



**SPIRITUAL-BASED PSYCHOEDUCATION INCREASE OF THE LEVEL  
RESILIENCE OF YOUTH VICTIMS OF BULLYING**

**Betie Febriana<sup>1\*</sup>, Dwi Heppy Rochmawati<sup>1</sup>, Abdurrohimi<sup>2</sup>, Mohammad Farhan<sup>3</sup>**

<sup>1</sup>Faculty of nursing, Universitas Islam Sultan Agung Semarang, Jl. Kaligawe Raya No.KM, RW.4, Terboyo Kulon, Kec. Genuk, Kota Semarang, Jawa Tengah 50112, Indonesia

<sup>2</sup>Faculty of Psychology, Universitas Islam Sultan Agung Semarang, Jl. Kaligawe Raya No.KM, RW.4, Terboyo Kulon, Kec. Genuk, Kota Semarang, Jawa Tengah 50112, Indonesia

<sup>3</sup>Faculty of Islamic Religious Education, Universitas Islam Sultan Agung Semarang, Jl. Kaligawe Raya No.KM, RW.4, Terboyo Kulon, Kec. Genuk, Kota Semarang, Jawa Tengah 50112, Indonesia

\*[betie.febriana@gmail.com](mailto:betie.febriana@gmail.com)

**ABSTRACT**

In general, bullying has negative effects on victims, including increased anxiety, decreased self-esteem, self-distrust and depression. These things will affect to the concentration of student learning which ultimately leads to decrease learning achievement and more risk of suicide in adolescents. Therefore, developing the resilience of youth victims of bullying is needed to provide therapeutic coping to avoid these adverse effects. This study aims to determine the effectiveness of Spiritual-based psychoeducation therapy on the Level of Resilience of Youth Victims of *Bullying*. This is quasy experimental pre-post test research with total sampling. The sample is high school students who have experienced bullying in the past month, are physically healthy, and have no disabilities. The sample of this study was 50 and has been divided into two groups, namely the intervention group and the control group. This research used questionnaire's ability of resilience in adolescents by Gail M wagnild and Heather M. Young. The results showed a significant effect of psychoeducation spiritual therapy on the level of adolescent resilience (p-value is 0.000 by Kolmogorov Smirnov). Schools need to consider this therapy as a choice to be applied to student victims of bullying.

**Keywords:** adolescent; bullying victim; spiritiue psychoeducation

**First Received**

23 June 2021

**Revised**

27 June 2020

**Accepted**

08 July 2021

**Final Proof Received**

08 July 2021

**Published**

11 July 2021

**How to cite (in APA style)**

Febriana, B., Rochmawati, D., Abdurrohimi, A., & Farhan, M. (2021). Spiritual-Based Psychoeducation Increase of the Level Resilience of Youth Victims of Bullying. *Indonesian Journal of Global Health Research*, 3(3), 289-296. <http://jurnal.globalhealthsciencegroup.com/index.php/IJGHR/article/view/494>

**INTRODUCTION**

Bullying is a condition that is often unavoidable, especially in schools. Bullying is the use of power or power to hurt a person or group, a behavior that threatens, oppresses and makes other people feel uncomfortable (Olweus, 1997) . A person who can be said to be a victim if he / she is treated negatively (intentionally causing injury or discomfort through physical contact, verbal or other means ) with a period of time or many times even often or becomes a pattern by someone or more. Bullying is often seen as a form of behavior in the form of coercion or an attempt to hurt physically or psychologically to a person or group that is 'weaker' by a person or group of people who perceive themselves as 'stronger'. This coercive or hurtful act occurs in a group such as a group of students in one school. According to the Indonesian National Commission for Child Protection (KPAI), in a period of 9 years, from 2011 to 2019, there were 37,381 complaints of violence against children. For bullying both in

education and social media, the figure reached 2,473 reports and the trend continues to increase.

School is the place for the most bullying (Menessini & Salmivalli, 2017). Each student has an extensive background in either of the economic status of the family, social and cultural background. This high diversity can trigger different feelings between students so that indirectly they will form groups with friends who are not much different, whether social, economic, or cultural. This condition is a right exacerbate the differences that exist between them, feeling better than any other group or minority feeling. Of course this will create an atmosphere that is not conducive to the social interaction of students who are teenagers, which currently correspond to Erickson's development stage, his developmental task is to find identity.

