

A Synthesis of Adversity Quotient in Student Victims of Bullying

Puji G. Handayani^{1,2*}, Bambang B. Wiyono³, Muslihati⁴, IM. Hambali⁵

^{1,4,5}Guidance and Counseling Department of Universitas Negeri Malang, Klojen, Malang, Indonesia,

²Guidance and Counseling Department of Universitas Negeri Padang, Padang Utara, Padang, Indonesia,

³Education Management Department of Universitas Negeri Malang, Klojen, Malang, Indonesia

ABSTRACT

Adversity quotient has an impact on students' success in living life. Students who are victims of bullying are no exception. The low adversity quotient of students who are bullying victims will impact the chaotic management of their lives, characterized by stress, depression, trauma, and even suicide attempts. Students bullying victims with high adversity quotient will be able to deal with bullying casually and have little impact on themselves. This study aims to describe the adversity quotient in students victims of bullying and analyze the differences in the adversity quotient of students victims of bullying between men and women. Data collection was from 66 students who had been victims of bullying in junior high schools in the city of Padang using purposive random sampling techniques. This study used a comparative quantitative research design. The instrument of this study is the adversity quotient scale. The condition of low adversity intelligence was discovered as a result of research. In particular, if decomposed according to its dimensions, low results are obtained on the dimensions of control, ownership, origin, and reach. But on the endurance of dimensions got high yields. Then, there is a difference in adversity intelligence between male and female students, where the adversity intelligence of women is higher than that of men. Thus, based on the findings of this study, schools should strive to increase the adversity quotient so that the effects experienced by victims of bullying in schools are reduced.

Keywords: adversity quotient, bullying victim, gender, students.

INTRODUCTION

Bullying behavior in schools is a severe problem worldwide (Hwang et al., 2018). The consequences of bullying behavior in victims are trauma, depression (Semerci, 2017), victims who become perpetrators, and even ending their lives (Kurniawan et al., 2022). Research in the UK reports that one in six students has been a bullying victim for a year (Verasammy & Cooper, 2021). Then, according to (Kim et al., 2019), there was a rapid increase in bullying in South Korea. Similarly, in the USA, there was an increase in victims of bullying (Lee et al., 2017).

Victims of bullying in Indonesia need to be of particular concern because Indonesia is the fifth highest victim of bullying in the world (Organisation for Economic Co-operation and Development (OECD), 2019). Being a victim of bullying is a pressure and a burden (Rennecke et al., 2020). If students cannot control themselves, these perceptions will result in forces they cannot accept and face (Menin et al., 2021) the problem of defining these phenomena is still debated. Recently, this discussion has also been articulated in terms of how young people who are directly involved in bullying and cyberbullying understand these notions. This study aimed at investigating the operational definitions of both bullying and cyberbullying provided by adolescent victims and perpetrators, by inquiring the weight of traditional criteria (i.e., frequency, deliberateness, imbalance of power, and harm). They impact preparation in the surrounding environment (Eames et al., 2018).

Individuals can survive in difficult situations (Ledesma, 2014). When an event of intimidation occurs, as experienced by the victim of bullying. However, staying in a continuously intimidating environment makes adolescents even more helpless and causes them to lose hope (Joyce-Gibbons et al., 2018). The helplessness of victims of bullying needs special attention because this will affect how their lives will be in the future (Mark et al., 2019).

The impact of bullying victims is related to a person's ability to face problems, difficulties, challenges, and obstacles he faces. When a person has a low adversity quotient, the higher the adverse impact that occurs on victims of bullying

Corresponding Author e-mail: rpujigusrihandayani@gmail.com

<https://orcid.org/0000-0001-7343-8896>

How to cite this article: Handayani PG, Wiyono BB, Muslihati, IM. Hambali. A Synthesis of Adversity Quotient in Student Victims of Bullying. Pegem Journal of Education and Instruction, Vol. 13, No. 3, 2023, 168-175

Source of support: This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

Conflict of Interest: The authors declare that they have no conflict of interest.

DOI: 10.47750/pegegog.13.03.18

Received: 22.09.2022

Accepted: 09.03.2023

Publication: 01.07.2023

(Jumareng & Setiawan, 2021), the Adversity quotient can index how well a person can withstand difficulties and the ability to overcome them (Rita & Widodo, 2021). This adversity quotient is critical to development because it will make students react when facing challenges, whether they will continue to feel sadness, disappointment, despair, or vice versa, stepping stones and success to them (Singh & Sharma, 2017), even which will bring happiness (Işık & Üzbe Atalay, 2019). Then, it can indicate that students are victims of bullying to survive in stressful conditions, difficulties, obstacles, and challenges in school (Stoltz, 2010).

