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THE EFFECT OF SELF-REGULATION AND PEER SUPPORT ON THE SUBJECTIVE WELL-BEING OF JUNIOR HIGH SCHOOL STUDENTS WHO ARE VICTIMS OF BULLYING

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ABSTRACT

This study aims to determine the effect of self-regulation and peer support on subjective well-being in junior high school students who are victims of bullying . This study uses a quantitative approach with a type of causality research through a survey method. The population of this study was junior high school students in Sorong Regency who had been victims of bullying , the number of which is not yet known with certainty. The sample size was determined using the Cochran formula , obtaining a sample of 380 students. The data collection instrument used a subjective well-being scale, a self-regulation scale, and a peer support scale. While the data analysis used a prerequisite test, namely the normality test using the Kolmogorov test Smirnov and probability plot, multicollinearity test , and heteroscedasticity test . Hypothesis testing using multiple regression analysis test. Based on the results of the study showed that: (1) There is a positive and significant influence of self-regulation on subjective well-being in junior high school students who are victims of bullying with t count = 8.267 ($\alpha = 0.000$; $\alpha < 0.05$), (2) There is a positive and significant influence of peer support on subjective well-being in junior high school students who are victims of bullying with t count = 2.868 ($\alpha = 0.004$; $\alpha < 0.05$), and (3) There is a positive and significant influence of self-regulation and peer support on subjective well-being in junior high school students who are victims of bullying with F count = 48.486 ($\alpha = 0.000$; $\alpha < 0.05$). The results of the study showed that self-regulation and peer support have a positive and significant influence on subjective well-being in students who are victims of bullying . The magnitude of the influence of self-regulation and peer support on subjective well-being in junior high school students who are victims of bullying is 0.20, which means that self-regulation and peer support have an influence on subjective well-being in junior high school students who are victims of bullying by 20.5%, while the rest is influenced by other factors not discussed in the study.

Keywords: Subjective Well-being, Bullying, Self-Regulation, Peer Support

INTRODUCTION

Bullying in schools is a serious problem that negatively affects students well-being, both physically and psychologically. Research shows that victims of bullying often experience stress, anxiety, depression and low self-esteem. In the school context, these impacts affect not only personal well-being but also students academic achievement and social relationships. One important dimension of well-being is subjective well-being, which is an individual's perception of their happiness and life satisfaction. However, little research has specifically explored how certain factors can mitigate the negative impact



of bullying on subjective well-being. Unpleasant or unpleasant environmental conditions can have an impact on a person's subjective well-being, including effects on mood, health, and illness (Diener & Chan, 2011). Goswami (2011) according to his research on the relationship between children's subjective well-being and social interaction, students who experience bullying and unfair treatment will have low subjective well-being. This shows that children who are bullied tend to be unhappy with their lives.

Byrne emphasized that unlike her friends, she was not a victim of bullying. Victims of bullying often isolate themselves, experience distress, anxiety and fear of the unavoidable situations they experience (Zakiyah, Humaedi & Santoso, 2017). Adolescents who are bullied tend to be more isolated, unhappy and have fewer relationships with their peers (Boulton, Michael & Underwood, 1992). Suicide, anxiety and depression rates in adults can increase as a result of bullying. (Takizawa, Maughan & Arseneault, 2014) in line with this Slee & Skrzypiec (2016) emphasize that victims of bullying can experience problems with well-being and social interaction.

Based on research by Nabilla & Borualogo (2023) on junior high school students in Bandung city, it is stated that bullying has a negative impact on students mental health, because there are still many students who report having low subjective well-being, especially students who are the target of bullying. Victims of bullying have an impact on subjective well-being. Victims may experience problems such as social isolation, decreased achievement, feelings of worthlessness, and reluctance to go to school. Some victims may even attempt suicide or cut their wrists.

Several studies have shown factors that correlate with subjective well-being in students who are victims of bullying, namely self-regulation. Prihambodo, Anwar & Andriany (2020) found a significant correlation between self-regulation and bullying, the results showed a strong correlation between bullying behavior and self-regulation. Then the study Soetikno & Yulianti (2014) found that although there was no correlation between self-regulation and subjective well-being, there was a positive and substantial correlation between the positive affect component of subjective well-being and self-regulation. A dimension of implementation and assessment is student self-regulation in relation to subjective well-being. Self-regulation, which includes the ability to manage emotions, thoughts, and behaviors, plays an important role in dealing with psychological challenges. Emotion regulation theory (Gross, 1998) explains that individuals who are able to regulate their emotions well tend to be more resilient to stress. In the context of bullying, self-regulation can help students cope with emotional distress, increase their sense of control, and maintain students psychological balance.