The results of research (Febriana, 2018) at this high school show that bullying behavior is quite high and 42% of victims are identified with various levels and types. One of the identified and measured impacts at that time was anxiety, which was 78% and severe anxiety as much as 30%. Current survey results indicate that 25 people experienced moderate and severe bullying. Of these, 45% were victims of bullying with various impacts, namely decreased achievement, reluctance to go to school, poor interaction between friends, prolonged sadness, difficulty concentrating. The results of interviews with school principals also reinforce that the most pronounced impact of bullying is reduced learning achievement and concentration. The type of bullying that is most commonly encountered is verbal bullying, which is calling the name of a parent or skimming the name of a student which is considered strange. Another type is social bullying, which is refusing to make friends with someone other than the group or damage to group relationships due to gossip or slander. In addition, there were incidents of physical bullying between students, namely hitting each other because of ridicule.

The increasing number of bad impacts caused by bullying victims need the ability to bounce back from the trauma they experienced. Especially at this time, many parents do not understand the phenomenon and consequences of bullying, and many educator in schools are reluctant to discuss the occurrence of bullying in schools which causes victims to become increasingly helpless and students who become perpetrators feel that the school climate "lets" their behavior (Damayanti et al., 2019). If this condition is allowed to continue, the bad impact will be even stronger so that an effective defense capability is needed for individual victims of bullying or what can be called resilience. Resilience is a universal ability where with this capacity, individuals, groups or communities are able to prevent or minimize damaging effects when they experience disaster or misfortune. (Coloroso, 2005).

The resilience of child victims of bullying at school is the resilience of individuals (students) to the bullying they receive. Students who can survive, have defenses in themselves, have positive developments even though they get bad treatment from their peers. Frutos and Vicen (2014) resilience for adolescents is one way of surviving the pressures of life. The same thing was expressed by (Rothon et al., 2011) that adolescents who experience negative events in their life will be more resilient when facing the same experiences when they enter adulthood. Meanwhile, (Dewi & Cahyani, 2017) add why resilience is important for adolescents because resilient adolescents will grow into resilient adults too. Adolescents who are not resilient will find it difficult to get up from their problems and are unable to control themselves.

The exploration of resilience in bullying is still limited to the description of resilience in the general population (Sapouna & Wolke, 2013). Some research identified that bullying involves some personal characteristics, one of which is gender. Several studies have identified that young women are also at risk of experiencing bullying (Pontes et al., 2018). However, there is no research on therapy to increase the resilience of victims of bullying. Resilience is needed for victims of trauma in the bullying case so that they can rise from the adversity they have experienced. The results of the Situmorang study reveal the psychological negative impact of bullying victims which is classified into 4 major themes, namely emotional regulation, stress, depression, and loneliness. This will greatly disrupt the potential development of adolescents and their daily lives if the right intervention is not given immediately (Situmorang, 2019).

Therefore, proper intervention is needed, especially to increase the resilience of victims. The therapy that can be used is spiritual based psychoeducation, namely strengthening from the spiritual side through education. This therapy makes the world view of the counselee who believes in the Islamic view as the foundation of life. Resilience in Islam is termed patiently or steadfastly facing trials, which means a person's ability to manage and hold back in difficult and unpleasant conditions. This makes the individual able to act effectively with kind words, manage himself, and hold back, think about solving problems, have the belief that he can go through sincerely, and rise to change. Study of Claudia and Sudarji found that some teens claimed that he felt strong because of using a spiritual approach in the face of bullying (Claudia & Sudarji, 2019). Based on the explanation above, this study aims to determine the effectiveness of spiritual-based psychoeducation on the resilience of adolescent victims of bullying.

## **METHOD**

This study uses a quantitative approach with experimental methods. This research applies *quasy experimental pre posttest with control*. The population in this study was adolescent among 15-16 year old. Sample selection using a total sampling method by determining the population in accordance with. There were two groups, the intervention group with 25 respondents and the control group with 25 respondents at the same level / class. The inclusion criteria in this study were adolescents who were physically healthy and had no disabilities. The exclusion criteria for this study were adolescents who have single parents.