Individuals must have an adversity quotient to act creatively to maintain life (Mehdad et al., 2018). Individuals who cannot handle difficulties can become easily overwhelmed and emotional, even retreat, stop trying and stop learning, as is common in child victims of bullying. Wang et al. (2021) and a convenience sample of nursing students ($n = 158$ valid) show that children's adversity quotient is essential to increase life motivation. Other research conducted by individuals with higher adversity quotient scores were more successful in their work and personal lives (Hastuti et al., 2018). Adversity quotient can predict how a person achieves lifelong success. Individuals with high will tend to succeed more than those with low adversity quotient (Prasittisrisakul et al., 2017). Meanwhile, (Puspitacandri et al., 2020) emotional quotient, spiritual quotient, and adversity quotient on the graduates quality of vocational higher education. Data were collected from 217 cadets at Surabaya Shipping Polytechnic who already took an internship as respondents using stratified cluster random technique. This is a correlational and quantitative study using a questionnaire developed from several existing scales and analyzed using Structural Equation Models (SEM) explained that the adversity quotient influences 17.5% in producing the best school graduates.

Based on the research above, there have been many studies that have revealed student adversity quotient. Still, there has been no research on the adversity quotient aimed at students who are victims of bullying. Previous research was limited to describing school adversity quotient without specific objectives. This study aims to describe the adversity quotient of students victims of bullying from various aspects of adversity quotient: control, ownership, origin, reach, and endurance. This research also questions the differences in adversity quotient of students victims of bullying between males and females. Furthermore, this study has a hypothesis (H_0) "there is a difference in the adversity quotient of students victims of bullying between male and female." The reverse hypothesis (H_a) states that "there is no difference in the adversity quotient between male and female students. Counselors can create a service and treatment program for students victims of bullying to increase the adversity quotient of students who are victims of bullying so that the effects of bullying are reduced.

METHOD

Research Design

This study uses quantitative methods with a comparative descriptive type. A descriptive study aims to see, know, and describe the level of adversity quotient. Meanwhile, the comparative analysis aims to determine whether there are differences in male and female adversity quotients.

Population and Sample

The sample of this study used purposive random sampling. The namely students who had been victims of bullying both physically and verbally, totaling 66 students based on the results of school reports in junior high schools in Padang City. Data on victims of bullying is obtained from school counselors.

Data Collection Tools

Further, measurements are carried out through scale instruments. The scale used is the adversity intelligence scale. The scale uses the Likert scale to measure each respondent's adversity intelligence level. Stolz (2019) describes adversity intelligence elements in the form of control, ownership and origin, reach, and endurance. This dimension has descriptors including; (1) control; resilience, health, and persistence. (2) ownership and origin; responsibility, action, involvement. (3) Reach; freedom, stress, energy, and effort. (4) durability, hope, optimism, and a willingness to move forward. The adversity intelligence scale has 36 items with four levels of choice. The four options are very suitable, which has a score of 4; Accordingly, which has a score of 3; less fortunate, which has a score of 2; and non-conforming, which has a score of 1. This adversity intelligence scale has relatively high reliability with an Alpha Cronbach coefficient of 0.85 (above the minimum number of 0.6). The adversity intelligence scale also has high validity in each item with significance at levels 0.01 and 0.05 (2-tailed) based on Pearson's correlation analysis.

Data Collection

The study's data was obtained online through a google form collected by the researcher. The data was collected over two weeks, and the instruments provided followed the availability of respondents. The research at a high school in Padang city was conducted in February and March 2022.

Data Analysis

The process of analyzing instrument filling uses descriptive and comparative one-way ANOVA. Descriptive analysis of adversity quotient is divided into parts based on dimensions. The comparative analysis distinguishes the adversity quotient of men and women tested with one-way ANOVA statistics. Before the trial, the Kolmogorov-Smirnov normality and

the homogeneity test, namely Levene, were first carried out. Whether the criteria are different or not, it can be seen from the significance, if $\text{sig.} \geq 0.05$, then there is a significant difference. Data were analyzed using SPSS with descriptive statistical analysis and one-way ANOVA analysis. In the next section, we will see the picture of descriptive results in the form of averages and percentages. The data is then displayed in the form of a graph. Comparative analysis shows differences between the adversity quotient of students victims of bullying between males and females.

FINDINGS

Descriptive Analysis Adversity Quotient

The Adversity quotient has four dimensions that can measure how high a person's adversity quotient is. Among these dimensions are; (1) control, (2) ownership and origin, (3) range, and (4) durability. Here's the explanation.

First, the findings in Figure 1 show that most students victims of bullying have an adversity quotient of 84% permeability in the low category. Meanwhile, 18% have an adversity quotient in the high class. It can be concluded that, on average, students who are victims of bullying have a low adversity quotient. The low level of adversity quotient of students victims of bullying can be seen in Figure 1.

Low adversity quotient occurs in almost all indicators, namely control, ownership origin, and reach. In the low-scale item control indicator, namely in the statement, the problems experienced make the relationship with the family not harmonious, and issues with friends impact physical health. Then, the low indicator of origin and ownership of scale grains lies in my statement of being fickle in making decisions, I apologize when I hurt the feelings of others, and I have no close friends. The low indicator of statement reach lies in my ability to make decisions independently. I feel helpless where I am today, and the problems are constantly draining my energy.

