:
 - a. Dr. Anna Leybina, M.Sc.Psychology, Ph.D (Lomonosov Moscow State University)
 - b. Dr. Adrian Toh (Singapore Psychological Society)
 - c. Dr. Austin Tay (Omnipsi Consulting)
 - d. Associate Prof. Dr. Rer. Nat. Nurul Ain Hidayah Binti Abas (Universiti Pendidikan Sultan Idris Malaysia)
 - e. Dr. Mamang Effendy, M. Psi (Universitas 17 Agustus 1945 Surabaya)
 - f. Dr. Bawinda Sri Lestari, M. Psi (Universitas 17 Agustus 1945 Surabaya)
 - g. Dr. Devi Puspitasari., M. Psi., Psikolog (Universitas 17 Agustus 1945 Surabaya)
5. Workshop speakers:
 - a. Prof. Dr. Fendy Suhariadi, MT., Psychologist (Universitas Airlangga Surabaya)
 - b. Prof. Dr. Nurussakinah Daulay, M. Psi., Psychologist (Universitas Islam Negeri Sumatera Utara)
 - c. Dr. Ferry Wirawan Tedja, M. Psi (CEO Samahita Wirotama)
 - d. Indra Y. Kiling, MA., Ph. D (Universitas Nusa Cendana)
 - e. Drs. Asep Haerul Gani, Psychologist (Human Capital Coach)
6. To all ISMP team members who have worked hard. I'm proud of my team. You all are really great and dedicated.

Welcome to our campus, Universitas 17 Agustus 1945 (UNTAG), Surabaya. This ISMP is the second international seminar that we held. These activities include seminars, paper presentations, scientific publication and workshops. The total is 161 people with 64 papers to be presented.

Last, I hope you can enjoy the series of events, and gain insight into sustainable community living in a psychological setting. I would like to say once more on behalf of this seminar organizer, welcome. It is great to see so many of you here.

Best Regards,
Sayidah Aulia'Ul Haque, M. Psi., Psychologist

TABLE OF CONTENT

1	Towards A Sustainable Campus: Study of Pro-Environmental Behavior of Canteen Traders at XYZ Private University Yovita Ramos M., Taufik Akbar Rizqi Yunanto	1-12
2	Gender Differences in the Intention to Quit Smoking Among Emerging Adult: An Indonesian Context Vania Ardelia	13-19
3	Analysis of Student Well-Being in Students and College Students Ditta Febrieta, Annisa Dhani Rahmawati, Tasya Aulia Adzani	20-29
4	Victims of Verbal Sexual Harassment: Self-Acceptance Influence Happiness Salsabila Ratu Kencana Syaharani, Amherstia Pasca Rina, I.G.A.A Noviekayati	30-37
5	The Dynamics of Resilience in Adolescent Victims of Bullying Stefani Virlia, Jatie K. Pudjibudojo, Soerjantini Rahayu	38-45
6	Adaptive Leadership Model: A Systematic Literature Review and Future Research Wahyu Eko Pujiyanto, Sayidah Aulia'ul Haque, Sutama Wisnu Dyatmika, Ferry Wirawan Tedja	46-61
7	About Things That Can Never be Fully Yours: A Preliminary Experiment on Flexing Cleoputri Yusaini, Muhammad Haikal Azaim Barlaman, Jeremy Alexander Timothy	62-67
8	Prosocial Behavior in Adolescents: in Terms of Peer Social Support and Self Concept and Gender I Gusti Ayu Agung Noviekayati, Amherstia Pasca Rina, Abizah Ardeillia	68-75
9	Effectiveness Of Landslide Disaster Education For 6th Grade Elementary School Students In SDN Galendowo, Jombang District Yulia Vicarista Lengu, Inas Zahra, Putri Aisyah Pahlawani, Rany RD, Andik Matulesy	76-78
10	Love the earth and Be Happy : Landslide Response Psychoeducation IGAA Noviekayati, Dini Novita, Miranda Abbas, Nia Aulia Lestari, Sri Wahyuni Sukri	79-84
11	Improving Emotional Intelligence with Emotional Management Training for Teachers of Special School Ferrensia Octaviani, Endang Widyorini	85-91
12	Nutritional Status and Working Memory in Children: Physical Activity as a Mediator Dita Kharisma Meilanawati, Endang Widyorini	92-100
13	Exclusionary Time Out Technique to Improve Parents of Children with Autism' Knowledge to Manage Tantrums Luh Gede Ari Widiastuti, Endang Widyorini	101-108
14	Experiential Learning Method to Increase Knowledge of Landslide Disaster Mitigation Latifatul Chariroh, Jessica Rahardja Sugiharto, Rizky Amelia Utomo, Eko Setiawan, Anrilia Ema M. Ningdiyah	109-114
15	Psychoeducation on Environmental Love and Landslide Disaster Preparedness for 5th Grade Students at SDN 2 Galengdowo, Galengdowo District Diah Sofiah, Nindya Ayu Safitri, Yogi Utomo, Catur Prasetianingsih	115-122
16	EFT Psychoeducation Program to Reduce Anxiety Levels in PLWHA Ervina Kumalasari, Siswanto, Alphonsus Rachmad Djati Winarno	123-133
17	Construction of Career Maturity Measuring Instruments in Students Ahmad Malik Febrianto, Dwi Rady Saputro, Ramdhan Surya Saputra, Abdul Karim, Qanisa Difanty Radhiyya Bustomi, Aji Resita Salsadila, Khalwatia Safitri	134-142
18	Attachment to Parents and Emotional Regulation with Bullying Behavior in Students at School	143-154