In the implementation stage before being given *treatment*, both the experimental group and the control group were given a *pretest with a Resilience Question*, with the intention of knowing the state of the group before treatment. Then after being given treatment, the experimental group and the control group were given a *posttest with a Resilience Question*, to determine the state of the group after treatment. This study uses resilience questionnaire by Gail M Wagnild and Heather M. Young. Cronbach's alpha coefficients ranged from 72 to 94 supporting the internal consistency reliability of the Resilience Scale (Wagnild GM, 2009). Researchers categorize the results of each instrument and analyze it by Kolmogorov-Smirnov.

In this study the intervention group was given spiritual-based psychoeducation therapy with the group while the control group was given therapy after taking the post test. This research was conducted in 4 meeting sessions with an allocation of approximately 30-60 minutes of time for each session. The first session is to identify the impact of bullying, the second and third sessions are internal self-reinforcement with material who am i with an Islamic

approach, the fourth session is strengthening self-potential with positive affirmations, and the fifth is individual evaluation.

## RESULTS

Table 1.  
Respondent Characteristics (n=50 )

Variable	Category	Control group (n = 25)		Intervention group (n=25)	
		f	%	f	%
Gender	Male	5	20	6	24
	Female	20	80	19	76
Kind of bullying	Verbal	22	88	20	80
	Physic	5	20	4	16
	Social	15	60	10	40
	Cyber	10	40	8	32
Having the alley	Yes	5	20	4	18
	No.	20	80	21	82
Total		25	100	25	100

Table 2.  
Results of Marginal Homogeneity Test: *resilience* before and after therapy is given in the intervention group

		The essence of after therapy				p
		low	moderate	high	Total	
Resiliency before therapy	low	3	4	1	8	0,000
	moderate	0	8	3	11	
	high	0	0	6	6	

It is found that there was a change in *resilience* category in the intervention group based on this results of the marginal homogeneity test, the p-value is 0,000, which means that Ho is rejected, so there is a difference in changes in *resilience* between the groups exposed to psychoeducation therapy based on spiritual.

Table 3.  
Marginal Homogeneity Test Results: *resilience* before and after therapy is given in the control group

		Resilience after therapy				p
		low	moderate	high	Total	
Resiliency before therapy	low	7	2	0	9	0.067
	moderate	1	8	2	11	
	High	0	2	3	5	

It is found that there was not change in *resilience* category in the control group. As for the results of the marginal homogeneity test, the p-value is 0.067 , which means that Ho is applied, so there is no difference in changes in *resilience* at control group.

Table 4.

Kolmogorov-Smirnov Test Results: *resilience* after Given Therapy in the Intervention and Control Groups

	Psychological distress								<i>p</i>
	low		moderate		high		Total		
	n	%	n	%	n	%	n	%	
Control group	8	32	12	48	5	20	25	100	0.045
Intervention group	3	12	12	48	10	40	25	100	

It is found that the *p* value is 0.045 ( $p < 0.05$ ), which means there is a difference in *resilience* between the exposed and non-exposed therapy. Therefore, it can be concluded that there is an effect of therapy for resilience at bullying victims.

## DISCUSSION

The results showed that there was a significant effect of spiritual-based psychoeducation given to the intervention group. This is in line with (Suryaman & Stanislaus, 2014) research on religiosity's impact on resilience. Psychoeducation is a form of training for someone with the aim of the treatment and rehabilitation process and the development of a *coping mechanism* if it is associated with youth victims of bullying (Goldman, 1998 quoted from Bordbar & Faridhosseini, 2010). The therapy this time collaborates psychoeducation with a spiritual approach, in this case, spiritual Islam. Researchers refer to Elkins' theory that several dimensions of spirituality are the meaning and purpose of life, beliefs, and life missions (Elkins et al., 1988).

The first is the meaning and purpose of life. This is part of human existence in obtaining true happiness. A person with meaning and purpose in life will take lessons from every experience in his life. Erickson, in development theory, says that adolescence is closely related to the search for identity. Giving who am I therapy related to finding the meaning of life from a spiritual perspective can help increase resilience. The meaning and purpose of life are part of human existence in obtaining true happiness. A person with meaning and purpose in life will take lessons from every experience in his life. Individuals who can interpret and direct their lives will be able to read problems and find solutions.

