NZ%-The Effect of Self-Esteem

by Nuzmi Sasferi

The Effect of Self-Esteem on Resilience among Victims of Bullying: Does Gender Play a Role?

Saaduddin[1], Eko Sujadi[2], Nuzmi Sasferi[3], Desri Jumiarti[4]

[1,3] *Department of Islamic Education, Institut Agama Islam Negeri Kerinci, Indonesia*
[2] *Department of Islamic Education Guidance and Counseling, Institut Agama Islam Negeri Kerinci, Indonesia*
[3] *Departement of Guidance and Counseling, UIN Mahmud Yunus Batusangkar, Indonesia*
e-mail: ekosujadi91@gmail.com

ABSTRACT. Bullying has become a serious issue in educational institutions. Bullying causes significant negative effects on physical, social, and psychological aspects. The purpose of this study is to investigate the influence of self-esteem on resilience. We also analyzed the resilience differences between male and female students. Through a cross-sectional study design, 86 students participated in completing a survey. The Multidimensional Peer-Victimization Scale developed by Mynard & Joseph was used to determine respondents who were victims of bullying. Furthermore, The Brief Resilience Scale (BRS) and Rosenberg Self-Esteem Scale (RSE) were used to measure resilience and self-esteem. The data analysis technique used to reveal the difference in resilience of bullying victims between males and females is the independent sample t-test. Furthermore, simple regression is used to test the influence of self-esteem on resilience. The results showed that students' self-esteem and resilience were moderate. There was a significant difference in resilience between male and female students, with males having higher resilience than females. Testing also proved that there is an influence of self-esteem on students' resilience. This study has implications for the importance of addressing bullying in schools. Furthermore, psychological interventions through counseling services can be implemented to improve resilience.

Keywords: Self-Esteem, Resilience, Bullying Victims.

ABSTRAK. Bullying telah menjadi masalah serius di lembaga pendidikan. Bullying menyebabkan efek negatif yang signifikan pada aspek fisik, sosial, dan psikologis. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh harga diri terhadap resiliensi. Kami juga menganalisis perbedaan resiliensi antara siswa laki-laki dan perempuan. Melalui desain studi cross-sectional, 86 siswa berpartisipasi dalam menyelesaikan survei. Skala Peer-Victimization Multidimensional yang dikembangkan oleh Mynard & Joseph digunakan untuk menentukan responden yang menjadi korban bullying. Selanjutnya, The Brief Resilience Scale (BRS) dan Rosenberg Self-Esteem Scale (RSE) digunakan untuk mengukur resiliensi dan harga diri. Teknik analisis data yang digunakan untuk mengetahui perbedaan resiliensi korban bullying antara laki-laki dan perempuan adalah independent sample t-test. Selanjutnya regresi sederhana digunakan untuk menguji pengaruh harga diri terhadap resiliensi. Hasil penelitian menunjukkan bahwa self-esteem dan resiliensi siswa tergolong sedang. Terdapat perbedaan resiliensi yang signifikan antara siswa laki-laki dan perempuan, dimana laki-laki memiliki resiliensi yang lebih tinggi dibandingkan perempuan. Pengujian juga membuktikan bahwa ada pengaruh harga diri terhadap resiliensi siswa. Penelitian ini berimplikasi pada pentingnya mengatasi bullying di sekolah. Selanjutnya, intervensi psikologis melalui layanan konseling dapat dilaksanakan untuk meningkatkan resiliensi.

KATA KUNCI: Harga Diri, Ketahanan, Korban Bullying

Saaduddin1, Eko Sujadi2, Nuzmi Sasferi3, Desri Jumiarti4

INTRODUCTION

Bullying commonly affects about one-third of children worldwide (United Nations Educational Scientific and Cultural Organization, 2019). Bullying frequently happens in every setting and level, especially in educational environments. It is classified as aggressive behavior that is intentionally done, repeatedly hurts others, and causes harm (Beane, 2008). Another view suggests that bullying is a form of pressure from those who are strong over those who are weak (Colorosa, 2007). It is unwanted aggressive behavior towards a targeted victim that aims to emotionally and physically hurt them (Olweus, 2013). This behavior is repeated or potentially repeated over time and involves a significant power imbalance (Arseneault, 2018). The power imbalance in the perpetrator-victim relationship distinguishes bullying from other violent or aggressive actions (Aalsma & Brown, 2008).

The dangers of bullying can affect the victim, the perpetrator, and even the people around them. Victims of bullying can suffer severe emotional and psychological damage, such as stress, anxiety, depression, and nervousness (Owusu, Hart, Oliver, & Kang, 2011; Trépanier, Fernet, & Austin, 2013). It can affect their mental health even into adulthood. Victims of bullying also often feel worthless and have low self-esteem (Darney, Howcroft, & Stroud, 2013). This condition can affect their confidence and ability to interact with others. Victims of bullying have a higher risk of experiencing mental health problems later in life, such as anxiety, depression, and post-traumatic stress disorder (PTSD) (Idsoe, Dyregrov, & Idsoe, 2012). Furthermore, victims of bullying may experience academic performance decline, absenteeism, or even drop out of school (Oliveira, de Menezes, Irffi, & Oliveira, 2018).

Bullying in schools can occur for various reasons and is often the result of complex interactions between individual, social, and environmental factor (Çalışkan et al., 2019). Bullying can occur due to several factors, including violence and aggression (Malhi, Bharti, & Sidhu, 2014), family environment (Papanikolaou, Chatzikosma, & Kleio, 2011), use of technological devices (games/videos), and the influence of friends (Ara, Enad, Balantekin, Bilgin, & Soyuçok, 2019), psychosocial stress (Pengpid & Peltzer, 2013), and income inequality (Azeredo, Rinaldi, de Moraes, Levy, & Menezes, 2015). Some children have characteristics that make them more vulnerable to bullying. These characteristics may include a lack of empathy, low self-confidence, aggressive behavior, and a lack of parental supervision (Sawyer, Mishna, Pepler, & Wiener, 2011). Sometimes, school environments have a culture or norm supporting or encouraging bullying behavior (Cunningham, 2007). An unsafe environment, poor supervision, or intolerance toward differences can lead to bullying (Meyer-Adams & Conner, 2008).

Bullying still occurs in schools, both in Indonesia and worldwide. Despite prevention and intervention efforts by schools and governments, cases of bullying still happen and can severely impact the mental and physical well-being of the victims. According to UNESCO data from 2020, around 1 in 3 children worldwide experience bullying in school (United Nations Educational Scientific and Cultural Organization, 2019). A study by Sujadi, Yandri, & Juliawati revealed that 41% of students often experience bullying (Sujadi, Yandri, & Juliawati, 2021). Another study showed that more than 50% of students were victims of physical and non-physical bullying (Dewi, Hasan, & AR, 2016). Additionally, 31.9% of students had experienced mild bullying behavior (Wakhid, Andriani, & Saparwati, 2017), while the majority (68.44%) reported having been victims of violence (Distiller, Theron, Martin, & Ward, 2007). Although not half of it, this incident happened to young children, which can illustrate that bullying behavior has even occurred at a young age, causing specific trauma. Bullying behavior is also a problem in other countries (Itegi, 2017; Jan & Husain, 2015; Türkmen et al., 2013).

