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Building Self-Compassion Among Students Victimized by Bullying

Construindo Autocompaixão Entre Alunos Vítimizados Por Bullying

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Abstract

Objective: The primary objective of this research is to investigate the portrayal of self-compassion among students who have experienced bullying and to explore the methods employed to cultivate self-compassion in this context. Theoretical Framework: The study is grounded in a qualitative phenomenological approach, aiming to provide an in-depth understanding of the lived experiences of bullying victims and their journey towards developing self-compassion. Method: The research employs qualitative methods, including observation, interviews, and documentation. Seven respondents, comprising both primary and secondary data sources, were purposively selected based on specific criteria such as being victims of bullying, enrolled in junior high school/ high school in West Sumatra Province. Supplementary informants included teachers and one friend for each respondent. Phenomenological data analysis stages involved data organization, coding and analysis, hypothesis testing, and identifying important aspects as analytical strategies. Results and Conclusion: The research findings reveal several key aspects: 1) Subjects experienced various types of bullying, encompassing physical, verbal, and psychological forms; 2) Factors contributing to bullying experiences include perceived physical appearance, low adaptability, and societal standards of attractiveness; 3) The impact of bullying inhibits students' development, resulting in fear, low self-confidence, withdrawal from peers, passivity, and decreased focus during classroom activities. The study concludes that bullying has detrimental effects on students, hindering their personal and academic development. Understanding the types and contributing factors of bullying is crucial for developing interventions that promote self-compassion and mitigate the adverse effects of bullying. Originality/ Value: This research contributes to the literature by providing insights into the experiences of bullying victims, shedding light on the various forms of bullying and their impact on students' well-being. The study also explores the strategies used by students to cultivate self-compassion, offering valuable information for educators, counselors, and policymakers to develop effective interventions in bullying prevention and support for victims.

Keywords: Self-Compassion, Bullying, Student.

Resumo

Objetivo: O objetivo principal desta pesquisa é investigar a representação da autocompaixão entre alunos que vivenciaram o bullying e explorar os métodos empregados para cultivar a autocompaixão nesse contexto. Referencial Teórico: O estudo baseia-se numa abordagem fenomenológica qualitativa, visando proporcionar uma compreensão aprofundada das experiências vividas pelas vítimas de bullying e do

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seu percurso no desenvolvimento da autocompaixão. Método: A pesquisa emprega métodos qualitativos, incluindo observação, entrevistas e documentação. Sete entrevistados, compreendendo fontes de dados primárias e secundárias, foram selecionados propositadamente com base em critérios específicos, tais como serem vítimas de bullying, matriculados no ensino secundário/ secundário na província de Sumatra Ocidental. Os informantes complementares incluíram professores e um amigo para cada entrevistado. As etapas da análise fenomenológica dos dados envolveram organização dos dados, codificação e análise, teste de hipóteses e identificação de aspectos importantes como estratégias analíticas. Resultados e Conclusão: Os resultados da pesquisa revelam vários aspectos-chave: 1) Os sujeitos vivenciaram vários tipos de bullying, abrangendo formas físicas, verbais e psicológicas; 2) Os fatores que contribuem para as experiências de bullying incluem a aparência física percebida, baixa adaptabilidade e padrões sociais de atratividade; 3) O impacto do bullying inibe o desenvolvimento dos alunos, resultando em medo, baixa autoconfiança, afastamento dos colegas, passividade e diminuição do foco durante as atividades em sala de aula. O estudo conclui que o bullying tem efeitos prejudiciais aos alunos, prejudicando o seu desenvolvimento pessoal e acadêmico. Compreender os tipos e fatores que contribuem para o bullying é crucial para o desenvolvimento de intervenções que promovam a autocompaixão e mitiguem os efeitos adversos do bullying. Originalidade/Valor: Esta investigação contribui para a literatura ao fornecer conhecimentos sobre as experiências das vítimas de bullying, lançando luz sobre as diversas formas de bullying e o seu impacto no bem-estar dos alunos. O estudo também explora as estratégias utilizadas pelos estudantes para cultivar a autocompaixão, oferecendo informações valiosas para educadores, conselheiros e decisores políticos para desenvolverem intervenções eficazes na prevenção do bullying e no apoio às vítimas.