A study related to self-regulation on student well-being conducted by Rodríguez, González, Vieites, Piñeiro, & Díaz (2022) found that a series of mental health problems, behavioral disorders, and subsequent anxiety disorders were significantly predicted by inadequate self-regulation skills. On the



supervision and assessment stages of self-regulation in the learning process in this review showed that strategies such as evaluating outcomes had a positive impact on happiness and self-esteem in early primary education, whereas in secondary school, strategies associated with the evaluation stage such as strategic thinking and assessing one's own goals and path had a negative relationship with students well-being. Furthermore, studies conducted by Rodríguez et al., (2022) over the past ten years have shown that there is empirical evidence that student well-being correlates with self-regulation such that student well-being in school is directly influenced by the ability to self-regulate.

One of the factors that can affect subjective well-being in students who are victims of bullying is peer support. Peer support is also a significant protective factor for student well-being. Attachment theory (Bowlby, 1969) and social support theory (House, 1981) state that positive interpersonal relationships can provide a sense of security and increase one's sense of self-worth. In the case of bullying victims, peers can be an important source of emotional support to restore confidence and rebuild healthy social relationships.

Research on peer support for subjective well-being conducted by Sardi & Ayriza (2020) shows that adolescent subjective well-being and peer social support are positively correlated. This explains that adolescent subjective well-being can be influenced by peer social support. Peer support was noted as a positive perception of higher subjective well-being for victims of bullying. This is consistent with positive self-esteem as an important variable in subjective well-being. A review of experiments conducted by Tian & Huebner (2015) showed that peer support at school, i.e. support from classmates, can have a significant influence on subjective well-being at school. Tian & Huebner (2015) further stated that multi-mediator analysis showed that autonomy, competence, and fulfillment of relatedness needs at school partially mediated the relationship between teacher support and subjective well-being by mediating the relationship between students subjective well-being and peer support at school.

Different things were revealed by Jasman & Prasetya (2023), it was found that in street children in Jayapura City there was no clear relationship between peer social support and subjective well-being. This shows that there is no relationship between the subjective well-being of street children in Jayapura City and peer social support. Given that support from peers alone is not enough to ensure a person's subjective well-being, it seems that a street child needs other important people outside of peers. Important others in a person's life can bring happiness and good support, which can improve their overall well-being.

Although self-regulation and peer support have been identified as important factors in previous studies, few have explored the direct relationship of these two variables with subjective well-being in victims of bullying at the junior high school level. Most studies have also focused on the general



population, thus not providing enough insight into the experiences of specific students who are victims of bullying.

This study aims to explore the influence of self-regulation and peer support on the subjective well-being of junior high school students who are victims of bullying. With fill in gap research, this study is expected to provide new insights that are useful for the development of school-based interventions in supporting students well-being.

Thus, this study not only makes a theoretical contribution to the literature on subjective well-being, but also offers practical implications for creating a more inclusive and supportive school environment.

METHODOLOGY

This study uses a quantitative approach with the type of causality research through the survey method. The purpose of this study is to determine whether self-regulation and peer support affect the subjective well-being of junior high school students who are victims of bullying in Sorong Regency. The research was conducted in six junior high schools, namely SMP Negeri 1, SMP Negeri 3, SMP Negeri 26, SMP Muhammadiyah 1, SMP PGRI, and SMP IT Al-Ikhtiar. The research subjects were students who had experienced bullying or were victims of bullying.

The population in this study were junior high school students in Sorong Regency who had been victims of bullying. The number of junior high school students in Sorong Regency who have been victims of bullying is unknown. Thus the size of the population of this study is not known with certainty. This study uses data collection techniques through purposive sampling. This technique is used to select respondents based on certain criteria, namely junior high school students who have experienced bullying. To determine the number of samples needed, the Cochran formula is used, which is specifically intended for large or unknown populations. This formula calculates the sample size based on the desired level of confidence and margin of error. Based on the calculation, the number of samples needed for this study was 380 respondents.

The data collection technique used in this study is to use a questionnaire in the form of three scales, namely the subjective well-being scale, self-regulation scale and peer support scale, with the scale used consisting of four answer choices. Tiered answer choices that contain a statement followed by a column that shows the level. There are four answer choices, namely Very Suitable (SS), Suitable (S), Not Suitable (TS), Very Not Suitable (STS).

Descriptive analysis was used to provide an overview of the research data through the calculation of mean, median, mode and standard deviation. The data were then categorized into three main levels,



namely high, medium and low, based on the distribution of mean values and standard deviations. The high category includes values greater than or equal to the mean plus one standard deviation ($M_i + 1SD_i$), the medium category includes values that fall between the mean minus one standard deviation to the mean plus one standard deviation ($M_i - 1SD_i$ to $M_i + 1SD_i$), while the low category includes values smaller than or equal to the mean minus one standard deviation ($M_i - 1SD_i$). This process facilitates data interpretation by identifying patterns and trends more clearly.