All bullying victims must withstand difficult situations without affecting their psychological well-being. Psychological strength or emotional intelligence can help to bully victims more easily overcome the negative effects of bullying behavior. Psychological strength can help

victims maintain their self-esteem and self-confidence and develop conflict-resolution skills. Additionally, efforts to improve psychological strength in children and adolescents can help prevent bullying behavior and improve mental well-being in general. The psychological strength of students who become victims of bullying must have resilience. Resilience is an individual's ability to cope and recover from stressful situations, trauma, or emotional pressure. Resilience is an individual's ability to adapt to change and overcome challenges. Individuals with good resilience tend to be able to stay calm and positive in the face of difficult situations, strengthen interpersonal relationships, and have the motivation to achieve their goals (Aburn, Gott, & Hoare, 2016; Herrman et al., 2011; Pooley & Cohen, 2010).

According to Rojas, resilience is influenced by family support (Rojas, 2015). Furthermore, Mendleco explains that important factors influencing resilience in children come from internal or external sources. Internal factors include biological and psychological factors, while external factors reflect the nature and quality of relationships built within or outside the family group (Mandleco, 2000). Problem-focused coping, self-concept, and school engagement impact the formation of children's resilience (Chulakarn & Chaimongkol, 2021). Specifically, a study conducted by Huey & Palaganas on factors influencing resilience in healthcare professionals includes: (1) individual factors (e.g., personality traits, having higher goals), (2) environment and organizational factors (e.g., workplace culture), (3) approaches taken by individuals when interacting with their professional situation (e.g., self-reflection), and (4) effective education (Huey & Palaganas, 2020).

The resilience of bullying victims varies greatly. Some bullying victims have stable resilience, while others have low resilience. Resilience can help bullying victims cope with the negative impacts of bullying and recover from trauma or stress. Bullying victims with strong resilience can develop the ability to stay 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 psychological disturbances, such as depression, anxiety, and stress (Darney et al., 2013). A study conducted by Yuliani, Widiantil, & Sari revealed that the resilience of most of the research sample was low when receiving bullying (Yuliani, Widiantil, & Sari, 2018).

A preliminary study conducted at a high school in Sungai Penuh City showed that some students experienced verbal and physical bullying. Referring to the indicators in the Scale of Resilience developed by Reivich & Shatte, the researchers conducted interviews with students who indicated to have experienced bullying. Some of them were found to have low resilience. Furthermore, the Guidance and Counseling Teacher also revealed that some students had low resilience, such as emotionally unstable regulation, pessimism, lack of skills in analyzing the causes of their problems, and low empathy. Indeed, students who are victims of bullying and indicated to have low resilience should be given appropriate interventions.

Resilience is influenced by several factors, one of which is gender. Several research results prove that men have higher resilience than women (Boardman, Blalock, & Button, 2008; Erdogan, Ozdogan, & Erdogan, 2015; Sambu & Mhongo, 2019; Sujadi & Setioningsih, 2018; Sujadi et al., 2021). However, the findings of a study of 16 male deans and 19 female deans showed that the resilience of female deans tends to be higher than male deans (Isaacs, 2014). Likewise, a study conducted by Priyadarshini & Rathnasabapathy showed that most female children were found to have high levels of resilience compared to male children (Priyadarshini & Rathnasabapathy, 2021). In addition to gender, self-esteem is another factor that affects the resilience of students who are victims of bullying.

The previous studies' results indicate that self-esteem and self-efficacy jointly contribute to 47.6% of academic resilience (Wulandari & Istiani, 2021). Another study proves that self-esteem and hopelessness are significant predictors of resilience (Karatas, 2011). Self-esteem is a widely used construct in psychology, associated with nearly every other psychological concept or domain,

such as personality (e.g., shyness), behavioral (e.g., task performance), cognitive (e.g., attribution bias), and clinical. Self-esteem refers to the extent to which the qualities embodied in our self-concept are positive or negative. It reflects an individual's self-image and achievements. People with low self-esteem are often found to have depression (Stets & Burke, 2014). According to another perspective, self-esteem is a person's positive or negative attitude toward themselves (Stets & Burke, 2014). Self-esteem impacts decision-making, relationships, emotional health, and overall well-being. This aspect also influences motivation, as individuals with a positive and healthy view of themselves and their potential may feel inspired to take on new challenges. Individuals with healthy self-esteem possess a strong understanding of their abilities, maintain healthy relationships with others, have realistic expectations and focus on their strengths, understand their needs, and express them (Cherry, 2021).

Based on the research problem and previous studies, the researchers aim to investigate the differences in resilience between male and female bullying victims and test whether self-esteem affects students' resilience. This study is crucial in providing insight to schools regarding handling bullying cases, especially psychological interventions for victims.

LITERATURE REVIEW

Self-Esteem

The topic of self-esteem has received much attention from researchers to understand the nature of self-esteem itself and in relation to other variables that are important in life. A search for "self-esteem" in the PsychINFO database yielded over 65,000 results. Self-esteem is an individual's self-evaluation over time (Kille & Wood, 2012). Rosenberg, one of the pioneers of this concept, stated that self-esteem refers to an individual's overall positive evaluation of oneself (Rosenberg, 1979). He added that high self-esteem consists of individuals who value and consider themselves worthwhile. Similarly, Sedikides & Gress stated that self-esteem refers to an individual's perception or subjective assessment of self-worth and confidence and the extent to which individuals view themselves positively or negatively (Sedikides & Gress, 2003). Self-esteem relates to personal beliefs about skills, abilities, and social relationships (Sedikides & Gress, 2003).

Regarding the dimensions of self-esteem, some authors conceptualize it as a global/unidimensional trait. In contrast, others view it as a multidimensional trait with independent subcomponents (performance, social, and physical self-worth) (Heatherton & Wyland, 2003). Branden proposed that self-esteem consists of two components: (a) self-efficacy, belief in the ability to think, learn, choose, and make correct decisions and to overcome challenges and produce change, and (b) self-respect, confidence in one's right to happiness, and the belief that people deserve respect, love, and fulfillment that emerge in their lives (Branden, 1969). Furthermore, Reasoner stated that self-esteem consists of two dimensions: competence and worth. Deci & Ryan differentiated between contingent and true self-esteem (Deci & Ryan, 2008). Contingent self-esteem refers to feelings about oneself generated by some standard of excellence or interpersonal or intrapsychic expectation. Conversely, true self-esteem is more stable and based on a firm, secure sense of self.