Palavras-Chave: *Autocompaixão, Bullying, Estudante.*

Introduction

Bullying is a negative, aggressive, and manipulative behavior directed towards others over a specific period, characterized by an imbalance of power between the victim and the perpetrator, leading to increased oppression of the victim (Sullivan et al., 2004). Currently, bullying is a central issue of discussion, particularly in educational environments. Based on research conducted by the International Center for Research on Women (ICRW), it is known that 84% of students in Indonesia have experienced bullying in school. Furthermore, the Indonesian Commission for Child Protection (KPAI) states that, based on data from UNICEF, bullying ranks fourth in cases of child violence in Indonesia's education system (KPAI, 2014). This indicates that bullying behavior in educational settings remains a serious and unresolved issue to date.

The forms of bullying that often occur include physical, verbal, and psychological bullying (Sejiwa, 2008). In the physical aspect, bullying behavior can take the form of physical attacks such as hitting, kicking, punching, pushing, elbowing, biting, scratching, and spitting on the victim. Meanwhile, verbally, bullying behavior can manifest as verbal attacks using words that belittle, demean, and disparage the victim. Examples of verbal bullying include threats, insults, mockery, accusations, name-calling, and shouting hurtful words at the victim. Additionally, psychologically, bullying can be carried out by undermining the victim's mental well-being through cynical looks, exclusion, and isolation from social environments and friendships. However, with technological advancements, bullying can also occur without direct face-to-face interaction, such as through social media platforms by expressing hate speech. This type of bullying is known as cyberbullying.

This bullying behavior can have serious consequences on the physical and psychological well-being of individuals who are victims of bullying. Physically, bullying can result in serious injuries due to physical attacks and sexual harassment. Jasra Putra, Commissioner for Civil Rights and Child Participation at the Indonesian Commission for Child Protection (KPAI), mentioned incidents in February 2020 where a student had to have their fingers amputated, and another student was kicked to death, portraying extreme and fatal examples of physical and psychological bullying intimidation carried out by students against their peers (KPAI, 2020).

The phenomenon of violence is observed when children are accustomed to witnessing violence as a means of problem resolution. This implies that they have never been taught proper problem-solving techniques and may even perceive violence as an acceptable means of resolution. "Physical wounds can be treated, but emotional wounds are not easily healed. They are not even visible. However, after the

event, we begin to assess what happened to the child before they became a bully," said Jasra via phone on Saturday (8/2/2020) (KPAI, 2020). According to Article 9 of Law No. 35 of 2014 concerning child protection, paragraph (1a) states that every child has the right to protection in educational institutions from sexual crimes and violence committed by educators, education personnel, fellow students, and/or other parties. KPAI recorded 37,381 reports of violence against children in the period from 2011 to 2019. For bullying, both in educational environments and on social media, there were 2,473 reports, and the numbers continue to rise. The case of bullying by junior high school students in Cicendo, Bandung, became viral on social media. This case also drew attention from the Indonesian Commission for Child Protection (KPAI). KPAI Commissioner Aries Adi Leksono stated that the bullying case in Bandung adds to the long list of child violence cases on an educational scale (KPAI, 2020). "The number of violence cases in educational institutions nationwide is more than 442 children in 2022. The perpetrators tend to be in the late elementary school to junior high school age group. Perhaps they are searching for their identity and are influenced by their environment, so parental and teacher guidance becomes crucial," said Aries in an interview with detik Jabar on Friday (9/6/2023) (KPAI, 2023).