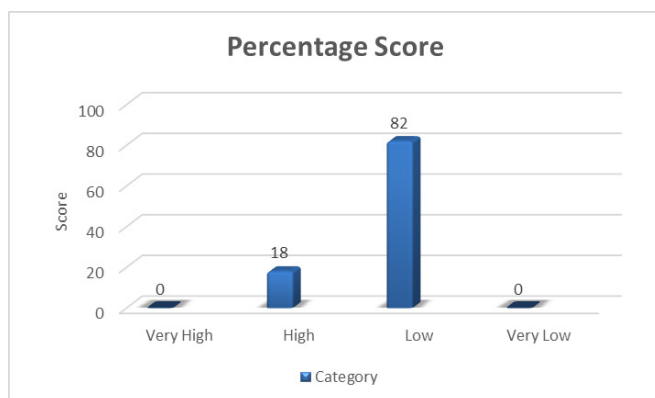


Fig. 1: Percentage Distribution of Adversity Quotient Categories.

Description of Control Dimensions

Second, the findings in Figure 2 with a control dimension study showed that most bullying student victims had an adversity quotient of 71.1%. Meanwhile, 22.7% had an adversity quotient in the high category, 3% were in the very high class, and 3% were deficient. It can be concluded that in the control dimension, students of bullying have a low adversity quotient. The typical dimensions of control in the adversity quotient can be seen in the following Figure 2.

Description of Ownership and Original Dimensions

Third, the findings in Figure 3 with a study of the ownership and original dimensions show that most of the student victims of bullying have an adversity quotient low of 55%. Meanwhile, 45% have an adversity quotient in the high category. It can be concluded that in the dimension of ownership and origin, students of korban bullying have a low adversity quotient. The legal aspect of the original and adversity quotient can be seen in Figure 3.

Fourth, the findings in Figure 4 with a study of the reach dimension show that most of the student victims of bullying have an adversity quotient in the low category of 88%. Meanwhile, 7.6% are deficient, and 4.5% have an adversity

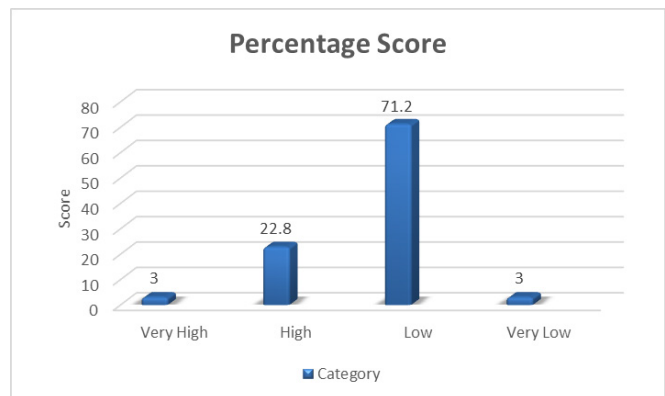


Fig. 2: Control Dimension Percentage Distribution.

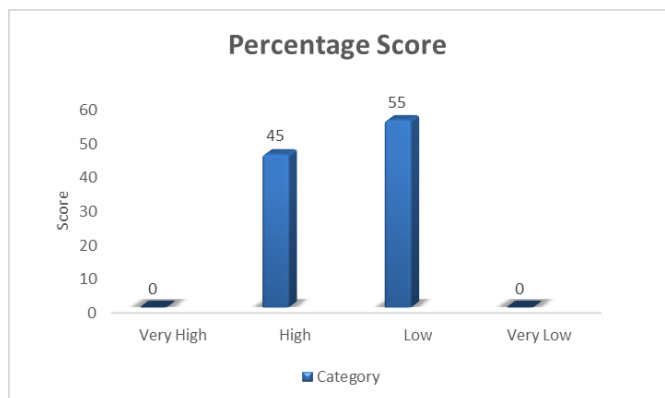


Fig. 3: Original and Ownership Dimension Percentage Distribution.

quotient in the high class. It can be concluded that in the reach dimension, students of bullying have a low adversity quotient. The reach dimensions in the adversity quotient can be seen in Figure 4.

Fifth, the findings in Figure 5 with a study of the endurance dimension show that most of the student victims of bullying have an adversity quotient category of low 61%. Meanwhile, 39% are in the deficient category. It can be concluded that in the endurance dimension, bullying students have high adversity quotient. The high dimensions of endurance in the adversity quotient can be seen in Figure 5.

HYPOTHESES TEST RESULTS

The analysis test on the hypothesis showed differences in adversity quotient between male and female bullying victims, which can be seen in the Table 1.

In Table 1, it is seen that the data tested through Kolmogorov-Smirnov are normally distributed. Test normality is characterized by a significance of 0.179, which means a magnitude of 0.05. If the significance test ≥ 0.05 , then the data are typically distributed.

