



Religiosity in the Coping Mechanisms of Bullied Students: A Case Report

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Abstract

The problem of bullying in the school environment is becoming an increasingly worrying issue. Victims of bullying often experience significant psychological impacts, including decreased self-esteem, anxiety and depression which impact their religiosity. This research aims to describe in depth the condition of religiosity of students who are victims of bullying in overcoming the psychological impacts caused by bullying. Through a case report approach, this research describes the experience of a student with the initials SM who was a victim of bullying and how he used his religious beliefs to deal with this situation through semi-structured interviews, data collected using thematic analysis. The research results show that religiosity can be a source of strength, hope and meaning for victims of bullying. These findings provide important implications for educators, counselors, and parents in developing more holistic interventions to help victims of bullying.

Abstrak

Masalah *bullying* di lingkungan sekolah menjadi isu yang semakin mengkhawatirkan. Korban *bullying* sering mengalami dampak psikologis yang signifikan, antara lain penurunan harga diri, kecemasan dan depresi yang berdampak pada religiusitasnya. Penelitian ini bertujuan untuk mendeskripsikan secara mendalam kondisi religiusitas siswa korban bullying dalam mengatasi dampak psikologis yang ditimbulkan akibat bullying. Melalui pendekatan laporan kasus, penelitian ini mendeskripsikan pengalaman siswa berinisial SM yang menjadi korban *bullying* dan bagaimana ia menggunakan keyakinan agamanya untuk menghadapi situasi tersebut melalui wawancara semi terstruktur, data dikumpulkan menggunakan analisis tematik. Hasil penelitian menunjukkan bahwa religiusitas dapat menjadi sumber kekuatan, harapan dan makna bagi korban bullying. Temuan ini memberikan implikasi penting bagi para pendidik, konselor, dan orang tua dalam mengembangkan intervensi yang lebih holistik untuk membantu korban *bullying*.

INTRODUCTION

The education landscape is currently the subject of much discourse due to a multitude of emerging challenges. One particularly salient issue is peer victimization, commonly referred to as bullying, within school settings. Bullying, akin to a parasitic entity, poses a significant threat to educational systems worldwide. This phenomenon exhibits a concerning upward trajectory year on year. Defined as intentional and harmful aggressive behavior, bullying is characterized by a repeated pattern of actions and an imbalance of power between the aggressor and the target (Dewinda et al., 2024). Bullying can manifest in a variety of forms, encompassing both physical aggression (e.g., hitting, choking, pushing) and verbal harassment (e.g., insults, threats, name-calling) (Nugroho et al., 2020; Ruswita et al., 2020). The phenomenon of bullying is more complex than simply involving strong perpetrators and weak victims. In many cases, bullies are individuals who lack self-confidence, struggle academically, or feel insecure. These underlying issues may stem from past experiences, such as being a victim of bullying themselves, and can lead them to displace their feelings of resentment or frustration onto others (Utomo, 2016). Bullying, often referred to as peer victimization, not only induces temporary feelings of fear and loneliness but can also inflict lasting emotional trauma on victims. The associated feelings of low self-esteem, depression, and prolonged stress can lead to severe consequences, including suicidal ideation. The long-term impacts of bullying are profound, encompassing emotional disturbances and enduring behavioral changes (Sujadi et al., 2021; Yandri et al., 2023).

In European countries, victims of bullying experience physical victimization in 9.4% of cases, verbal victimization in 36.1% of cases, and relational victimization in 33% of cases. Boys are more likely to experience physical and verbal bullying, while girls are more likely to experience social or relational bullying. Victims of bullying often experience suicidal ideation. Adolescents who experience verbal bullying are at a higher risk of developing depression and suicidal ideation. Lack of parental and peer support has been identified as a risk factor for suicidal ideation among bullying victims (Nilasari & Prahastiwati, 2023). A 2008 survey conducted by Plan Indonesia and SEJIWA among 1,500 middle and high school students in Jakarta, Surabaya, and Yogyakarta revealed a concerning prevalence of bullying in Indonesian schools. The survey found that 67.9% of high school students and 66.1% of middle school students had experienced violence, with 43.7% and 41.2% reporting bullying, respectively. Psychological bullying, such as social exclusion, was the most common form, followed by verbal and physical bullying (Wibowo et al., 2021)