Based on the UNICEF article from 2020, 2 out of 3 girls or boys aged 13-17 have experienced at least one form of violence in their lifetime. Three out of four children and adolescents who have experienced one or more types of violence report that the perpetrators are friends or peers. According to a study conducted by the Program for International Student Assessment (PISA) in 2018, it was found that 41% of 15-year-old students had experienced bullying at least a few times in one month. Rigby (1999) stated that bullying has psychological impacts such as the emergence of feelings of anxiety, fear, worry, difficulty sleeping, and a sense of hatred when coming to school. Physically, it can result in injuries such as broken bones, head injuries, vomiting, and even death and lifelong disabilities, which often happen to students who become victims. Therefore, efforts for victims not to succumb to harmful psychological conditions are necessary to help them break free from such situations so they can develop themselves well to achieve psychological well-being. The psychological impact of bullying includes its effect on self-compassion. Whether in an ideal or theoretical sense, self-compassion can be useful in building the psychological strength of students/individuals for greater well-being and a more positive future orientation. As explained by Halim (2015), one of the hindrances to someone's life is prolonged negative emotions without resolution, making it difficult for the individual to develop and tending to withdraw from the environment. To overcome these negative emotions, one must be able to accept all realities, shortcomings, and issues that occur. Having a compassionate attitude towards oneself becomes the initial gateway to addressing the negative emotions experienced by individuals. This concept is known as self-compassion.

The objective of this research is to understand the description of self-compassion for students who are victims of bullying and the methods to build self-compassion for these students.

Theoretical Framework

Self-Compassion

Self-compassion has psychological implications for an individual, influencing emotional intelligence and reducing anxiety and depression. The term "self-compassion" is derived from "compassion," which means a sense of kindness. This can be interpreted as a feeling that makes an individual inclined to try to understand and empathize with what others are feeling, with a desire to help rather than pity. This feeling embodies kindness, concern, and understanding. Similarly, self-compassion refers to compassion or kindness directed towards oneself.

There are three components of self-compassion: self-kindness (being kind to oneself), a sense of

common humanity (understanding of human nature), and mindfulness (full awareness) (F. Ramadhani & Nurdibyanandaru, n.d.). In terms of its definition, self-compassion involves demonstrating kindness towards oneself, refraining from excessive self-criticism regarding shortcomings, conditions, and personal experiences (Neff, 2016). According to Neff (2016), high self-compassion in individuals is indicated by a positive attitude towards oneself (self-kindness), acknowledging that flaws and limitations are part of being a normal human (common humanity), and being fully aware of the conditions they are experiencing (mindfulness) (Kawitri et al., 2020).

Bullying

Bullying is an excessive act, both physically and verbally, carried out by individuals. This behavior is repeated, and there is a power imbalance between the perpetrator and the victim. The power difference in this context refers to a perception of physical and mental capacities. Additionally, the power difference is also present in the number of perpetrators and victims (Schott, 2014).

Bullying is a hostile act carried out by an individual or a group of people with the intention of intimidating or hurting others (Ardilla, 2009:58). Usually, economically disadvantaged students, those with physical disabilities, and those perceived as weak become targets of bullying by their peers. There are various forms of bullying, including teasing, insults, and physical violence. With the advancement of technology, bullying is also done through social media, conveyed through posts and comments containing hate speech, insults, sarcasm, and curses directed at someone. In the school environment, bullying is typically carried out by strong students, and the victims are often weaker students or those who consider themselves superior, engaging in bullying actions against students they perceive as inferior (Bullying et al., 2021).

The impact of bullying is not only on the victim but also affects the perpetrators and those who are both victims and perpetrators. Individuals who are both victims and perpetrators of bullying experience a higher level of mental health disturbances compared to bullies and victims separately. This is because they engage in bullying behavior while also being victims of bullying. Aggressive behavior among young people, including violence and bullying, is associated with an increased risk of mental disorders, poor social functioning, and disruptions in the educational process. Almost 40% of suicide cases in Indonesia are attributed to bullying, according to the statement of the former Minister of Social Affairs, Khofifah Indar Parawansa. The impact is also linked to lower reading performance (PISA 2018).

Several studies have examined various factors related to bullying, including demographic factors, social factors, lifestyle factors, and living and working conditions. Understanding individual factors can help identify the real situations faced by bullied students. Bullying cases among students in Indonesia remain an unresolved issue to date. Events such as the Introduction to School Environment Period (MPLS) for new students are misused as a platform for bullying by seniors. This undoubtedly has psychological and mental health implications for new students who are unaware of such practices.