At the initial data analysis stage, a series of prerequisite tests were conducted to ensure the eligibility of the data for further analysis. The normality test was conducted using Kolmogorov-Smirnov to determine whether the data distribution meets the assumption of normality, which is an important requirement in parametric statistical analysis, both for large and small sample sizes, by comparing the data distribution to the theoretical normal distribution. Furthermore, multicollinearity test is conducted to ensure that there is no too strong relationship between the independent variables, which may cause bias in the regression model, with the Variance Inflation Factor (VIF) indicator below 10 and Tolerance greater than 0.1 as a criterion for multicollinearity free. The heteroscedasticity test is also carried out using the Glejser method to ensure that the residual variance in the regression analysis is constant (homoscedasticity), because the absence of heteroscedasticity is necessary to maintain the validity of the regression results. This test is important to ensure the data meets the basic statistical assumptions so that further analysis can produce valid and reliable results.

RESULTS AND DISCUSSION

Subjective Well-Being Level

The results of the analysis show that the subjective well-being score has an average of 110.95, with a median (middle value) of 9. The highest value achieved is 116, while the lowest value is 107. The standard deviation of this data was 1.866, which illustrates how far the data spread from the mean. In addition, the ideal mean (M_i) for subjective well-being was set at 109, and the ideal standard deviation (SD_i) was 113. This data provides an overview of the distribution of subjective well-being scores in the study. The results of the subjective well-being categorization are shown in Table 1 .

Table 1. Categorization of Subjective Well-Being Level Tendency

Category	Frequency	Percentage
Tall	75	19.7
At the moment	272	71.6
Low	33	8.68
Amount	380	100%

Based on table 1. Subjective variable categories welfare, can be seen at the subjective level the



welfare of the majority of students at Sorong Regency's State Middle Schools is in category is. That means level subjective the welfare of the majority of junior high school students in Sorong Regency at the moment this is in the category currently.

Self-Regulation Level

It is known results on variables regulation self that is summation as big as 37309. The mean value is 98.18. The median is 23, the score highest (maximum) of 110 and a score lowest (minimum) of 87. Deviation standard deviation (SD) of 4.122. The ideal mean value (Mi) is 94 and the deviation ideal standard (SDi) of 102. Categorization results regulation themselves in table 2.

Table 2. Trends Categorization of Self-Regulation Levels

Category	Frequency	Percentage
Tall	257	67.6
At the moment	110	28.9
Low	13	3.42
Amount	380	100%

Based on table 2. self-regulation variable category, it can be seen that the level of self-regulation of the majority of students at SMP Negeri 1 Sorong is at category high. It means level majority self-regulation Junior high school students in Sorong Regency are in the category tall.

Support Level

It is known results on variables support friends same age that is summation 35148. The average is 92.49. The median is 23, the score highest (maximum) 99 and score lowest (minimum) 76. Deviation standard deviation (SD) 3.309. Ideal mean (Mi) 89 and deviation ideal standard (SDi) 95. Categorization results support friends same age in table 3.

Table 3. Categorization of Peer Support Level Tendency

Category	Frequency	Percentage
Tall	160	42.1
At the moment	212	55.8
Low	8	2.11
Amount	380	100%

Based on table 3. the variable category of peer support, it can be seen that the level of peer support of the majority of junior high school students in Sorong Regency is in the moderate category. This means that the level of peer support itself is the majority of junior high school students in Sorong Regency today. This is included in the current category.

Hypothesis Testing

1) Multiple Regression Analysis

Multiple regression analysis was conducted to determine the influence between independent variables, namely self-regulation (X1) and peer support (X2) simultaneously with the dependent variable, namely subjective well-being (Y). The equation in multiple regression analysis is as follows.

Quadratic equation of the Y equation is :

2) Partial Hypothesis Testing (t-test)

The t-test is conducted to test the influence of independent variables on dependent variables individually (partially). Decision making in the t-test is if the alpha value smaller than 0.05 ($\alpha < 0.05$) then it can be concluded that the independent variable partially has a significant effect on the dependent variable. The results of the t-test between each variable, namely self-regulation (X1) and peer support (X2) on subjective well-being (Y) are presented in table 4.