External factors, including family, media, and peer influences, can contribute to the development of bullying behavior. The family plays a crucial role in an individual's upbringing, and witnessing aggressive behavior within the family can have a significant impact. Additionally, the prevalence of bullying behavior in modern mass media, such as video games, movies, or characters who exhibit aggressive or harmful actions, is on the

rise (Safaat, 2023; Yandri et al., 2023). The peer school environment can exert a strong influence on bullying behaviors, fostering competition among students who seek to demonstrate dominance and gain social acceptance. While external factors play a role, internal factors such as personal principles can also be modified to reduce aggressive or bullying tendencies. An understanding of religious teachings, which often promote love and non-violence, may contribute to the development of more positive behaviors (Amin, 2022). An understanding of religiosity, which often promotes values such as compassion, empathy, and peacefulness, can be a valuable asset for individuals (Maulidianto et al., 2021). Given their developing cognitive abilities, adolescents demonstrate a capacity for rational thought regarding their religious or belief systems. Religiosity, as an internal factor, can significantly influence bullying behaviors (Aulia et al., 2022). An individual's intrinsic religiosity can significantly influence their mental health. Religious teachings often promote values such as kindness and compassion, fostering a sense of purpose and connection that can contribute to overall well-being (Sayyidah et al., 2022). Moreover, religiosity encompasses a complex interplay of attitudes, beliefs, and behaviors related to an individual's relationship with a higher power. A deeper understanding of religious principles can foster prosocial behaviors (Amin, 2022)

Prior studies have indicated that religious beliefs or practices may serve as a protective factor against the negative consequences of bullying (Ramadhanti & Hidayat, 2022). Suciati and Soeharto's (2018) research findings underscore the significant role of religion in fostering prosocial behavior among children. The results suggest that religious education can serve as an effective means of preventing bullying among students (Febriana, 2017). Hamalik (1995) posited that a childhood-formed personality can serve as a robust foundation for one's religious life. Children inculcated with religious values from a young age are more likely to develop high levels of empathy and exhibit less bullying behavior (Junindra et al., 2022)

This study will examine the extent to which religious values can either mitigate or exacerbate bullying behaviors. Our research will specifically focus on how the psychological trauma associated with victimization can shape an individual's religious worldview (Yuliani, 2019). This study aims to deepen our comprehension of the role religion can play in both preventing and mitigating bullying behaviors. A clearer understanding of the correlation between religiosity and bullying will enable us to design more targeted interventions to combat this issue. Religious perspectives on bullying exhibit significant diversity. This study will explore how these divergent interpretations manifest in the scholarly literature (Putri et al., 2024).

This study is pioneering in providing a detailed account of bullying cases addressed through a religious framework. By doing so, it offers novel insights into the potential of religious values as a therapeutic resource for bullying victims (Sofyan et al., 2022). This study provides the first scientific evidence that religiosity can effectively mitigate the psychological trauma experienced by victims of bullying, a finding that

diverges from previous research (Karisma et al., 2024). Frequently conducted online or through impersonal methods, this research involves researchers delivering personalized interventions tailored to meet each victim's unique needs. Employing a qualitative approach, this study allows for direct observation of behavioral changes in victims of bullying, thus offering a more comprehensive understanding of the positive influence of religiosity on the healing process. These findings suggest that religious interventions not only provide short-term relief but also serve as a long-term solution for victims of bullying in overcoming their emotional trauma (Hidayati & Amalia, 2021).