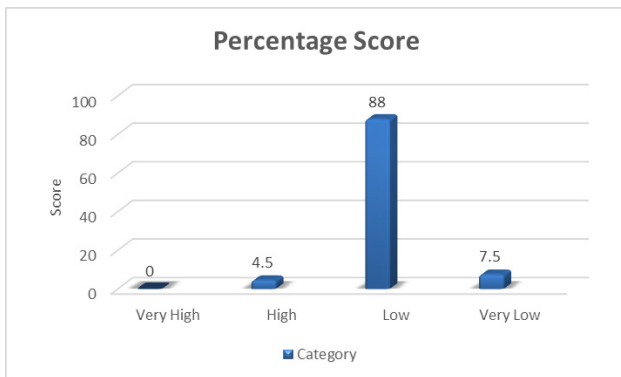


Fig. 4: Reach Dimension Percentage Distribution.

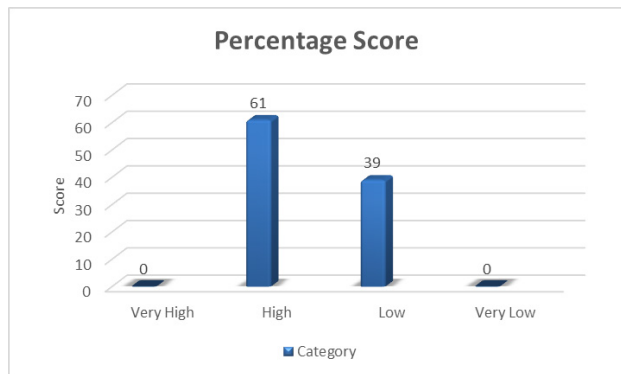


Fig. 5: Endurance Dimension Percentage Distribution.

Table 1: Distribution of Kolmogorov-Smirnov Normality.

Category		Statistic	df	Sig.
Adversity Quotient	Male	0.134	30	0.179
	Female	0.118	36	0.200

Table 2: Distribution of Homogenitas Levene.

Category	Statistic	df	df2	Sig.	
Adversity Quotient	Based on Mean	1.453	1	64	0.233

Table 3: ANOVA Test.

Category	Mean	df	F	Sig.
Adversity Quotient	73.20	1	21.75	0.00
	77.53			

Table 2 shows the homogeneity test through homogeneity Levene with a significance value of 0.233, which means a magnitude of 0.05. If the significance test ≥ 0.05 , it can be concluded that the variants of the two gender groups are the same or homogeneous. That, the assumption of homogeneity in the one-way ANOVA test is complete.

Based on the output in Table 3 above, it is known that the significance value is $0.00 \leq 0.05$, so it can be implied that the averages of the two gender groups differ significantly.

DISCUSSION

Description of Adversity Quotient

The findings of low adversity quotient in students victims of bullying are not surprising because adversity quotient correlates with self-inability to face difficulties (Jumareng & Setiawan, 2021). Students who are victims of bullying will experience helplessness and cannot survive when intimidated by others (Grabbe & Miller-Karas, 2018). Then, if the adversity quotient is low, the probability of a person getting poor treatment is more likely to be significant (Hulaikah et al., 2020). Therefore, when a person has a low adversity quotient, it is not surprising that the person will be vulnerable to being a victim of bullying (Darmawan et al., 2019; Oh et al., 2018). Bullying behavior results in the individual as a victim feeling helpless (O'brien & Dadswell, 2020). Students who are victims of bullying will experience behavioral traits such as can't control themselves. Harming themselves, not being able to take responsibility for their behavior, and not being able to compensate for the overflow of difficulties into other areas of life (Singh & Sharma, 2017).

Control Dimension Description

The findings in the control dimensions that are seen are how resilience, health, and persistence of individuals in the face of life. In this case, students who are victims of bullying are also in the low category on the control dimension of the adversity quotient. Students who are victims of bullying cannot control themselves if their peers bully them. In addition to the psychological impact, students victims of bullying who have low self-control will also experience health problems such as being unable to sleep well and being prone to disease (Goodwin et al., 2019; Suksatan et al., 2021). Students with low self-control cannot control impulsive

behavior and interact with the surrounding environment, affecting interpersonal relationships (Hidayah, 2021).

Origin and Ownership Dimensions

The findings in the ownership and origin dimensions measure the individual's ability to the effects of the overflow of difficulties into other areas of life and whether the impact of those difficulties influences different aspects of life. In this case, students who are victims of bullying are also in the low category on the dimensions of ownership and origin of adversity quotient. Hart Barnett et al. (2019) explain that students who continuously experience bullying will feel responsible for themselves. They will begin to abdicate their duties, such as frequent skipping (Goldbach et al., 2018), not being eager to carry out daily activities (Frazier et al., 2021), and even losing loyalty as a child and students (Rambaran et al., 2020). This means that students who are victims of bullying cannot take responsibility for themselves and cannot act if their peers bully them.