The next factor is confidence. A person who believes in God's existence and power will always do what He commands and stay away from everything He forbids. Teens who are always bound by God's rules will feel comfortable if they have acted according to their teachings without paying attention to negative views that are not related to their beliefs. Twenty-six instances when he is teased as fat or full of pimples will not consider it a deficiency because he believes that the best is those who obey God's rules. With good idealism, adolescents will withstand negative impacts such as depression and excessive sadness if bullied. Based on the research results, some teenagers are limited to believing without carrying out a pioneer from Him. The impact of low idealism eventually leads to a feeling of pessimism in dealing with problems. Meanwhile, based on the results of research after the therapy process, on average, they can increase idealism by believing that God will help His servants who are experiencing difficulties.

The third is a life mission. This is the responsibility and motivation in planning life. Without life planning, a person is not able to optimize his / her potential. In a person, there is a positive potential. If that potential is utilized optimally, then in resilience, it is called *reaching*

out (Elkins). Another phase in this therapy is exploring one's potential with positive affirmations. Approach with transcendence which is the natural existence of self-awareness. A person who understands transcendent reality will realize the positive aspects hidden in a person. Individuals can understand the hidden meaning in every incident. Understanding each scene and found the positive part of self is the ability of resilience that is called by reaching out (Elkins et al., 1988).

Based on the research results, before adolescents undergo the therapy process, on average, they understand that bullying is a nasty incident that affects self-esteem. They bury the positive aspects in themselves when they reach anxiety. They feel they can't do anything, become unlucky people. Exploring their potential and things that they are still grateful it makes them feel more valuable, and they can achieve their goals with better planning. This is related to the mission component of life in spirituality.

This therapy also emphasizes finding purpose in life. This is the character of motivation, life mission, focus, and effort in achieving life goals (adriyani, 2016). *Optimism* is an oriented attitude on the future ahead, involving hope and confidence that something will go with either (Southwick & Charney, 2018). These factors have a considerable contribution to the high level of resilience in youth victims of *bullying*. Victims of *bullying* can experience adverse impacts such as stress or depression, so professional help is needed to help victims deal with anxiety and depression. The professional assistance also help teens to better interpret the experience of *bullying* as an event that can provide valuable lessons and wisdom (Widianita et al., 2009). By being optimistic, young victims of *bullying* more have a purpose in life that is positive.

The high resilience possessed by youth victims of *bullying* will have a positive impact to avoid the ugliness of bullying. The internal factors of adolescent resilience, according to Kumpfer in (Zulfa, 2019) are cognitive, spiritual, and emotional. Youth victims of *bullying* who have *good resilience* can control their emotions when or after experiencing *bullying*. This can prevent students from doing harmful things that can harm themselves and others. Adolescents who have high spiritual abilities also have good resilience, namely being future-oriented and striving optimally towards the future. The adolescent when under the pressure of *bullying* still clings to their beliefs, namely trying to survive and be patient to achieve their goals. Youth victims of *bullying* who have high cognitive resilience can find new ideas in dealing with *bullying* treatment.

## CONCLUSION

Spiritual based psychoeducation therapy is effective in increasing the resilience of victims of *bullying*. The results obtained show that the level of *bullying* victim resilience before being given treatment is in the low category on average, and after being given treatment the average is in the medium category. For further research, it is hoped that the consistency of improvement from this therapy can be seen by using a design that can measure changes over a longer period of time. Schools can adopt this therapy as a therapy for adolescents who are victims of bullying.