Resilience

Resilience is a person's ability to overcome stress, failure, and difficulties and bounce back and grow from these experiences. The term comes from the Latin word "resilio" which means to jump back or bounce back, which describes the ability to return to the original state or even grow better than before after experiencing difficulties or trauma (Rose, 2017). Southwick et al. define resilience as maintaining or restoring normal or healthy functioning after experiencing stress or trauma (Southwick, Bonanno, Masten, Panter-Brick, & Yehuda, 2014). According to Luthar,

Cicchetti, & Becker, resilience is the ability to withstand, adapt, and develop in the face of pressure, difficulties, and change (Luthar, Cicchetti, & Becker, 2000). Furthermore, Fletcher & Sarkar state that resilience is the ability to use internal and external resources to deal with challenging situations and experience positive growth due to these experiences (Fletcher & Sarkar, 2013).

Resilience consists of several dimensions or factors. The following are some resilience dimensions identified in related research: 1) Goal commitment is the ability to stay focused on goals and see the long-term, even in difficult or stressful situations. 2) Self-control is the ability to regulate emotions and exercise self-restraint in making appropriate decisions. 3) Self-reliance is the ability to be self-sufficient and responsible for oneself. 4) Social skills are the ability to build good social relationships and utilize existing social support. 5) Optimism is seeing the positive side of difficult situations and hoping for a better future. 6) Courage is the ability to face fear and take necessary risks to achieve goals. 7) Adaptability is the ability to adjust to change and learn from experience (Fletcher & Sarkar, 2013; Ungar, 2011; Windle, 2011).

METHOD

Research Design and Respondents

We used a cross-sectional survey method that includes correlational and comparative designs. The respondents in this study were high school students who were victims of bullying. The researchers used a random sampling technique to obtain a sample of 259 out of 736 students. However, out of the 259 students, only 86 had experienced bullying. Data collection was conducted online using the Google Forms application. The questionnaire link was then shared through the social media platform WhatsApp. Using an online method enabled a broader and faster range of respondents. Table 1 shows that the number of female respondents was 46, while the number of male respondents was 40.

Table 1. Details of the Number of Participants

Gender	Frequency (f)	Percentage (%)
Male	40	46,51 %
Female	46	53,49 %

Research Scale

The authors used two scales in this study. The first scale was the Multidimensional Peer-Victimization Scale developed by Mynard & Joseph, which was used to identify victims of bullying (Mynard & Joseph, 2000). The scale uses three options: not scored at all, scored once with a value of 1, and scored more than once with a value of 2. The instrument has four dimensions: physical victimization, verbal victimization, social manipulation, and property attacks.

The second scale used to measure resilience was The Brief Resilience Scale (BRS) (Smith et al., 2008). The scale consists of six items and uses five answer choices: strongly disagree, disagree, neutral, agree, and strongly agree. Furthermore, the Rosenberg Self-Esteem Scale (RSE) was used to measure self-esteem. This scale consists of ten items. The RSE showed a Guttman scale reproducibility coefficient of 0.92, indicating excellent internal consistency. The reliability of the test over two weeks revealed a correlation of 0.85 and 0.88, indicating excellent stability (Smith et al., 2008).

Saaduddin1, Eko Sujadi2, Nuzmi Sasferi3, Desri Jumiarti4

Statistical Analysis

Hypothesis testing is a tool for making statistical conclusions about population data. Hypothesis testing is an analytical tool that tests assumptions and determines the probability of something being within a certain level of accuracy (Javanmard & Montanari, 2014). Using simple regression analysis, hypothesis testing was used to investigate the influence of self-esteem on the resilience of students who were bullying victims. Testing the difference in resilience between male and female victims of bullying was performed using a t-test. The research hypothesis was tested using the SPSS version 26.00 program to avoid the risk of manual calculation errors.

RESULTS

Before conducting hypothesis testing, we performed descriptive analysis to determine the achievement of respondents on the research variables. Descriptive statistics is a numerical and graphical technique to organize, present, and analyze data (Fisher & Marshall, 2009). Table 2 shows that the mean for male respondents for the resilience variable was 18.93, with a standard deviation of 3.58. The distribution of male respondents was mostly in the moderate category (48.00%), followed by high (33.00%), low (18.00%), and very high (3.00%). For female respondents, the mean was 18.09, with a standard deviation of 4.30. The distribution of female respondents was mostly in the moderate category (41.00%), followed by low (28.00%), high (22.00%), very high (7.00%), and very low (2%). For the self-esteem variable, the mean for male respondents was 57.75, with a standard deviation of 11.12. The distribution of male respondents was mostly in the moderate category (65%), followed by high (17.5%), low (12.5%), very high, and very low (2.5%). The mean for female respondents was 61.68, with a standard deviation of 7.76. The distribution of female respondents was mostly in the moderate category (70.00%), followed by high (15.00%), low (10.00%), and very high (5.00%).

Table 2. Descriptive Analysis

Variables	Mean (SD)	Level				
		Very Low	Low	Moderate	High	Very High
Resilience						
Male	18,93 (3,58)	0 (0,00%)	7 (18,00%)	19 (48,00%)	13 (33,00%)	1 (3,00%)
Female	18,09 (4,30)	1 (2%)	13 (28,00%)	19 (41,00%)	10 (22,00%)	3 (7,00%)
Self-Esteem						
Male	57,75 (11,12)	1 (2,5%)	5 (12,5%)	26 (65%)	7 (17,50%)	1 (2,5%)
Female	61,68 (7,76)	0 (0,00%)	4 (10,00%)	28 (70,00%)	6 (15,00%)	2 (5,00%)

Testing the hypothesis using the t-test and simple regression requires classic assumption requirements, which include normality, homogeneity, and linearity tests. The test can be seen in table 3. The normality test produces a significance of 0.797 > 0.05. The self-esteem linearity test for resilience has a significance of 0.342> 0.05. Furthermore, the homogeneity test obtained a value of 0.263 > α 0.05, so it can be concluded that the male and female resilience data variance is homogeneous.

Table 3. Classical Assumption

Number	classical assumption test	Sig.	Decision
1	Normality test	0,797	Normal
2	Linearity test: the effect of self-esteem on resilience	0,342	Linear
3	Homogeneity of resilience variable	0.263	Homogeneous distribution

This research examined two hypotheses. The first objective is to investigate the relationship between self-esteem and the resilience of students who have been bullied. Using

version 26.00 of the SPSS application, testing was conducted. A basic regression test on self-esteem and resilience variables is displayed in Table 4. Given that the table indicates that $t = 3.73$ with a significance level of 0.000 0.05, the hypothesis is accepted, indicating that self-esteem influences resilience.

Table 4. Simple regression testing of self-esteem on resilience

Unstandardized Coefficients		Standardized Coefficients		Sig.
B	Std. Error	Beta		
9,481	4,400		0,155	0,036
0,438	0,117	0,463	0,735	0,000

The second hypothesis tested in this study aimed to investigate the difference in resilience between male and female students who were victims of bullying. Hypothesis testing was conducted using the independent samples t-test data analysis technique. The results of the hypothesis testing can be seen in Table 5. Based on Table 5, the 2-tailed Sig value is 0.039 < 0.05. Therefore, according to the decision-making basis for the independent samples t-test, it can be concluded that H1 is accepted, which means there is a difference in resilience between male and female students.