Reach Dimensions

The findings in the reach are how effort and energy are when facing difficulties. Students who are victims of bullying cannot make an effort and energy if they are intimidated by their peers (Kaufman et al., 2020). Individuals who have a low reach have characteristics such as; being unable to cooperate (Jenkins et al., 2016), unable to make decisions (Cornell & Limber, 2015), and plagued by grief (Kustanti, 2020). Feeling helpless (Hicks et al., 2018) and afraid to seek help from others for the problems they are experiencing (Rigby, 2017).

Endurance Dimensions

Unlike the previous findings, in the endurance dimension, students who are victims of bullying have a high category in these dimensions. The endurance dimension in students victims of bullying can be seen with high hope, optimism, and willingness to move forward. The high endurance of students is caused by the need for self-confidence, an airy mind, and the resilience to continue living (Hulaikah et al., 2020; Safi'i et al., 2021; Zubaidah Amir et al., 2021). Although the students who are victims of bullying are, on average low, the endurance dimension is in the high category. This is not related to the cultural background adopted by the students who are victims of bullying, namely the Minangkabau culture. Minangkabau people are famous for their persistent and unyielding efforts (Supriatna & Sukandar, 2022). This is evident when the Minangkabau people wandered off them and succeeded. This was due to their high hope, optimism, and progress to advance.

Hypothesis

This study found that female students' adversity quotient was higher than male adversity quotient. The findings differ

from those of Kartikaningtyas et al. (2018). They said there were no significant differences between each dimension of adversity quotient between men and women. The same was also expressed by Khairani & Abdullah (2018), showing no significant difference in the adversity quotient between men and women. Several factors can cause differences in findings.

The family factor is inseparable from the growth and development of students victims of bullying. Fauziah et al. (2020) explained that the differences between men and women are influenced by family factors, which can be seen in the parenting process (Bokhove et al., 2021), communication with parents (D'Urso & Symonds, 2021), and family conflicts (Tanrikulu, 2020). When the habit of treating boys must be more robust than girls, then the tendency of men to be more relentless (Kiran et al., 2018), and victims of bullying have a risk of becoming victims of bullying (Chandran et al., 2019).

In addition, cultural factors also influence differences in adversity quotient as a form of self-adjustment (Choompunch et al., 2021). The tendency to attribute the causes of difficulties to themselves and the specifics of psychosocial and cultural problems may play a role (Wang et al., 2021) and a convenience sample of nursing students (n = 158 valid. Students who are victims of bullying are students with a Background in Minangkabau culture, which in Minangkabau culture uses a matrilineal kinship system, namely the maternal lineage. Because the Minangkabau people adhere to matrilineal and demand women as *bundo kanduang* or *limpapeh rumah gadang*, women are treasure keepers and supporters of *gado-gado* houses (Basri et al., 2019). Women in Minangkabau culture have a significant role and responsibility (Djuharni, 2017). So, it is not surprising that the adversity quotient of female students is higher than that of male students.

CONCLUSION

The study's findings stated that the adversity quotient of students victims of bullying was in a low category. The dimensions of adversity quotient consist of; control in the low class, original and ownership as low, reach in the common sort, and endurance in the high category. The hypothesis test results also showed differences in the adversity quotient of students victims of bullying between men and women, where the adversity quotient of women was higher than that of males. Based on the findings, it can be concluded that the adversity quotient has an essential role in a person's life, especially when someone is a victim of bullying. Having a high adversity quotient is the foundation for a teenager to be able to survive in an environment that does not support him.

SUGGESTION

Researchers make suggestions to counselors to be able to prepare programs and treatments to be able to improve

students' adversity quotient both with preventive and curative efforts. The assistance provided aims to minimize the impact on victims of bullying, such as trauma, depression, and suicide. The implementation program can be an individual, group, or classical counseling. Meanwhile, teachers can collaborate with counselors to implement programs created by counselors to improve the adversity quotient. The increase in adversity quotient carried out by teachers can be in the form of academic things such as remedial and enrichment. Then, parents also have an essential role in the child's adversity quotient. Parents can supervise children at home, and parents must also be comfortable telling children stories. Further study needs to use special treatment in increasing the adversity quotient in students victims of bullying. That way, this study can become a reference for what treatment is for the child's problem, which can be used for each students.

LIMITATION

This study was conducted on junior high school students in Padang. This study is unique because the population is a student who is a victims of bullying. However, this study was only conducted on junior high school students. Therefore, subsequent studies could be with larger populations, for example, in elementary schools and also high school students, to get results that can be generalized widely.