## REFERENCES

- Adriyani. (2016). Korelasi Peran Keluarga terhadap Penyesuaian Diri Remaja. *Jurnal Al-Bayan: Media Kajian Dan Pengembangan Ilmu Dakwah*. <https://jurnal.ar-raniry.ac.id/index.php/bayan/article/view/878>

- Claudia, F., & Sudarji, S. (2019). sumber-sumber resiliensi pada remaja akhir yang mengalami kekerasan dari orangtua pada masa kanak-kanak. *Psibernetika*, 11(2). <https://doi.org/10.30813/psibernetika.v1i2.1436>
- Coloroso, B. (2005). *The bully, the bullied and the bystander: From preschool to high school - how parents and teachers can help break the cycle of violence*. Piccadilly.
- Damayanti, Kurniawati, & situmorang. (2019). Bullying di Sekolah: Pengertian, Dampak, Pembagian dan Cara Menanggulangnya. *Pedagogia Jurnal Ilmu Pendidikan*, 17(1), 55–56.
- Dewi, G. K., & Cahyani, B. H. (2017). Resiliensi Pada Remaja Yatim Piatu Yang Tinggal Di Panti Asuhan. *Jurnal Spirits*, 5(2), 29. <https://doi.org/10.30738/spirits.v5i2.1063>
- Elkins, D. N., Hedstrom, L. J., Hughes, L. L., Leaf, J. A., & Saunders, C. (1988). Toward a Humanistic-Phenomenological Spirituality: Definition, Description, and Measurement. *Journal of Humanistic Psychology*, 28(4), 5–18. <https://doi.org/10.1177/0022167888284002>
- Febriana, B. (2018). Saksi Perilaku Bullying: Diam atau Membela. *Jurnal Keperawatan*, 10(3), 164–169. <https://doi.org/10.32583/keperawatan.10.3.2018.164-169>
- Menessini, E., & Salmivalli, C. (2017). Bullying in schools: The state of knowledge and effective interventions. *Psychology, Health & Medicine*, 22(2). <https://doi.org/10.1080/13548506.2017.1279740>
- Olweus, D. (1997). Bully/victim problems in school: Facts and intervention. *European Journal of Psychology of Education*, 12(4), 495–510. <https://doi.org/10.1007/BF03172807>
- Pontes, N. M. H., Ayres, C. G., Lewandowski, C., & Pontes, M. C. F. (2018). Trends in bullying victimization by gender among U.S. high school students. *Research in Nursing & Health*, 41(3), 243–251. <https://doi.org/10.1002/nur.21868>
- Rothon, C., Head, J., Klineberg, E., & Stansfeld, S. (2011). Can social support protect bullied adolescents from adverse outcomes? A prospective study on the effects of bullying on the educational achievement and mental health of adolescents at secondary schools in East London. *Journal of Adolescence*, 34(3), 579–588. <https://doi.org/10.1016/j.adolescence.2010.02.007>
- Sapouna, M., & Wolke, D. (2013). Resilience to bullying victimization: The role of individual, family and peer characteristics. *Child Abuse & Neglect*, 37(11), 997–1006. <https://doi.org/10.1016/j.chiabu.2013.05.009>
- Situmorang. (2019). Menjadi Viral dan Terkenal di Media Sosial, Padahal Korban Cyberbullying: Suatu Kerugian Atau Keuntungan?. *Jurnal Penelitian Dan Pengukuran Psikologi*, 8(1).
- Southwick, S. M., & Charney, D. S. (2018). *Resilience: The science of mastering life's greatest challenges* (Second edition). Cambridge University Press.
- Suryaman, muhammad, & Stanislaus, S. (2014). Pengaruh Religiusitas terhadap Resiliensi pada Pasien Rehabilitasi Narkoba Yayasan Rumah Damai Semarang. *Intuisi Jurnal Ilmiah Psikologi*, 6(2). <https://doi.org/10.15294/intuisi.v6i2.13319>

Wagnild G. A review of the Resilience Scale. *J Nurs Meas.* 2009;17(2):105-13. doi: 10.1891/1061-3749.17.2.105. PMID: 19711709.

Widianita, P. L., Mikarsa, H. L., & Hartiani, F. (2009). Gambaran Makna Hidup Remaja Penderita Leukemia. *Indonesian Journal of Cancer; Vol 3, No 1 (2009): Jan - Mar 2009* DO - 10.33371/Ijoc.V3i1.72. <https://www.indonesianjournalofcancer.or.id/e-journal/index.php/ijoc/article/view/72>

Zulfa, F. (2019). *Hubungan Religiusitas Dengan Resiliensi Pada Remaja Muslim Di Kota Semarang* [Diponegoro]. <http://eprints.undip.ac.id/72809/>