Table 5. Results of the Analysis of Differences in Resilience among Bullying Victims by Gender

	Levene's Test for Equality of Variances		t-test for Equality of Means		
	Sig.	t		df	Sig. (2-tailed)
Equal variances assumed	0,119	0,738	-2,419	84	0,039
Equal variances not assumed			-2,494	83,863	0,034

DISCUSSION

The descriptive analysis shows that overall, the resilience of bullying victims is in the moderate category. This indicates that students have the ability to withstand and face the most difficult phases in their lives and a positive ability to face problems or difficulties in their lives. Individuals with good resilience use positive skills to help control emotions and focus attention and behavior. However, there are still students who do not have resilience when faced with bullying.

Resilience is crucial because it allows someone to remain strong and overcome challenges and difficulties in life. The key to success is the ability to bounce back from failure or crisis and continue life with confidence and optimism. Resilience helps individuals deal with and overcome difficult situations that may cause stress and anxiety. Resilience can help reduce the risk of depression, anxiety, and other mental health problems. Studies also show more resilient individuals have better physical health (Southwick et al., 2014).

The analysis shows differences in resilience between male and female students. In this survey, males have a higher resilience level than females. Rinaldi's research findings show differences in resilience between men and women. Men have higher resilience scores than women (Rinaldi, 2010). Sujadi et al. research findings explain that both male and female students have relatively high resilience, but the scores obtained by male students are higher than female students (Sujadi et al., 2021). Males are more able to withstand stressful conditions even as victims of bullying due to emotional control maturity than females. Emotional control is the ability to stay calm even under pressure. Individuals with good resilience use positive abilities to help control emotions and focus attention and behavior. Expressing feelings appropriately is part of resilience. Individuals who are not resilient tend to experience more anxiety, sadness, and anger than others

and have more difficulty regaining self-control when experiencing disappointment. Individuals are more likely to get stuck in anger, sadness, or anxiety and are less effective in problem-solving.

However, Oktarina study shows that females are more resilient than males (Oktaverina, 2021). Likewise, research conducted by Oktasari & Wahyudin indicates that female students tend to have higher resilience than male students (Oktasari & Wahyudin, 2021). The average academic self-efficacy and resilience scores of female students are higher than male students (Salim & Fakhrurrozi, 2020). Furthermore, several other studies show no difference in resilience between mild stroke patients in males and females (Nyiagani, Kristinawati, Kristen, & Wacana, 2021).

It cannot be generally determined whether male students have higher resilience than female students. Some studies have shown differences in resilience between genders, as previously mentioned. However, these studies are not always consistent, and differences can be influenced by many factors such as age, culture, social context, and others (Cohen, Baziliansky, & Beny, 2014; Ong, Bergeman, & Boker, 2009; Ungar, 2008, 2015). Additionally, resilience is a complex trait that can be influenced by various factors, such as individual, environmental, and situational factors (Cusack et al., 2016; Sarwar, Inamulla, Khan, & Anwar, 2010). Furthermore, resilience is a skill that can be learned and developed by anyone, including male and female students. Therefore, providing appropriate support and training is essential to help students develop their resilience (Childs, Wit, & Ave, 2014).

This study also investigated the influence of self-esteem on resilience. Research findings indicate that self-esteem affects the resilience of students who are victims of bullying. Individuals with high self-esteem may be better able to face challenges and failures and be more confident in overcoming difficulties. Conversely, individuals with low self-esteem may lack confidence and have trouble recovering from failures and problems. The findings of this research are consistent with some previous studies showing an asymmetric relationship between self-esteem and resilience. The better an individual's self-esteem, the higher their resilience is predicted, and vice versa (Ellis, Farrington, & Hoskin, 2019; Karatas, 2011; Schreck & Conelea, 2018; Wood & Forest, 2016; Wulandari & Istiani, 2021). The research conducted by Sholichah, Paulana, & Fitriya shows a positive relationship between self-esteem and academic resilience (Sholichah, Paulana, & Fitriya, 2018). A study by Saraswati, Tiatri, & Sahrani states that self-esteem and school well-being play a role in student resilience. Separately, only self-esteem significantly affects resilience. This means that building resilience requires the joint part of self-esteem and school well-being (Saraswati, Tiatri, & Sahrani, 2017). However, resilience can also be used to build high self-esteem. Research findings show that resilience-based programs can significantly increase self-esteem among teenagers with low socioeconomic status (Aunillah & Adiyanti, 2015).

This study has several limitations, even though it has been carefully conducted based on methods and procedures. The researchers acknowledge that this study has limitations and weaknesses that cannot be avoided. First, the data analysis in this study should have used a structural equation model by making gender a moderator variable. Second, the discussion in this study still needs to be considered comprehensive, but the researchers have tried their best to perfect this study. Third, the data collection in this study only used a scale aimed at students. Therefore, for future researchers, further data exploration is needed with various other data collection methods.

CONCLUSION

Based on the research findings, it can be concluded that 86 students have experienced bullying from their peers. The resilience of students who have been bullied falls into the moderate category, indicating that some of them cannot cope with difficult situations while others have high resilience. The testing also showed a difference in resilience between male and female

students, with males scoring higher than females. Simple regression testing showed a significant influence of self-esteem on resilience.

Self-esteem can also be an essential factor that affects a person's ability to overcome challenges and develop psychological resilience. Individuals with high self-esteem may be more able to see challenges as opportunities to learn and grow. In contrast, individuals with low self-esteem may feel hopeless and avoid challenging situations. However, it should be noted that the relationship between self-esteem and resilience is complex and can be influenced by other factors. Efforts to develop high resilience in students who have been bullied should understand the dominant factors that influence it. Counseling services can be used as interventions for students with low resilience. However, preventive efforts to prevent bullying are considered more effective.

REFERENCES

Aalsma, M. C., & Brown, J. R. (2008). What Is Bullying? *Journal of Adolescent Health*, *43*(2), 101–102. doi: 10.1016/j.jadohealth.2008.06.001

Aburn, G., Gott, M., & Hoare, K. (2016). What is resilience? An Integrative Review of the empirical literature. *Journal of Advanced Nursing*, *72*(5), 980–1000. doi: https://doi.org/10.1111/jan.12888

Ara, N., Enad, D., Balantekin, Y., Bilgin, A., & Soyuçok, M. (2019). Ev ve Okul Yaşantılarında Zorbalığa Etki Eden Faktörler : Bir Karma Yöntem Araştırması Factors Affecting Bullying in Home and School Life : A Mixed Method Research bile kurban için çok sarsıcı ve incitici olabilir . Öte yandan Olweus ' un (1993) tanımın. *Journal of Qualitative Research in Education - JOQRE*, *7*(1), 0–2. doi: 10.14689/issn.2148-2624.1.7c1s.3m

Arseneault, L. (2018). Annual Research Review: The persistent and pervasive impact of being bullied in childhood and adolescence: implications for policy and practice. *Journal of Child Psychology and Psychiatry*, *59*(4), 405–421. doi: https://doi.org/10.1111/jcpp.12841

Aunillah, F., & Adiyanti, M. G. (2015). Program Pengembangan Keterampilan Resiliensi untuk Meningkatkan Self-esteem pada Remaja. *Gadjah Mada Journal Of Professional Psychology*, *1*(1), 48–63.