Methods

This research employs a qualitative approach with a phenomenological research type aimed at examining how patterns are constructed by bullying victims in enhancing their self-compassion. Qualitative phenomenological research is designed to obtain information about symptom status when the research is conducted. Qualitative research is intended to obtain information to draw conclusions described in words. The selection of this approach is appropriate as the issue of bullying presents a unique experience for each individual in building their self-compassion as bullying victims. Data collection methods in qualitative research are diverse and must be adapted to the problem being studied, the research objectives, and the nature of the studied object. In this study, the researcher used observation, interviews, and documentation

methods. The research involved several students who had experienced bullying, a total of 4 individuals who had successfully overcome the impact of bullying, and 3 teachers, psychologists, and practitioners. The selection of respondents was based on specific considerations and criteria.

According to Yin (2014), respondent selection can be based on their involvement with the researched problem, their experience and knowledge about the problem being studied, and the respondents chosen are considered rich in information about the researched problem. The collected data were validated through the source validity technique, where the data collected were cross-confirmed with other sources to verify its accuracy. Data were analyzed qualitatively using Nvivo 10.0 software (Roesadi 2014; Emzir 2014) through the following steps: (i) examining all obtained data, (ii) data reduction to interpret the data and identify research themes. In detail, this research was conducted through several steps as outlined by Moleong (2017): three stages of pre-research, data collection in the field, and data analysis stages.

Results and Discussion

Forms of Bullying Experienced by Victims at School

Bullying is a negative behavior consisting of three types: Physical, verbal, and psychological bullying (Sejiwa, 2008). Physically, bullying behavior can take the form of physical attacks such as hitting, kicking, punching, pushing, elbowing, biting, scratching, and spitting on the victim. Verbally, bullying behavior can manifest as verbal attacks using words that belittle, demean, and degrade the victim. Examples of verbal bullying include threats, insults, mockery, accusations, name-calling, and shouting hurtful words at the victim. Furthermore, psychological bullying involves undermining the victim's mental well-being by displaying a cynical attitude, silent treatment, exclusion, and isolation from social environments and friendships.

Based on interviews conducted, it was found that one out of two respondents experienced verbal and psychological bullying, while the other respondent experienced physical, verbal, and psychological bullying simultaneously. The interview results with the respondent from SM indicate that, verbally, they are often teased and mocked by perpetrators about their physical appearance. Psychologically, they often receive cynical looks and are isolated by classmates. This information is derived from the respondent's statements as follows:

"Yes, I always try to avoid it, if possible, not to meet with friends who like to mock and make fun of me. It's better for me to be alone and keep my distance than to keep feeling hurt." - SM, 2023.

"They usually mock me about my appearance, calling me ugly, short, like a dwarf. Maybe I'm aware that I'm short. Then they say I look like a pig. Basically, everything about me is considered a joke by them." - SM, 2023.

"In class, I'm usually by myself. Others already have their own circles. Even if I try to join, I feel like I'm not acknowledged, so I just stay that way. Sometimes, I feel like I'm not acknowledged by them at all. Even if I try to be friendly, they just look at me with a certain expression—kind of cynical. I feel like they're looking at me mockingly or like I'm a strange person. So, it's better to be alone." - SM, 2023.

Meanwhile, the interview results with respondent NS indicate that, physically, the bullying actions experienced by NS include being pushed, hit, oppressed, and having belongings damaged by the perpetrators. Verbally, the bullying actions experienced involve threats, mockery, and being made a target of ridicule by classmates. Lastly, psychologically, the bullying actions experienced include being isolated and exploited by classmates. This information is derived from the respondent's statements as follows:

"Sometimes there are threats and pushes, and when I answer incorrectly, they get angry. There was even someone who stepped on my foot, and there was one time I almost got into a fight with them." - NS, 2023.

"Then there were reports of him fighting with other classmates. The fight involved physical blows, it was just because N's foot was stepped on, and his cap was thrown around." - Class Teacher, 2023.

"Well, I'm not that smart, and if I'm asked to come forward in class, answer a question incorrectly, then get laughed at by friends." - NS, 2023.

"Yeah, when I answered a question incorrectly in front of the class, they called me 'asbun,' said I was stupid, and sometimes they insulted me in front of the class while laughing." - NS, 2023.