METHOD

This research uses a troubled case research method to describe religiosity and bullying. This method is in accordance with the research objective of exploring the religiosity of bullying cases among students. Case report is a research method that provides an in-depth description of one or several cases that have been or are being handled. This method allows researchers to provide a comprehensive picture of the bullying cases that occurred and the intervention efforts made, as explained by Johnson and Golombek (2002). In this study, the case report reported was a client who experienced bullying at school or what is usually called bullying

This research focuses on a student from Senior High School X who experienced bullying. The research subject, whose initials are SM, is an 16 year old teenager. SM has an introverted nature, which means he tends to be quiet and prefers to spend time alone rather than interacting with lots of people. This characteristic makes it difficult for SM to get along or socialize with friends at school. As a result, SM became the target of bullying by several students at his school. This research was conducted in 2024 with the aim of understanding more deeply SM's experience as a victim of bullying, how this affects his daily life, and especially the impact on his religiosity. Through in-depth interviews with SM, researchers hope to get a clearer picture of how bullying experiences influence SM's religious views and practices, as well as the role of religiosity in helping SM face and overcome these bullying experiences.

SM, as the subject of this qualitative research, was chosen based on several important criteria. First, SM must fulfill the criteria of being a victim of bullying. This can be proven through in-depth interviews with SM, as well as confirmation from related parties such as teachers, peers, or parents. Second, the SM must have a significant level of religiosity. This can be assessed from SM's active involvement in religious activities, her religious knowledge, and how religious values influence her daily life. Third, SMs must be willing to be informants and actively participate in the research. SM's openness to share her experiences and thoughts is crucial to obtaining accurate and in-depth data. Lastly, SM was chosen because her case was considered representative and could make a significant contribution in understanding the relationship between bullying experiences and expressions of religiosity in adolescents. Thus, the selection of SM as a research subject is expected to produce rich and meaningful findings.

Instruments for analyzing this research case include interview guides, audio recordings, and field notes. The interview guide contains a list of questions designed to explore the experiences and feelings of student victims of bullying regarding their religiosity in counseling sessions. Audio recordings are used to record respondents' answers in detail, so that researchers can listen again and ensure that no information is missed. Field notes were used to record the researcher's observations and reflections during the interview. Data from these three instruments was then analyzed qualitatively to find patterns and themes that emerged from the respondents' experiences.

To conduct interview research regarding the religiosity of students who are victims of bullying, our first step will be to select a number of students who have experienced bullying as respondents. We will compile a list of questions that focus on their experiences with bullying and how this affects their level of religiosity. Interviews will be conducted in person or by telephone ensuring confidentiality and comfort of the respondent. The interview results will then be analyzed to understand whether and how the experience of bullying affects their religious life, including changes in beliefs, worship practices, and social support from the religious community.

This research has received ethical approval from the clients who are research subjects. This consent is obtained directly from the client. The client has given permission for the researcher to record therapy activities. This recording is in sound only and does not include video. The client has also agreed to use his name with initials in scientific and research publications. This is done to maintain the confidentiality of clients' personal data.

This research uses a qualitative approach to collect and analyze data. Data was collected through thematic analysis, a qualitative analysis method used to identify patterns and themes in the data obtained in research.

RESULTS AND DISCUSSION

The aim of this research is to analyze the impact of bullying religiosity on students, specifically focusing on adaptability and sensitivity. Researchers used four themes that emerged related to religiosity, namely the belief dimension, the religious practice or ritual dimension, the experience dimension, the religious knowledge dimension (Chen, 2009).

Subject BC

SM, a 16 year old teenager, is going through challenging times in grade 11 at SMAN X. Even though academically he may have good potential, SM's social journey is full of twists and turns. Limitations in interacting with his peers are the main obstacle for him. Imagine SM in the middle of a busy class. When his friends were busy joking and sharing stories, he often felt like he was observing from a distance. The desire to connect with friends his age is clearly visible, but obstacles in communicating and establishing relationships make SM often feel awkward and isolated. Efforts to adapt to the school environment continue to be made by SM. He tries to take part in school activities, but the social challenges he faces often make him feel less confident. Every interaction with new friends is a challenge in itself. Support from the surrounding environment, especially teachers and friends, is an important key for SM's social growth. With the right guidance,

SMs have the potential to develop better social skills. Emotional support is also very necessary so that SM feels more comfortable and accepted in the school environment.