Azeredo, C. M., Rinaldi, A. E. M., de Moraes, C. L., Levy, R. B., & Menezes, P. R. (2015). School bullying: A systematic review of contextual-level risk factors in observational studies. *Aggression and Violent Behavior*, *22*, 65–76. doi: https://doi.org/10.1016/j.avb.2015.04.006

Beane, A. . (2008). *Protect Your Child from Bullying*. San Fransisco: Jossey-Bass.

Boardman, J. D., Blalock, C. L., & Button, T. M. M. (2008). Sex Differences in the Heritability of Resilience. *Twin Research and Human Genetics*, *11*(1), 12–27. doi: 10.1375/twin.11.1.12

Branden, N. (1969). *The psychology of self-esteem*. New York: Bantam.

Çalışkan, Z., Evgin, D., Bayat, M., Caner, N., Kaplan, B., Öztürk, A., & Keklik, D. (2019). Peer Bullying in the Preadolescent Stage: Frequency and Types of Bullying and the Affecting Factors. *The Journal of Pediatric Research*, *6*(3), 169–179. doi: 10.4274/jpr.galenos.2018.26576

Cherry, K. (2021). What Is Self-Esteem? Retrieved from Very Well Mind website: https://www.verywellmind.com/what-is-self-esteem-2795868

Childs, E., Wit, H. De, & Ave, M. (2014). *Regular exercise is associated with emotional resilience to acute stress in healthy adults*. *5*(May), 1–7. doi: 10.3389/fphys.2014.00161

Chulakarn, N., & Chaimongkol, N. (2021). Factors affecting resilience among early adolescents living in homes for children: A model testing. *Children and Youth Services Review*, *120*, 105737. doi: https://doi.org/10.1016/j.childyouth.2020.105737

Cohen, M., Baziliansky, S., & Beny, A. (2014). The association of resilience and age in individuals with colorectal cancer: An exploratory cross-sectional study. *Journal of Geriatric Oncology*, *5*(1), 33–39. doi: https://doi.org/10.1016/j.jgo.2013.07.009

Colorosa, B. (2007). *Stop Bullying (Memutus Rantai Kekerasan Anak dari Prasekolah Hingga SMU)*. Jakarta: Ikrar Mandiri Abadi.

Cunningham, N. J. (2007). Level of Bonding to School and Perception of the School Environment by Bullies, Victims, and Bully Victims. *The Journal of Early Adolescence*, *27*(4), 457–478. doi: 10.1177/0272431607302940

Cusack, L., Smith, M., Hegney, D., Rees, C. S., Breen, L. J., Witt, R. R., … Cheung, K. (2016). Exploring environmental factors in nursing workplaces that promote psychological resilience: Constructing a unified theoretical model. *Frontiers in Psychology*, *7*(MAY), 1–8. doi: 10.3389/fpsyg.2016.00600

Darney, C., Howcroft, G., & Stroud, L. (2013). The Impact That Bullying At School Has on an Individual'S Self-Esteem During Young Adulthood. *International Journal of Education and Research*, *1*(8), 1–16. Retrieved from www.ijern.com

Deci, E. L., & Ryan, R. M. (2008). Self-Determination Theory: A Macrotheory of Human Motivation, Development, and Health. *Canadian Psychology*, *49*(3), 182–185. doi: 10.1037/a0012801

Dewi, N., Hasan, H., & AR, M. (2016). Perilaku Bullying yang Terjadi di SD Negeri Unggul Lampeuneurut Aceh Besar. *Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, *1*(2), 37–45.

Distiller, B. ., Theron, C., Martin, E., & Ward, C. . (2007). Factors affecting resilience in children exposed to violence. *South African Journal of Psychology*, *37*(1), 165–187. doi: 10.10520/EJC98409

Ellis, L., Farrington, D. P., & Hoskin, A. W. (2019). Chapter 6 - Cognitive and Mental Health Factors. In L. Ellis, D. P. Farrington, & A. W. B. T.-H. of C. C. (Second E. Hoskin (Eds.), *Handbook of Crime Correlates (Second Edition)* (pp. 259–306). San Diego: Academic Press. doi: https://doi.org/10.1016/B978-0-12-804417-9.00006-5

Erdogan, E., Ozdogan, O., & Erdogan, M. (2015). University Students' Resilience Level: The Effect of Gender and Faculty. *Procedia - Social and Behavioral Sciences*, *186*, 1262–1267. doi: https://doi.org/10.1016/j.sbspro.2015.04.047

Fisher, M. J., & Marshall, A. P. (2009). Understanding descriptive statistics. *Australian Critical Care*, *22*(2), 93–97. doi: https://doi.org/10.1016/j.aucc.2008.11.003

Fletcher, D., & Sarkar, M. (2013). Psychological resilience: A review and critique of definitions, concepts, and theory. *European Psychologist*, Vol. 18, pp. 12–23. Fletcher, David: School of Sport, Exercise and Health Sciences, Loughborough University, Epinal Way, Loughborough, United Kingdom, LE11 3TU, D.Fletcher@lboro.ac.uk: Hogrefe Publishing. doi: 10.1027/1016-9040/a000124

Heatherton, T. F., & Wyland, C. L. (2003). Assessing self-esteem. *Positive Psychological Assessment: A Handbook of Models and Measures.*, pp. 219–233. Washington, DC, US: American Psychological Association. doi: 10.1037/10612-014

Herrman, H., Stewart, D. E., Diaz-Granados, N., Berger, E. L., Jackson, B., & Yuen, T. (2011). What is Resilience? *The Canadian Journal of Psychiatry*, *56*(5), 258–265. doi: 10.1177/070674371105600504

Huey, C. W. T., & Palaganas, J. C. (2020). What are the factors affecting resilience in health professionals? A synthesis of systematic reviews. *Medical Teacher*, *42*(5), 550–560. doi: 10.1080/0142159X.2020.1714020

Idsoe, T., Dyregrov, A., & Idsoe, E. C. (2012). Bullying and PTSD Symptoms. *Journal of Abnormal Child Psychology*, *40*(6), 901–911. doi: 10.1007/s10802-012-9620-0

Isaacs, A. . (2014). Gender Differences in Resilience of Academic Deans. *Journal of Research in Education*, *24*(1), 112–119.