"They approach me only when they need something, like asking me to come forward to solve a problem or if they want to copy my homework. If not, no one wants to accompany me. It's like... I don't really have friends in the class. Sometimes, well, more like often, I feel excluded in the class. They only get close when they need something from me, like making me their messenger, and after that, it goes back to how it was before." - NS, 2023.

From the results of the interviews, it can be observed that the most dominant forms of bullying experienced by both respondents are verbal and psychological bullying. This is because both types of bullying are considered non-harmful and are perceived by the perpetrators as mere jokes for amusement. Additionally, these forms of bullying do not leave tangible evidence or visible marks, unlike physical bullying.

Building Self-Compassion

Based on the research conducted on the respondents, several themes were identified that can be used as patterns to develop self-compassion, enabling students who are victims of bullying to maintain their psychological well-being. The themes obtained include:

a. Grateful

Based on the interview results, it is known that the respondent considers many others to have more significant problems than themselves, preventing them from getting immersed in disappointment and sadness over their own issues. In other words, the respondent is still able to be grateful and think positively about the problems they face. This indicates that the respondent has developed self-compassion. Individuals with self-compassion perceive the challenges they face as part of the learning experience shared by everyone, enabling them to avoid sinking into sadness and to see the positive aspects of a problem (Neff, 2018). According to a study conducted by Alzuhra and Ikhwanisifa (2023), there is a relationship between gratitude and self-compassion in individuals. Furthermore, the research found that gratitude can generate positive thinking in individuals, allowing them to treat themselves kindly in difficult situations. Additionally, gratitude can serve as a strength for individuals to rise from adversity, avoiding negative thoughts that could harm themselves (Sari et al., 2020). The respondent's statements can be seen in the following interview excerpt:

"Well, I consider the bullying incident as a valuable lesson... because why should we always compare what has happened to others... that will only make us sadder and unable to do anything. Besides, many people have more severe problems out there, so just accept and take the lessons from this incident." SM, 2023.

Another respondent also said that to be grateful, there's no need to envy others' good fortune. Because if you envy others' fate, it will only make you feel even further behind in comparison to their achievements, as expressed by the respondent:

"Why should we compare our fate? If we compare, we'll end up feeling envious of others." NS, 2023.

Gratitude is a form of appreciation and pleasure reflected in a person's attitude toward accepting what happens in their life. According to Emmons and Mishra (2010), gratitude is one of the indicators related to the mental well-being of individuals. With gratitude, individuals can facilitate positive coping with the problems they face, resulting in peace and tranquility in life. This aligns with self-compassion, which is

also an indicator related to the mental well-being of individuals because it can change an individual's perspective to be more positive about themselves (Neff, 2011). Individuals who can be grateful can see the good things in their lives, and they can still see the positive side by learning from unpleasant events they experience. In the aspect of self-compassion, this is referred to as mindfulness. Therefore, it can be concluded that gratitude is one way to build self-compassion in individuals.

b. Positive Thinking about Life

Respondent mentioned that the incidents they experienced are a way for God to make them a better individual. This is because, according to the respondent, viewing oneself from a positive perspective is more beneficial, so they consider that every event that happens surely has its wisdom. This statement indicates that the respondent can think positively about the issues they face. This aligns with the aspect of self-compassion, namely mindfulness. Individuals who are mindful will be aware and accept the issues they face by always thinking positively, thus being able to learn from those issues (Neff, 2011). With this aspect of mindfulness, individuals will not focus and linger in sadness due to the issues they face. Moreover, individuals will also bring forth the aspect of self-kindness within themselves, allowing them to remain kind and not blame themselves for the problems encountered. The respondent's expressions can be seen in the interview excerpt below:

"Well... about the incidents that have happened, I believe that God has planned them for me. I just take it as a lesson. We need to be more careful in the future and avoid doing the same to others because it hurts... hebe." - SM, 2023.

Furthermore, another respondent stated that they have forgiven the perpetrator. This attitude indicates that the respondent has accepted and made peace with the bullying incident they experienced. As expressed by the respondent:

"Initially, there was indeed a feeling of sadness and heartache... but I was taught by my parents to forgive even though it's hard because sometimes we feel sad too... but after thinking about it, revenge doesn't benefit us either..." - NS, 2023.