REFERENCES

- Basri, I., Ratna, E., & Zulfikarni, Z. (2019). The Position and the Role of Women in Local Minangkabau Novels. *International Conference on Language, Literature, and Education*, 1. <https://doi.org/10.4108/eai.19-7-2019.2289547>
- Bokhove, C., Muijs, D., & Downey, C. (2021). *The influence of school climate and achievement on bullying: Comparative evidence from international large-scale assessment data*. <https://doi.org/10.1080/00131881.2021.1992294>
- Chandran, S., Prakrithi, S., Guru Prakash, K., & Kishor, M. (2019). "Bullying in Incognito Mode": The evolution of sibling bullying. *Indian Journal of Social Psychiatry*, 35(2), 142. https://doi.org/10.4103/ijsp.ijsp_44_18
- Choompunuch, B., Suksatan, W., Sonsroem, J., Kutawan, S., & In-Udom, A. (2021). Stress, adversity quotient, and health behaviors of undergraduate students in a Thai university during COVID-19 outbreak. *Belitung Nursing Journal*, 7(1). <https://doi.org/10.33546/bnj.1276>
- Cornell, D., & Limber, S. P. (2015). Law and policy on the concept of bullying at school. *American Psychologist*, 70(4), 333–343. <https://doi.org/10.1037/a0038558>
- D'Urso, G., & Symonds, J. (2021). *Risk factors for child and adolescent bullying and victimisation in Ireland: a systematic literature review Giulio D'Urso and Jennifer*. <https://doi.org/10.1080/00131911.2021.1987391>
- Darmawan, M., Budiyo, B., & Pratiwi, H. (2019). Mathematics learning achievement of vocational high school students' viewed by adversity quotient. *Journal of Physics: Conference Series*, 1157(4). <https://doi.org/10.1088/1742-6596/1157/4/042121>
- Djuharni, D. (2017). To interpret the values of Bundo Kandung in the Internal Control System. *The International Journal of Accounting and Business Society*, 25(1), 109–118. <https://doi.org/10.21776/ub.ijabs.2017.25.1.8>
- Eames, C., Barker, M., & Scarff, C. (2018). Priorities, identity and the environment: Negotiating the early teenage years. *Journal of Environmental Education*, 49(3), 189–206. <https://doi.org/10.1080/00958964.2017.1415195>
- Fauziah, M., Marmoah, S., Murwaningsih, T., & Saddhono, K. (2020). The effect of thinking actively in a social context and creative problem-solving learning models on divergent-thinking skills viewed from adversity quotient. *European Journal of Educational Research*, 9(2), 537–568. <https://doi.org/10.12973/eu-jer.9.2.537>
- Frazier, A. D., Cross, J. R., Cross, T. L., & Kim, M. (2021). "The Spirit Is Willing": A Study of School Climate, Bullying, Self-Efficacy, and Resilience in High- Ability Low-Income Youth. *Roeper Review*, 43(1), 7–10.
- Goldbach, J. T., Sterzing, P. R., & Stuart, M. J. (2018). Challenging Conventions of Bullying Thresholds: Exploring Differences between Low and High Levels of Bully-Only, Victim-Only, and Bully-Victim Roles. *Journal of Youth and Adolescence*, 47(3), 586–600. <https://doi.org/10.1007/s10964-017-0775-4>
- Goodwin, J., Bradley, S. K., Donohoe, P., Queen, K., O'Shea, M., & Horgan, A. (2019). Bullying in Schools: An Evaluation of the Use of Drama in Bullying Prevention. *Journal of Creativity in Mental Health*, 14(3), 329–342. <https://doi.org/10.1080/15401383.2019.1623147>
- Grabbe, L., & Miller-Karas, E. (2018). The Trauma Resiliency Model: A "Bottom-Up" Intervention for Trauma Psychotherapy. *Journal of the American Psychiatric Nurses Association*, 24(1), 76–84. <https://doi.org/10.1177/1078390317745133>
- Hart Barnett, J. E., Fisher, K. W., O'Connell, N., & Franco, K. (2019). Promoting upstander behavior to address bullying in schools. *Middle School Journal*, 50(1), 6–11. <https://doi.org/10.1080/00940771.2018.1550377>
- Hastuti, T. D., Sari, D. R., & Riyadi. (2018). Student profile with high adversity quotient in math learning. *Journal of Physics: Conference Series*, 983(1). <https://doi.org/10.1088/1742-6596/983/1/012131>
- Hicks, J., Jennings, L., Jennings, S., Berry, S., & Green, D.-A. (2018). Middle School Bullying: Student Reported Perceptions and Prevalence. *Journal of Child and Adolescent Counseling*, 4(3), 195–208. <https://doi.org/10.1080/23727810.2017.1422645>
- Hidayah, R. (2021). Students' Self -Adjustment, Self-Control, and Morality Rifa Hidayah 1. *Journal of Social Studies Education Research*, 12(1), 174–193. <https://doi.org/http://dx.doi.org/10.1080/15388220.2014.986675>
- Hulaikah, M., Degeng, I. N. S., Sulton, & Murwani, F. D. (2020). The effect of experiential learning and adversity quotient on problem solving ability. *International Journal of Instruction*, 13(1), 869–884. <https://doi.org/10.29333/iji.2020.13156a>
- Hwang, Y. S., Dillon-Wallace, J., Campbell, M., Ashburner, J., Saggars, B., Carrington, S., & Hand, K. (2018). How students with autism spectrum conditions understand traditional bullying and cyberbullying. In *International Journal of Inclusive Education* (Vol. 22, Issue 4, pp. 391–408). <https://doi.org/10.1080/13603116.2017.1370736>