Itegi, F. . (2017). Bullying and its Effects: Experiences in Kenyan Public Secondary Schools. *International Journal of Education and Research*, *5*(3), 23–36.

Jan, A., & Husain, S. (2015). Bullying in Elementary Schools: Its Causes and Effects on Students. *Journal of Education and Practice*, *6*(19), 43–56.

Javanmard, A., & Montanari, A. (2014). Confidence intervals and hypothesis testing for high-dimensional regression. *Journal of Machine Learning Research*, *15*, 2869–2909.

Karatas, Z. (2011). Self-Esteem and Hopelessness , and Resiliency : An Exploratory Study of Adolescents in Turkey. *International Education Studies*, *4*(4), 84–91. doi: 10.5539/ies.v4n4p84

Kille, D. R., & Wood, J. V. (2012). Self-Esteem. In V. S. B. T.-E. of H. B. (Second E. Ramachandran (Ed.), *Encyclopedia of Human Behavior (Second Edition)* (pp. 321–327). San Diego: Academic Press. doi: https://doi.org/10.1016/B978-0-12-375000-6.00313-X

Luthar, S. S., Cicchetti, D., & Becker, B. (2000). The construct of resilience: a critical evaluation and guidelines for future work. *Child Development*, *71*(3), 543–562. doi: 10.1111/1467-8624.00164

Malhi, P., Bharti, B., & Sidhu, M. (2014). Aggression in Schools: Psychosocial Outcomes of Bullying Among Indian Adolescents. *The Indian Journal of Pediatrics*, *81*(11), 1171–1176. doi: 10.1007/s12098-014-1378-7

Mandleco, B. L. (2000). An Organizational Framework for Conceptualizing Resilience in Children. *Journal of Child and Adolescent Psychiatric Nursing*, *13*(3), 99–112. doi: https://doi.org/10.1111/j.1744-6171.2000.tb00086.x

Meyer-Adams, N., & Conner, B. T. (2008). School Violence: Bullying Behaviors and the Psychosocial School Environment in Middle Schools. *Children & Schools*, *30*(4), 211–221. doi: 10.1093/cs/30.4.211

Mynard, H., & Joseph, S. (2000). Development of the Multidimensional Peer-Victimization Scale. *Aggressive Behavior*, *26*, 169–178. doi: https://doi.org/10.1002/(SICI)1098-2337(2000)26:2<169::AID-AB3>3.0.CO;2-A

Nyiagani, P. W., Kristinawati, W., Kristen, U., & Wacana, S. (2021). Kecerdasan Emosi dengan Resiliensi Berdasarkan Jenis Kelamin pada Remaja di Panti Asuhan. *Philanthropy : Journal of Psychology*, *5*, 295–305.

Oktasari, M., & Wahyudin, H. (2021). Uji Konstruk dan Pengukuran Resiliensi Berdasarkan Jenis Kelamin Menggunakan Analisis Pemodelan Rasch. *Enlighten: Jurnal Bimbingan Konseling Islam*, *4*(1), 42–53.

Oktaverina, S. (2021). Perbedaan Resiliensi Individu dengan Status Sosial Ekonomi Rendah ditinjau dari Jenis Kelamin. *Jurnal Ilmiah BK Undiksha*, *12*(2), 280–286. doi: 10.23887/jibk.v12i2.34210

Oliveira, F. R., de Menezes, T. A., Irffi, G., & Oliveira, G. R. (2018). Bullying effect on student's performance. *EconomiA*, *19*(1), 57–73. doi: https://doi.org/10.1016/j.econ.2017.10.001

Olweus, D. (2013). School Bullying: Development and Some Important Challenges. *Annual Review of Clinical Psychology*, *9*(1), 751–780. doi: 10.1146/annurev-clinpsy-050212-185516

Ong, A. D., Bergeman, C. S., & Boker, S. M. (2009). Resilience Comes of Age: Defining Features in Later Adulthood. *Journal of Personality*, *77*(6), 1777–1804. doi: https://doi.org/10.1111/j.1467-6494.2009.00600.x

Owusu, A., Hart, P., Oliver, B., & Kang, M. (2011). The Association Between Bullying and Psychological Health Among Senior High School Students in Ghana, West Africa. *Journal of School Health*, *81*(5), 231–238. doi: https://doi.org/10.1111/j.1746-1561.2011.00590.x

Papanikolaou, M., Chatzikosma, T., & Kleio, K. (2011). Bullying at School: The role of family. *Procedia - Social and Behavioral Sciences*, *29*, 433–442. doi: https://doi.org/10.1016/j.sbspro.2011.11.260

Pengpid, S., & Peltzer, K. (2013). Bullying and Its Associated Factors among School-Aged Adolescents in Thailand. *The Scientific World Journal*, *2013*, 254083. doi: 10.1155/2013/254083

Pooley, J. A., & Cohen, L. (2010). Resilience: A definition in context. *Australian Community Psychologist*, *22*(1), 30–37. Retrieved from http://apsconference.com.au/Assets/Files/Pooley.pdf

Priyadarshini D, S., & Rathnasabapathy, M. (2021). The Impact of Resilience among Orphans: A Review. *The International Journal of Indian Psychology*, *9*, 67–74. doi: 10.25215/0903.009

Rinaldi, R. (2010). Resiliensi Pada Masyarakat Kota Padang Ditinjau Dari Jenis Kelamin. *Jurnal Ilmiah Psikologi Gunadarma*, *3*(2), 100812.

Rojas, L. F. (2015). Factors Affecting Academic Resilience in Middle School Students: A Case Study. *GiST Education and Learning Research Journal*, *11*(11), 63–78. doi: 10.26817/16925777.286

Rose, A. (2017). *Defining Resilience Across Disciplines BT - Defining and Measuring Economic Resilience from a Societal, Environmental and Security Perspective* (A. Rose, Ed.). Singapore: Springer Singapore. doi: 10.1007/978-981-10-1533-5_3

Rosenberg, M. (1979). *Conceiving the Self*. New York: Basic Books.

Salim, F., & Fakhrurrozi, M. (2020). Efikasi Diri Akademik dan Resiliensi Pada Mahasiswa. *Jurnal Psikologi*, *16*(2), 175–187.

Sambu, L. ., & Mhongo, S. (2019). Age and Gender in Relation to Resilience After the Experience of Trauma among Internally Displaced Persons (IDPS) in Kiambaa Village, Eldoret East Sub-County, Kenya. *Journal of Psychology and Behavioral Science*, *7*(1), 31–40. doi: https://doi.org/10.15640/jpbs.v7n1a4

Saraswati, L., Tiatri, S., & Sahrani, R. (2017). Peran Self-Esteem Dan School Well-Being Pada Resiliensi Siswa Smk Pariwisata A. *Jurnal Muara Ilmu Sosial, Humaniora, Dan Seni*, *1*(2), 511–518.