Positive thinking is the ability to assess something from a positive perspective (Jatmika, 2016). Positive thinking will give rise to positive habits that can enhance happiness and self-confidence in life. Albrecht (2009) states that the ability to think positively will encourage individuals to adapt to reality, making an effort to accept the problems they face by avoiding regret and dealing with the consequences of those problems. Someone with positive thinking is more likely to accept and do various things that can improve the quality of their life. Ramadhani and Ulfia (2022) state that positive thinking makes it more possible for individuals to seek strategies to overcome problems. In several studies, it is known that positive thinking can also make individuals feel valuable, happy, and have a better outlook on life. Additionally, positive thinking can make it easier for individuals to build relationships with others because they have positive energy to nurture relationships with others.

c. Being Friends with Oneself

The respondent stated that they try to forget the problems they face by comforting themselves. Self-comfort can be done through enjoyable activities and positive affirmations by saying kind words to oneself. Both of these can be used as ways to cultivate self-compassion in individuals. According to Gilbert (2009), engaging in enjoyable activities is one form of the self-compassion aspect known as self-kindness. Individuals who have kindness towards themselves (self-kindness) will make an effort to comfort themselves by redirecting their thoughts to something enjoyable, thus avoiding negative thoughts about themselves (Klingler, 2017). This aligns with the respondent's statement that:

"...in my view, there's no one who doesn't experience problems; it's just that our problems might be heavier... he..be... So, don't keep dwelling on that incident. I try to forget it by engaging in activities I enjoy—sometimes playing futsal, sometimes eating my favorite foods. Well, as people say nowadays, it's a form of self-reward... he..be..."

Another respondent said that they always try to make themselves valuable by finding positive words to appreciate themselves. This is referred to as positive affirmations. Zainiyah et al (2018) state that positive affirmations have a significant influence on individuals as they can affect one's consciousness to think and behave positively towards oneself. This aligns with the respondent's statement: *"I try to make myself valuable... I always instill in my mind that I am great... I am strong, have passed through all of this... even though sometimes I feel sad and lonely... but if we enjoy our time alone, it can be fun too."*

The notion of being friendly with oneself is also conveyed by another respondent, stating that showing complete affection towards oneself can help in forgetting and reconciling with past painful events. The expression is given as follows: *"When we have a problem, we need a friend to provide support to make us strong... at one time I felt... I read a book... there was a writing 'becoming a friend to oneself with a loving attitude towards oneself,' I tried to reconcile and become a friend to myself."*

Furthermore, the respondent also mentioned that self-love can make them cheerful and happy because they feel embraced when feeling sad remembering past events. The ability to comfort oneself is essential to relieve tensions. This technique can make us present as a friend to ourselves. When we become a friend to ourselves, it's as if there is a place to share with others about our problems, feeling empathy towards oneself. According to the Indonesian Big Dictionary, a friend is defined as a companion or comrade. In Arabic, it comes from the word "Sahib," meaning accompanying. Therefore, a friend can be interpreted as a close companion who is always present, accepting all circumstances, both strengths and weaknesses. Being friends with oneself means making oneself a close companion by accepting all strengths and weaknesses.

d. Considering Problems as A Learning Experience that Everyone Goes Through

The respondent mentioned that everyone has their own set of problems. They even share stories about the issues they face with others. In this regard, it can be said that the respondent doesn't feel alone. They are even able to derive lessons from the problems they face after sharing stories with others. This shows that the feeling of not being alone or not isolating oneself due to the problems can be a way to build self-compassion in an individual. This attitude aligns with the aspect of self-compassion, namely common humanity. Neff (2003b) states that individuals with the common humanity aspect tend to respond to their problems without exaggeration because they don't feel alone and know that everyone has their own problems. Additionally, Rahma and Puspitasari (2019) also state that individuals with self-compassion can adopt a positive attitude by learning from the problems they face, thus enhancing self-actualization in the individual. The respondent's statements can be found in the interview excerpts below:

"I'm usually not someone who talks a lot about everything that happens to people... but when there's a serious incident like this, I can't resist telling it. I once confided with my close friend about our respective problems... from there, I gained wisdom that others also have problems, even though the problems are different."