Dimensions of belief

A person's beliefs, values, beliefs, attitudes, and behavior, can influence the way an individual communicates with others. The results of the analysis show that the strength of belief has an important role in being able to overcome feelings of loneliness, fear and sadness and being able to display, with confidence also providing strength and peace of mind.

"My belief in the existence of Allah is very helpful in overcoming feelings of loneliness, fear and sadness. I believe that Allah is always with me, hears my prayers, and understands the suffering I experience. This belief gives me strength and peace of mind, because I know that I am not alone and God will provide justice in time."(SM)

The quoted statement above illustrates that beliefs have an important role in displaying a person's identity. This identity can be reflected even though he is in a different environment from his original environment. By having strong beliefs, a person is able to show who he really is without having to convey it directly to other people.

"The verse that I always rely on is Surah Al-Baqarah verse 286: "Allah does not burden a person except according to his ability." This verse gives me strength and meaning in my life, because it reminds me that all the trials I experience have been measured by Allah and I am able to face them. This makes me more steadfast and patient."(SM)

According to SM respondents, the strength of their belief in the existence of Allah is the main source of strength in dealing with feelings of loneliness, fear and sadness. With the belief that Allah always listens to prayers and understands the suffering they are experiencing, respondents feel stronger and calmer. The verse from Surah Al-Baqarah verse 286 is a guide for life, which reminds us that all trials have been measured by Allah and can definitely be overcome. This makes respondents more steadfast and patient in living their lives.

Dimensions of religious practice

The dimension of religious practice includes various forms of worship and rituals carried out to get closer to God, such as prayer, prayers and reading holy books. These practices are not only a means of devotion, but also help individuals find inner peace, face challenges, and strengthen spiritual connections. Through consistency in carrying out religious practices, a person can strengthen faith, gain moral guidance, and feel God's presence and protection in daily life as stated by respondents:

"I often pray and read the Koran when I feel sad or depressed. Prayer gives me a sense of calm and confidence that Allah hears my complaints, while reading the

Koran gives me guidance and inspiration to remain strong. These two practices help reduce stress and give me the strength to keep going.”

“After experiencing bullying, I became more diligent in praying and reading the Koran. This change made me feel closer to God and stronger in facing trials. I also feel more peaceful and calm, because I believe that Allah will always protect me.”(SM)

According to SM respondents, prayer and reading the Koran are the main sources of calm and strength when facing sadness and stress. These two practices give confidence that Allah hears every complaint and provides guidance to remain steadfast in facing life's trials. After experiencing bullying, respondents became more diligent in praying and reading the Koran, which made them feel closer to Allah. This change brings peace and confidence that Allah will always protect them, giving them the strength to face all challenges.

Experience dimensions

The experiential dimension of religion includes the spiritual and emotional aspects that individuals experience through their involvement with religious beliefs and practices. These include feelings of closeness to God, moments of enlightenment, gratitude, or even deep inner struggles. These experiences are usually very personal and intense, affecting the way a person understands the world and their role in it. Through these experiences, individuals can achieve a deeper understanding of their faith, find meaning in life, and feel connected to something greater than themselves:

“I felt closer to God during the bullying experience. This is because I pray more often and seek protection from Him. I also feel that Allah has given me the strength and patience to face all these trials, thus making my relationship with Him stronger.”(SM)

The results of the respondents' analysis showed that the experience of bullying actually strengthened their spiritual relationship with God. During these difficult times, respondents felt they prayed more often and sought protection from Allah. By increasing worship, respondents felt the support and fortitude given by God to face these challenges. This experience also made the respondent feel closer to Allah, because he felt His help and presence directly in his life. This closeness provides additional calm and strength in facing various trials, making the spiritual connection deeper and more meaningful, as stated by the respondent:

“Feeling close to God helps me face challenges in life with more calm and confidence. I believe that every trial I face is a test from Allah and I am able to overcome it with His help. This belief gave me the courage and determination to continue fighting” (SM)

The results of the analysis show that the experience of getting closer to Allah gives

respondents calm and confidence in facing various life challenges. The belief that every trial is a test from Allah and that they are able to face it with His help gives them the courage and determination to continue fighting.