Sarwar, M., Inamulla, H., Khan, N., & Anwar, N. (2010). Resilience and Academic Achievement of Male and Female Secondary Level Students in Pakistan. *Journal of College Teaching & Learning*, *7*(8), 19–24. doi: https://doi.org/10.19030/tlc.v7i8.140

Sawyer, J.-L., Mishna, F., Pepler, D., & Wiener, J. (2011). The missing voice: Parents' perspectives of bullying. *Children and Youth Services Review*, *33*(10), 1795–1803. doi: https://doi.org/10.1016/j.childyouth.2011.05.010

Schreck, M. C., & Conelea, C. A. (2018). Chapter 6 - Improving Self-Esteem for Youth With Tourette Syndrome and Tic Disorders. In J. F. McGuire, T. K. Murphy, J. Piacentini, & E. A. B. T.-T. C. G. to T. and M. of Y. with T. S. and T. D. Storch (Eds.), *The Clinician's Guide to Treatment and Management of Youth with Tourette Syndrome and Tic Disorders* (pp. 121–138). Oxford: Academic Press. doi: https://doi.org/10.1016/B978-0-12-811980-8.00006-6

Sedikides, C., & Gress, A. . (2003). Portraits of the self. In M. . Hogg & J. Cooper (Eds.), *Sage handbook of social psychology*. London: SAGE Publications.

Sholichah, I. F., Paulana, A. N., & Fitriya, P. (2018). Self-Esteem Dan Resiliensi Akademik Mahasiswa. *Proceeding National Conference Psikologi UMG 2018*, (2002), 191–197.

Smith, B. W., Dalen, J., Wiggins, K., Tooley, E., Christopher, P., & Bernard, J. (2008). The brief resilience scale: assessing the ability to bounce back. *International Journal of Behavioral Medicine*, *15*(3), 194–200. doi: 10.1080/10705500802222972

Southwick, S. M., Bonanno, G. A., Masten, A. S., Panter-Brick, C., & Yehuda, R. (2014). Resilience definitions, theory, and challenges: interdisciplinary perspectives. *European Journal of Psychotraumatology*, 5, 10.3402/ejpt.v5.25338. doi: 10.3402/ejpt.v5.25338

Stets, J. E., & Burke, P. J. (2014). Self-Esteem and Identities. *Sociological Perspectives*, 57(4). doi: 10.1177/0731121414536141

Sujadi, E., & Setioningsih, L. (2018). Perbedaan Locus Of Control Ditinjau dari Etnis. *Jurnal Bimbingan Dan Konseling Terapan*, 2(2), 128. doi: 10.30598/jbkt.v2i2.371

Sujadi, E., Yandri, H., & Juliawati, D. (2021). Perbedaan Resiliensi Siswa Laki-laki dan Perempuan yang Menjadi Korban Bullying. *Psychocentrum Review*, 3(2), 174–186. doi: 10.26539/pcr.32665

Trépanier, S.-G., Fernet, C., & Austin, S. (2013). Workplace bullying and psychological health at work: The mediating role of satisfaction of needs for autonomy, competence and relatedness. *Work & Stress*, 27(2), 123–140. doi: 10.1080/02678373.2013.782158

Türkmen, D. ., Dokgöz, M. ., Akgöz, S. ., Eren, B. N. ., Vural, H. ., & Polat, H. . (2013). Bullying Among High School Students. *Maedica-A Journal of Clinical Medicine*, 8(2), 143–152.

Ungar, M. (2008). Resilience across Cultures. *The British Journal of Social Work*, 38(2), 218–235. doi: 10.1093/bjsw/bcl343

Ungar, M. (2011). The social ecology of resilience: addressing contextual and cultural ambiguity of a nascent construct. *The American Journal of Orthopsychiatry*, 81(1), 1–17. doi: 10.1111/j.1939-0025.2010.01067.x

Ungar, M. (2015). *Resilience and Culture: The Diversity of Protective Processes and Positive Adaptation BT - Youth Resilience and Culture: Commonalities and Complexities* (L. C. Theron, L. Liebenberg, & M. Ungar, Eds.). Dordrecht: Springer Netherlands. doi: 10.1007/978-94-017-9415-2_3

United Nations Educational Scientific and Cultural Organization. (2019). *Behind the numbers: ending school violence and bullying*. Place de Fontenoy: Unesco. Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000366483

Wakhid, A., Andriani, N. ., & Saparwati, M. (2017). Perilaku Bullying Siswa Usia 10-12 Tahun. *Jurnal Keperawatan Jiwa*, 5(1), 25–28.

Windle, G. (2011). What is resilience? A review and concept analysis. *Reviews in Clinical Gerontology*, 21(2), 152–169. doi: 10.1017/S0959259810000420

Wood, J. V, & Forest, A. L. (2016). Chapter Three - Self-Protective yet Self-Defeating: The Paradox of Low Self-Esteem People's Self-Disclosures. In J. M. Olson & M. P. B. T.-A. in E. S. P. Zanna (Eds.), *Advances in Experimental Social Psychology* (Vol. 53, pp. 131–188). Academic Press. doi: https://doi.org/10.1016/bs.aesp.2015.10.001

Wulandari, A. P. ., & Istiani, I. (2021). The effect of self-esteem and self-efficacy on the academic resilience of undergraduate students in Jakarta The effect of self-esteem and self-efficacy on the academic resilience of undergraduate students in Jakarta. *IOP Conference Series: Earth and Environmental Science*. doi: 10.1088/1755-1315/729/1/012094

Yuliani, S., Widiantil, E., & Sari, S. . (2018). Resiliensi Remaja dalam Menghadapi Perilaku Bullying. *Jurnal Keperawatan BSI*, 6(1), 77–86. doi: 10.31311/.v6i1.3756

NZ%-The Effect of Self-Esteem

Student Paper

31 Submitted to Liberty University
    Student Paper   <1 %

32 Nur Ainiyah, Chilyatiz Zahroh, Khamida
    Khamida, Syidatul Budury, Siti Nurjanah, Siti   <1 %
    Nur Hasina, Saptita Eka Wardhany.
    "Emotional Intelligence and Self-efficacy as
    Predictor Factors of Student Resilience in
    Online Learning during Pandemic Era", Open
    Access Macedonian Journal of Medical
    Sciences, 2021
    Publication

33 Submitted to UNITEC Institute of Technology
    Student Paper   <1 %

34 Submitted to University of Iowa
    Student Paper   <1 %

35 repository-tnmgrmu.ac.in
    Internet Source   <1 %

36 www.mdpi.com
    Internet Source   <1 %

37 www.neuropsychotherapist.com
    Internet Source   <1 %

38 Nur Ainiyah, Anik Ghufron, Marzuki Marzuki,
    Said Subhan Posangi et al. "Group   <1 %
    investigation model to improve interpersonal

skills", International Journal of Evaluation and Research in Education (IJERE), 2022
Publication

39 repository.ar-raniry.ac.id
Internet Source   <1%

40 www.istes.org
Internet Source   <1%

41 Vello Hein, Martin S. Hagger. "Global self-esteem, goal achievement orientations, and self-determined behavioural regulations in a physical education setting", Journal of Sports Sciences, 2007
Publication   <1%