"When it comes to problems... maybe everyone has them, it's just that the problems might be different, some are severe, some are just ordinary, maybe like that."

"When it comes to problems... maybe everyone has them, it's just that the problems might be different, some are severe, some are just ordinary, maybe like that... besides, the problem comes from above, we can't change it..."

Another respondent also stated that the bullying problem they experienced was a way for God to test them. Furthermore, the respondent mentioned that everyone has their own set of problems or sufferings in life, with each person bearing a portion according to their capacity. Therefore, someone who accepts everything that happens in their life will not excessively dwell on the suffering, which can impact their mental health.

e. Providing Self-Support (Self-Reward)

The respondent mentioned that they also need support from themselves when facing problems. Self-support is a form of self-appreciation by allocating time and space to achieve peace and tranquility. If an individual can provide self-support when experiencing a problem, it can be said that the individual has self-compassion within themselves. This aligns with Neff's (2003b) assertion that individuals with self-compassion will continue to care for and be kind to themselves when facing problems. The respondent's statements can be found in the interview excerpt as follows:

"When we cannot get support from family, friends, and others... I feel that sometimes we can feel relieved if we enjoy our alone time... yeah, me time."

Another respondent also mentioned that the form of self-support is usually done by providing time (me time). The time set aside for oneself can lighten the burden of the problems they face. Additionally, the respondent also gives self-reward by engaging in enjoyable activities such as going out or buying favorite food. This expression can be seen in the interview quote with the respondent:

"Well, if we want to forget, it's not entirely possible because the incident is very memorable. But sometimes we can reduce our memory by doing our hobbies, going out, enjoying our favorite food... I like to shop for food, you know..."

Bullying incidents cannot be erased immediately, and individuals who are victims of bullying will experience various things that can create tension. Therefore, self-reward is needed as one of the positive coping strategies for the emotional tension caused by bullying. In the theory of self-compassion, coping strategies involving enjoyable activities are part of the self-kindness aspect, implying self-support. This is consistent with Klingle's (2017) statement that individuals who care for themselves (self-kindness) will try to comfort themselves by diverting their thoughts to something enjoyable, thus avoiding negative thoughts about themselves.

f. Make A Book Let/Catatan Emosi

Respondents said that the problems they face can be alleviated by expressing their feelings through a journal. According to the respondent, the sadness felt can be reduced when expressed through writing. This is in line with Adams' (1999) opinion that pouring thoughts and feelings into writing can help clarify thoughts and emotions in individuals. Writing about these feelings is usually done in a diary, which can serve as a medium that gives individuals the freedom to express and understand thoughts and issues experienced with the aim of reducing, overcoming, improving, and even resolving these problems (Erford, 2015). The respondent's expressions can be seen in the interview quotes below:

"My way to forget is to write a diary with my thoughts, and sometimes I read it again... sometimes we can laugh at it, maybe it's strange to see your own diary entries... he..he."

"Yes, I also like to keep a diary, I still have it... I have a diary book...."

Furthermore, the respondent also mentioned using written media to express and share stories about the sadness he experienced. For the respondent, writing emotional notes can help dispel the sadness within, making these emotion notes a means of emotional regulation for the respondent. This aligns with the research conducted by Rahmawati et al (2015), which found that keeping a Booklet/emotional notes/diary is one of the strategies that can be used in emotional regulation. Moreover, Rahmawati also found that by writing a daily journal, individuals can get to know and organize their feelings, allowing them to identify the root of the problem and find solutions. With the existence of a daily journal, emotional tension that was previously held can be well dissolved and replaced with more stable

emotions. From this explanation, it can be concluded that providing space for emotional expression in a diary can change attitudes, perceptions, ways of thinking, and irrational views into rational views, thus helping individuals to improve and develop themselves as optimally as possible.

Conclusion

Based on the research interview results, it can be concluded that self-compassion is an attitude that can be developed by individuals themselves through cultivating gratitude, positive thinking, being friends with oneself, considering unpleasant conditions as a learning experience shared by everyone, providing self-support, and making emotional notes as a form of coping strategy for negative feelings about the problems faced.

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