Dimensions of religious knowledge

The religious knowledge dimension includes a deep understanding of religious teachings, including sacred texts, laws, and the values taught. For victims of bullying, religious knowledge can have a big positive impact. By understanding religious teachings regarding patience, forgiveness and courage, victims can face difficult situations more calmly and confidently. Knowledge of prayer and worship can also offer emotional and spiritual support, helping to reduce the pain and stress of bullying. By applying religious teachings in everyday life, victims can find the strength and courage to face challenges and feel more connected to their spiritual support:

"My knowledge of Islamic laws, such as the prohibition on returning evil for evil, helps me to remain patient and not repay bad deeds with the same deeds. I try to control my emotions and act in a wiser way, because I believe that repaying with kindness will bring blessings and peace of mind."(SM)

"The story of the Prophet Muhammad SAW really inspired me to stay strong and patient. He experienced many trials and humiliations throughout his life, but remained patient and steadfast in spreading the teachings of Islam. His example of fortitude and patience gave me motivation to keep trying and not give up in the face of all forms of bullying."(SM)

According to respondents, the results of this analysis reveal that their understanding of Islamic laws, such as the prohibition on returning evil for evil, really helps them to remain patient and not respond to bad treatment with similar actions. They feel that controlling their emotions and responding with kindness brings blessings and peace of mind. Respondents believe that positive and wise actions bring them closer to peace and blessings in life.

Apart from that, the story of the Prophet Muhammad SAW was a deep source of inspiration for respondents. Even though the Prophet Muhammad faced many trials and humiliations throughout his life, he remained patient and steadfast in spreading the teachings of Islam. The Prophet Muhammad's example of fortitude and patience motivated respondents to keep trying and not give up in the face of bullying or difficulties, making him an example of determination and encouragement to remain strong and patient.

Empirical evidence suggests that strong religious beliefs can serve as a substantial source of resilience for individuals who experience bullying (Lailatut Tarwiyah, 2022). Allport and Ross's (1967) theory of intrinsic religiosity, a cornerstone of psychological studies on religion, posits that when religion is deeply integrated into a person's identity, it can significantly enhance their resilience against stress and trauma (Moh Anang Zulqurnain & Mohammad Thoha, 2022). Individuals experiencing bullying often find that religious beliefs offer a heightened sense of meaning and purpose, fostering a belief

in a higher power that is omnipresent and in control. This perceived divine presence can contribute to feelings of empowerment and reduced stress in the face of adversity (Ismail et al., 2010). This research reveals that victims of bullying who have deep religious beliefs often feel support and protection, even though they face bad treatment. This belief acts as an emotional protector, providing a sense of security and reducing feelings of loneliness. In this case, religious beliefs not only offer comfort, but also motivate them to remain strong and patient.

Beyond beliefs, regular religious practices such as prayer and Qur'an recitation serve as significant coping mechanisms for individuals experiencing bullying. Pargament's (1997) religion-based coping theory posits that religious rituals can function as effective coping strategies (Triana et al., 2021). Engaging in these activities provides a structured routine that fosters a stronger connection to God and enhances coping mechanisms for survivors. Our findings indicate that active participation in religious practices is associated with reduced stress levels and improved coping abilities among victims. These religious rituals offer a valuable outlet for emotional expression, facilitating stress reduction and a deepened sense of spirituality. For instance, prayer offers a dual function as a form of worship and a meditative practice, contributing to reduced anxiety and stress levels among individuals experiencing bullying.

Furthermore, positive religious experiences offer substantial emotional support, bolstering individual resilience, as demonstrated by Seybold and Hill (2001) who found that such experiences can enhance psychological resilience when confronted with adversity (Nastasia et al., 2021). This study's findings corroborate the theory by demonstrating that perceived closeness to a higher power, cultivated through prayer and religious contemplation, mitigates feelings of loneliness among victims. These spiritual experiences bolster self-efficacy and provide a crucial sense of safety during times of stress.