42 iopscience.iop.org
Internet Source   <1%

43 journal.walisongo.ac.id
Internet Source   <1%

44 knepublishing.com
Internet Source   <1%

45 nova.newcastle.edu.au
Internet Source   <1%

46 www.annalsofrscb.ro
Internet Source   <1%

47 www.scilit.net
Internet Source   <1%

48 9pdf.net
Internet Source
<1%

49 Benda, B.B.. "Religiosity and violence", Journal of Criminal Justice, 200011/12
Publication
<1%

50 Submitted to Higher Education Commission Pakistan
Student Paper
<1%

51 dash.harvard.edu
Internet Source
<1%

52 journalppw.com
Internet Source
<1%

53 journals.francoangeli.it
Internet Source
<1%

54 mafiadoc.com
Internet Source
<1%

55 prism.ucalgary.ca
Internet Source
<1%

56 repository.up.ac.za
Internet Source
<1%

57 vital.seals.ac.za:8080
Internet Source
<1%

58 www.myresearchjournals.com
Internet Source
<1%

59 Diah Ningrum, Supriyadi, Fitria Budi Utami. "EFFECTS OF STRENGTH-BASED PARENTING ON ADOLESCENT'S RESILIENCE AND SELF-ESTEEM IN FAMILIES USING TALENTS MAPPING", Dialectical Literature and Educational Journal, 2022
Publication

<1 %

60 davidbacker.files.wordpress.com
Internet Source

<1 %

61 en.wikipedia.org
Internet Source

<1 %

62 espace.curtin.edu.au
Internet Source

<1 %

63 ijip.in
Internet Source

<1 %

64 ikk.fema.ipb.ac.id
Internet Source

<1 %

65 journal.unindra.ac.id
Internet Source

<1 %

66 link.springer.com
Internet Source

<1 %

67 mdpi-res.com
Internet Source

<1 %

68 onlinelibrary.wiley.com
Internet Source

<1 %

| 69 | www.congress.resilience.uvt.ro | <1 % |
| | Internet Source | |

| 70 | www.researchsquare.com | <1 % |
| | Internet Source | |

| 71 | www.vhyl.gov.tw | <1 % |
| | Internet Source | |

| 72 | Bunga Maharani Yasmin Wibiharto, Rianti Setiadi, Yekti Widyaningsih. "Relationship Pattern of Fatherless Impacts to Internet Addiction, the Tendency to Suicide and Learning Difficulties for Students at SMAN ABC Jakarta", Society, 2021 | <1 % |
| | Publication | |

| 73 | Roy F. Baumeister, Jennifer D. Campbell, Joachim I. Krueger, Kathleen D. Vohs. "Does High Self-Esteem Cause Better Performance, Interpersonal Success, Happiness, or Healthier Lifestyles?", Psychological Science in the Public Interest, 2016 | <1 % |
| | Publication | |

| Exclude quotes | On | | Exclude matches | < 1 words |
| Exclude bibliography | On | | | |

Prep. You may be using the wrong preposition.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

PAGE 2

Article Error You may need to use an article before this word. Consider using the article **the**.

Missing "," Review the rules for using punctuation marks.

PAGE 3

P/V You have used the passive voice in this sentence. You may want to revise it using the active voice.

Frag. This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.

P/V You have used the passive voice in this sentence. You may want to revise it using the active voice.

PAGE 4

Article Error You may need to use an article before this word. Consider using the article **the**.

S/V This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.

Article Error You may need to remove this article.

Dup. Did you mean to repeat this word?

Sentence Cap. Review the rules for capitalization.

Possessive Review the rules for possessive nouns.

Missing "," Review the rules for using punctuation marks.

Prep. You may be using the wrong preposition.

Article Error You may need to use an article before this word. Consider using the article **the**.
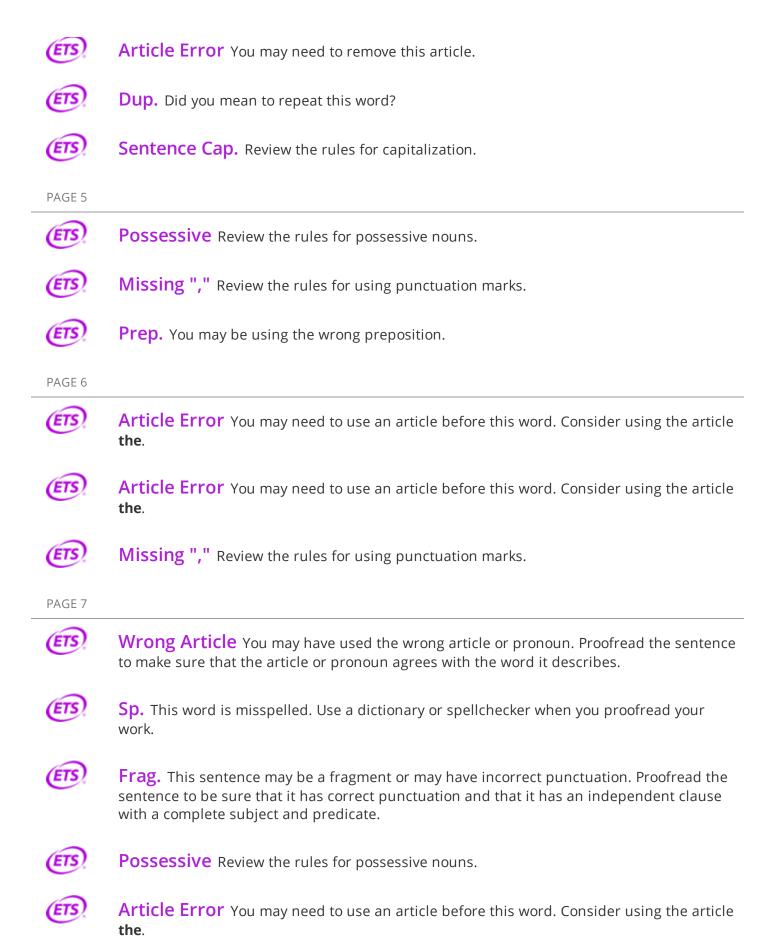
Article Error You may need to use an article before this word. Consider using the article **the**.

Missing "," Review the rules for using punctuation marks.

Wrong Article You may have used the wrong article or pronoun. Proofread the sentence to make sure that the article or pronoun agrees with the word it describes.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Frag. This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.

Possessive Review the rules for possessive nouns.

Article Error You may need to use an article before this word. Consider using the article **the**.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Missing "," Review the rules for using punctuation marks.

Missing "," Review the rules for using punctuation marks.

Missing "," Review the rules for using punctuation marks.

Article Error You may need to use an article before this word. Consider using the article **the**.

S/V This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.

Article Error You may need to remove this article.

Article Error You may need to use an article before this word.

Article Error You may need to remove this article.