	Rossyan Kumalasari, Rr. Amanda Pasca Rini, Sahat Saragih	
19	Psychological Well-Being of Student Cat Owners: Is There A Role for Pet Attachment and Emotion Regulation? Moch. Ali Masyhuri, Sahat Saragih, Yanto Prasetyo	155-162
20	Parenting Stress as a Mediator Between Maternal Parenting Self-Efficacy and Adaptive Behavior of Children with Intellectual Developmental Disorder Lintang Hari Tanhanasashi Purnama, Christin Wibhowo, Erna Agustina Yudiati	163-172
21	The Quality of Child Parent Relationship: One of Factor Homosexuality Tendencies Rohmat Hidayat Abdulloh, Akta Ririn Aristawati, Herlan Pratikto	173-180
22	The Mediating Role of Learning Agility on The Relationship Between Transformational Leadership and Innovative Work Behavior Ainun Rosidah Diana Sofyan, Kristiana Haryanti	181-190
23	Reducing Child Aggressivity Through Dakon Traditional Games: Literature Review Retno Sri Handayani	191-197
24	Lack of Self-Discipline in Students: A Study on How to Improve Self-Discipline in Students in the Blended Learning Process Benedictus Surya Dharma, Augustina Sulastri, Basilius Oda Sanjaya	198-206
25	Psychoeducation Improves Knowledge of Love for the Environment and Landslides Pris Arie Wibowo, Pandi Nurhadi, Shofiatul Maulidiyah, Dwi Sandy K, Amanda Pasca Rini	207-210
26	SETS Instrument: To Investigate Statistic Teaching Self Efficacy Nisraeni, Riyadi, Dinny Devi Triana	211-217
27	The Relationship Between Self-Forgiveness and the Tendency of Self-Injury Behavior in Adolescents Indah Pradipta Acintya Fatah	218-222
28	The Relationship Between the Intensity of Tiktok Social Media Use and Learning Motivation in Class XII Students Rida Sinta Anggiandari	223-228
29	Development of the Social Emotional Learning Questionnaire for Students of Mathematics Education Wirda Hayati, Wardani Rahayu, Iva Sarifah	229-239
30	Suicidal Ideation in Early Adult Women: Examining the Role of Emotional Maturity and Forgiveness Annisa Nur Fadillah, Herlan Pratikto, Suhadianto	240-249
31	Resilient, Disaster-Responsive Children: Psychoeducation on Landslide Preparedness to Enhance Students' Knowledge Maria Ardhita Mahayu Pramesti, Zuli Intan Rohmawati, A. Sulthanil Awliya, Livia Natania Setiawan, Tatik Meiyuntariningsih	250-254
32	Multivariate Analysis of Critical Consciousness on Female University Students in West Java Ibnu Athoilah, Neneng Tati Sumiati, Mohamad Avicenna, Rena Latifa, Risatianti Kolopaking	255-271
33	Empathy Therapy Reduces Bullying Behaviour Ahmad Bahtiar, Suroso, Muhammad Farid	272-278
34	Madura Community Empowerment Through the Use of Local Culture Yuriadi, Norsuhaily Abu Bakar	279-286
35	How Organizational Citizenship Behavior on Teachers Seen from Work-Life Balance and Job Satisfaction? Rosymar Nazari Abdullah, Diah Sofiah, Yanto Prasetyo	287-290

36	Correlation Perception of Workload and Emotional Regulation with Work Stress in Teachers Derry Heryandini, Suroso, Muhammad Farid	291-298
37	Self-Forgiveness's Role in Addressing Low Life Meaning and Self-Harm Urges in Emerging Adults Tatik Meiyuntariningsih, Akta Ririn Aristawati, Chelsya Sania Diani Hasri	299-304
38	Moderation of Religious Communities That Have Intergenerational Relationships Eka Zariatul Khumairoh Kelvin, Sephia Dwi Fitanti, Nur Aziz Afandi, Rini Risnawita Suminta	305-312
39	Level Analysis Self-Diagnosis in The Early Adult Age Range Eva Rizkika, Desi Fitriana, Tatik Imadatus Sa'adati, Nur Aziz Afandi	313-318
40	Ki Ageng Suryomentaram's Concept of Mawas Diri in Psychology: A Review Maria Ardhita Mahayu Pramesti, Livia Natania Setiawan	319-325
41	Preserving Madurese Language, Is It Important? Yudho Bawono, Wasis Purwo Wibowo	326-332
42	Choose: Big Salary or Work Life Balance? Muhammad Ghazali Bagus Ani Putra	333-341
43	A Phenomenological Study of Grit Among Teachers in Remote Areas Aderiko Prasetya, Amherstia Pasca Rina, Dwi Sarwindah Sukiati	342-349
44	The Dementia Health Literacy Intervention For Informal Caregivers: A Systematic Review Protocol Andrian Liem, Yulisna Mutia Sari, Sharuna Verghis, Philip A. Rozario, Maw Pin Tan, Tin Tin Su	350-361
45	Loneliness, Parent-Child Relationship and Gadget Addiction Florentina Ratna Pradhita, Endang Widyorini	362-368
46	First-Then Visual Support Technique To Increase Teacher's Knowledge In Reducing Aggressive Behavior Yumna Stia Putri Wistiani, Endang Widyorini	369-375