Beyond religious practices, a profound understanding of religious doctrines and values exerts a substantial influence. Such knowledge provides a more comprehensive grasp of the significance and purpose of life experiences, encompassing instances of bullying (Kundre & Rompas, 2018). Veer et al. (2009) posit that a profound understanding of religious teachings enables individuals to perceive life's challenges from a broader perspective, thereby mitigating the negative effects of such experiences (Saputra et al., 2020). Individuals with strong religious beliefs often reinterpret their experiences of bullying as part of a divine purpose, perceiving trials as opportunities for spiritual growth and meaning-making. This cognitive reappraisal can serve as a protective factor, mitigating feelings of frustration and hopelessness (Santoso, 2022). This knowledge also provides guidance for dealing with situations in a more positive and constructive way. Overall, these findings suggest that religious beliefs, practices, experiences and religious knowledge play an important role in supporting victims of bullying. These four factors not only provide emotional support but also strengthen their psychological resilience.

This study's findings corroborate previous research linking religiosity to enhanced

psychological well-being among individuals facing adversity. For instance, Levin and Chatters (1998) demonstrated that religiosity promotes psychological well-being in the context of stress, aligning with our results (Hadijah et al., 2023). This study expands our understanding of how religiosity can serve as a protective factor for bullying victims by delving into specific religious practices and experiences. While prior research has generally emphasized the role of religious beliefs, our findings underscore the significance of rituals like prayer and Quran recitation in providing concrete coping mechanisms. Unlike Diener et al. (2011), who did not examine specific rituals, our results suggest that these practices directly contribute to feelings of calmness and spiritual connection among bullying victims (Aulia et al., 2022). A key distinction lies in the emphasis on specific religious knowledge within the context of conflict and emotion management. Previous research has tended to address religious knowledge in a more general sense, failing to directly connect it to the unique experiences of bullying victims (Hasan, 2013; Yandri et al., 2023). This study enriches our understanding of how religious teachings can serve as a significant moral compass, guiding individuals through life's challenges.

This study is subject to several limitations. The relatively small sample size and limited demographic diversity may restrict the generalizability of the findings. Moreover, the study did not explore variations in religious experiences across different denominations, which could potentially influence the results. Future research with larger and more diverse samples is warranted to corroborate these findings and provide a more comprehensive understanding of the role of religiosity in coping with bullying. The findings of this study have profound implications for those involved in supporting victims of bullying. By highlighting the significance of religiosity in coping mechanisms, our research underscores the need for a more comprehensive approach that incorporates religious practices and beliefs. Researchers and practitioners can leverage this understanding to develop targeted interventions, such as support groups rooted in religious teachings, to enhance the well-being of bullying victims. Educators can leverage these findings to cultivate a school climate that is both supportive and respectful of students' diverse religious affiliations. By understanding how religious practices can serve as coping mechanisms, educators can offer more tailored support to students experiencing bullying, considering their unique religious beliefs and practices. Moreover, religious leaders play a pivotal role in offering spiritual and emotional solace to victims of bullying. By emphasizing teachings on patience, self-control, and the principle of turning the other cheek, religious leaders can bolster victims' resilience and equip them to navigate adversity more effectively (Mahmudi & Wardani, 2022). Consequently, these findings can inform the development of more holistic intervention programs that account for the role of religiosity in the resilience of bullying victims.

CONCLUSION

Findings from this study indicate a positive correlation between religiosity and resilience among bullying victims. Religiosity, as operationalized in this research,

encompasses four key dimensions: beliefs, practices, experiences, and knowledge. It is anticipated that the findings will empower bullied students to cope effectively with their experiences, fostering positivity, resilience, and improved academic performance through enhanced religiosity. Moreover, this research aims to contribute to a deeper understanding of the role of religiosity among bullied students, ultimately informing interventions to reduce bullying prevalence nationwide.

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