- Işık, Ş., & Üzbe Atalay, N. (2019). Developing the Adolescent Happiness Scale: Validity and reliability study. *Pegem Eğitim ve Öğretim Dergisi*, 9(3), 673–696. <https://doi.org/10.14527/pegegog.2019.022>
- Jenkins, L. N., Demaray, M. K., Fredrick, S. S., & Summers, K. H. (2016). Associations Among Middle School Students' Bullying Roles and Social Skills. *Journal of School Violence*, 15(3), 259–278. <https://doi.org/10.1080/15388220.2014.986675>
- Joyce-Gibbons, A., Galloway, D., Mollel, A., Mgoma, S., Pima, M., & Deogratias, E. (2018). Successful Transition to Secondary School in Tanzania: What Are the Barriers? *Journal of International Development*, 30(7), 1142–1165. <https://doi.org/10.1002/jid.3304>
- Jumareng, H., & Setiawan, E. (2021). Self-esteem, adversity quotient and self-handicapping: Which aspects are correlated with achievement goals? *Cakrawala Pendidikan*, 40(1), 147–157. <https://doi.org/10.21831/cp.v40i1.37685>
- Kartikaningtyas, V., Kusmayadi, T. A., & Riyadi, R. (2018). The effect of brain based learning with contextual approach viewed from adversity quotient. *Journal of Physics: Conference Series*, 1022(1). <https://doi.org/10.1088/1742-6596/1022/1/012014>
- Kaufman, T. M. L., Huitsing, G., & Veenstra, R. (2020). Refining victims' self-reports on bullying: Assessing frequency, intensity, power imbalance, and goal-directedness. *Social Development*, 29, 375–390.
- Khairani, A. Z., & Abdullah, S. M. S. (2018). Relationship between adversity quotient and academic well-being among Malaysian undergraduates. *Asian Journal of Scientific Research*, 11(1), 51–55. <https://doi.org/10.3923/ajsr.2018.51.55>
- Kim, H., Han, Y., Song, J., & Song, T. M. (2019). Application of social big data to identify trends of school bullying forms in south korea. *International Journal of Environmental Research and Public Health*, 16(14). <https://doi.org/10.3390/ijerph16142596>
- Kiran, B., Bozkur, B., & Kaya, A. (2018). Investigation of social anxiety level of migrated and not migrated secondary school student. *Pegem Eğitim ve Öğretim Dergisi*, 8(3), 623–644. <https://doi.org/10.14527/pegegog.2018.024>
- Kurniawan, L., Sutanti, N., & Nuryana, Z. (2022). Symptoms of post-traumatic stress among victims of school bullying. *International Journal of Public Health Science (IJPHS)*, 11(1), 263. <https://doi.org/10.11591/ijphs.v11i1.20997>
- Kustanti, E. R. (2020). Bullying Experience in Elementary School Students. *International Journal of Psychosocial Rehabilitation*, 24(1), 1507–1517. <https://doi.org/10.37200/ijpr/v24i1/pr200248>
- Ledesma, J. (2014). Conceptual frameworks and research models on resilience in leadership. *SAGE Open*, 4(3). <https://doi.org/10.1177/2158244014545464>
- Lee, J., Hong, J. S., Resko, S. M., & Tripodi, S. J. (2017). Face-to-Face Bullying, Cyberbullying, and Multiple Forms.pdf. *School Mental Health*, 10, 12–25. <https://doi.org/https://doi.org/10.1007/s12310-017-9231-6>
- Mark, L., Värnik, A., & Sisask, M. (2019). Who Suffers Most From Being Involved in Bullying—Bully, Victim, or Bully-Victim? *Journal of School Health*, 89(2), 136–144. <https://doi.org/10.1111/josh.12720>
- Mehdad, A., Vali Nezhad, A., & Hosseini, M. S. (2018). Prediction of Cyber Bullying through Components of Adversity Quotient. *International Journal of Psychology*, 12(1), 30–49. <https://doi.org/10.24200/ijpb.2018.58143>
- Menin, D., Guarini, A., Mameli, C., Skrzypiec, G., & Brighi, A. (2021). Was that (cyber)bullying? Investigating the operational definitions of bullying and cyberbullying from adolescents' perspective. *International Journal of Clinical and Health Psychology*, 21(2). <https://doi.org/10.1016/j.ijchp.2021.100221>
- O'Brien, N., & Dadswell, A. (2020). *Pastoral Care in Education An International Journal of Personal, Social and Emotional Development* ISSN: (Print) (Online) Journal homepage: <https://www.tandfonline.com/loi/rped20> Reflections on a participatory research project exploring bullying and school self-exclusion: power dynamics, practicalities and partnership working. <https://doi.org/10.1080/02643944.2020.1788126>
- Oh, D. L., Jerman, P., Purewal Boparai, S. K., Koita, K., Briner, S., Bucci, M., & Harris, N. B. (2018). Review of Tools for Measuring Exposure to Adversity in Children and Adolescents. *Journal of Pediatric Health Care*, 32(6), 564–583. <https://doi.org/10.1016/j.pedhc.2018.04.021>
- Organisation for Economic Co-operation and Development (OECD), 2019. (2019). *PISA: Murid Korban "Bully" di Indonesia Tertinggi Kelima di Dunia*. 1. blob:<https://databoks.katadata.co.id/91bc8217-dd19-462a-8e3b-c5cd74b5186a>
- Prasittisrisakul, P., Sitsira-at, S., & Piasai, P. (2017). Adversity Quotient Practice and Handwriting Scores in First Grade Students. *The Educational Review, USA*, 1(3), 54–60. <https://doi.org/10.26855/er.2017.03.002>
- Puspitacandri, A., Warsono, Soesaty, Y., Roesminingsih, E., & Susanto, H. (2020). The effects of intelligence, emotional, spiritual and adversity quotient on the graduates quality in surabaya shipping polytechnic. *European Journal of Educational Research*, 9(3), 1075–1087. <https://doi.org/10.12973/EU-JER.9.3.1075>
- Rambaran, J. A., Dijkstra, J. K., & Veenstra, R. (2020). Bullying as a Group Process in Childhood: A Longitudinal Social Network Analysis. *Child Development*, 91(4), 336–352.
- Rennecke, L., Ronniger, P., Petermann, F., & Melzer, J. (2020). History of Bullying and Victimisation Behaviour of Children with Language Disorders and Maternal Burden. *International Journal of Disability, Development and Education*, 00(00), 1–11. <https://doi.org/10.1080/1034912X.2020.1738010>
- Rigby, K. (2017). Bullying in Australian schools: the perceptions of victims and other students. *Social Psychology of Education*, 20(3), 589–600. <https://doi.org/10.1007/s11218-017-9372-3>
- Rita, A., & Widodo, W. (2021). How Adversity Quotient and Organizational Justice Reduce Turnover Intention Empirical Evidence from Indonesia. *The Journal of Asian Finance, Economics and Business*, 8(6), 1171–1181. <https://doi.org/10.13106/jafeb.2021.vol8.no6.1171>
- Safi'i, A., Muttaqin, I., Sukino, Hamzah, N., Chotimah, C., Junaris, I., & Rifa'i, M. K. (2021). The effect of the adversity quotient on student performance, student learning autonomy and student achievement in the COVID-19 pandemic era: evidence from Indonesia. *Heliyon*, 7(12). <https://doi.org/10.1016/j.heliyon.2021.e08510>
- Semerici, A. (2017). Investigating the Effects of Personality Traits on Cyberbullying. *Pegem Eğitim ve Öğretim Dergisi*, 7(2), 211–230. <https://doi.org/10.14527/pegegog.2017.008>
- Singh, S., & Sharma, T. (2017). Affect of Adversity Quotient on the Occupational Stress of IT Managers in India. *Procedia*

- Computer Science*, 122, 86–93. <https://doi.org/10.1016/j.procs.2017.11.345>
- Stoltz, P. G. (2010). *Adversity Quotient At Work: Finding Your Hidden Capacity For Getting Things Done*.
- Suksatan, W., Choompunuch, B., Koontalay, A., Posai, V., & Abusafia, A. H. (2021). Predictors of health behaviors among undergraduate students during the COVID-19 pandemic: A cross-sectional predictive study. *Journal of Multidisciplinary Healthcare*, 14. <https://doi.org/10.2147/JMDH.S306718>
- Supriatna, M., & Sukandar, W. (2022). *Analysis of the Similarities in Life Concepts between Migration Culture of Minangkabau Ethnic & Life Course Theory in Achieving Success*. 6(4), 11303–11314.
- Tanrikulu, I. (2020). Teacher reports on early childhood bullying: how often, who, what, when and where. *Early Child Development and Care*, 190(4), 489–501. <https://doi.org/10.1080/03004430.2018.1479404>
- Verasammy, K.-J., & Cooper, M. (2021). *Helpful aspects of counselling for young people who have experienced bullying: a thematic analysis*. <https://doi.org/10.1080/03069885.2021.1900777>
- Wang, X., Liu, M., Tee, S., & Dai, H. (2021). Analysis of adversity quotient of nursing students in Macao: A cross-section and correlation study. *International Journal of Nursing Sciences*, 8(2), 204–209. <https://doi.org/10.1016/j.ijnss.2021.02.003>
- Zubaidah Amir, M. Z., Risnawati, Nurdin, E., Azmi, M. P., & Andrian, D. (2021). The increasing of math adversity quotient in mathematics cooperative learning through metacognitive. *International Journal of Instruction*, 14(4), 841–856. <https://doi.org/10.29333/iji.2021.14448a>