Table 4. t-test

Coefficient ^a		Unstandardized Coefficients		Standard Coefficient	T	Signature.
		B	Standard Error			
1	(Constant)	86.255	2,795		30,861	,000
	Self-Regulation	,179	,022	,395	8,267	,000
	Peer Support	,077	,027	,137	2,868	,004

a. Dependent Variable: Subjective Well-Being

$86.255 + 0.179X1 + 0.077X2$ can be formulated, which can be explained as follows:

- The constant 86.255 means that if self-regulation and peer support are both 0, then the magnitude of subjective well-being is 86.255.
- The regression coefficient of the self-regulation variable obtained a t-value of alpha < 0.05 ($\alpha < 0.000$), so it can be concluded that "There is a positive and significant influence of the self-regulation variable on subjective well-being in junior high school students who are victims of bullying in Sorong Regency. This means that the higher the students self-regulation, the higher their subjective well-being.

c) The regression coefficient of the peer support variable obtained a t-value of alpha <0.05 ($\alpha = 0.004$), so it can be concluded that "there is a positive and significant influence of the peer support variable on subjective well-being in junior high school students who are victims of bullying in Sorong Regency. This means that the higher the peer support, the higher the subjective well-being.

3) Simultaneous Hypothesis Testing (F-Test)

Simultaneous hypothesis testing (F test) is carried out to determine the effect of independent variables simultaneously on the dependent variable. Decision making in the F test is if the alpha value smaller than 0.05 ($\alpha <0.05$), it can be concluded that the independent variables simultaneously have a significant effect on the dependent variable. The results of the F test of the independent variables, namely self-regulation (X1) and peer support (X2) together on the dependent variable, namely subjective well-being (Y), are presented in table 5.

Table 5. F-Test

(ANOVA)						
Model		Sum of Squares	df	Mean Square	F	Signature.
1	Regression	269,889	2	134,944 people	48,486 people	,000 billion
	Remainder	1049.259	377	2,783		
	Total	1319.147 years	379			

a. Dependent Variable: Subjective Well-Being

b. Predictors: (Constant), Peer Support, Self-Regulation

Based on the data in table 5. the results of the silhouette calculation of the self-regulation and peer support variables on subjective well-being obtained an F-count value of alpha <0.05 ($\alpha = 0.000$), so it can be concluded that "there is a positive and significant influence of the self-regulation and peer support variables on subjective well-being in junior high school students who are victims of bullying in Sorong Regency".

4) Coefficient of Determination (R^2)

The coefficient of determination states the percentage of total variation of the dependent variable explained by the independent variable at R^2 ranging from 0 to 1. If the R^2 value approaches one, the stronger or greater the influence of the independent variable on the dependent variable. The coefficient of determination (R^2) of the self-regulation and peer support variables on subjective well-being is presented in table 6.

Table 6. Determination (R²) of Self-Regulation and peer support on subjective well-being

Model Summary				
Model	R	R Square	Adjusted R Squared	Standard Error of Estimate
1	,452 ^a	,205	,200	1,668 people

a. Predictors : (Constant), Self-Regulation, Peer Support

Based on Table 6. that the coefficient of determination (R²) obtained is 0.205 or 20.5% so that it can be explained that *the subjective well-being variable* in junior high school students who are victims of *bullying* in Sorong Regency is 20.5% influenced by self-regulation variables and peer support. The remaining 79.5% is influenced by other variables not examined in this study.

DISCUSSION

The results showed that self-regulation has a significant influence on students' subjective well-being, with a p value = 0.000 and a standard coefficient of 0.395. In this study, 75 students were in the high subjective well-being category, 272 students in the medium category, and 33 students in the low category. For self-regulation, there are 257 students in the high category, 110 students in the medium category, and 13 students in the low category. Meanwhile, for peer support, 160 students were in the high category, 212 students in the medium category, and 8 students in the low category. This data shows the distribution of subjective well-being, self-regulation, and peer support in the students studied. This finding is in line with emotion regulation theory (Gross, 1998), which states that an individual's ability to regulate emotions can prevent the emergence of prolonged stress and support psychological well-being.

Social support is adaptive and crucial for mental and physical health. Perceived social support is deemed to have the capacity to help individuals relieve the stress in daily life, thus benefit to our subjective well-being. As one key dimension of social connectedness, social support has various sources, which include families, schools, work places, government and social organizations, etc (Shang, 2022). Peer social support is an important factor for students psychological well-being. Individuals who are successful in building relationships with peers show higher levels of emotional well-being and lower levels of emotional distress than those without friends. Thus, students psychological well-being will increase along with the receipt of social support. Furthermore, the assistance received by students in the form of material, appreciation, and attention will help students deal with unpleasant situations and increase their ability to adapt better (Musyaropah et al., 2022).

Self-regulation is the ability of students to manage their emotions, thoughts, and behaviors effectively in various situations. This ability is crucial in supporting students well-being, as self-



regulation helps them cope with pressure, control emotional reactions, and make positive decisions. Students who are able to self-regulate well tend to be more confident, have control over their actions, and are able to adjust to the environment. This makes them feel more satisfied, comfortable, and happy in their daily lives. In addition, self-regulation also plays a role in building healthy social relationships and increasing learning motivation, thus overall improving students' subjective well-being (Rodríguez et al., 2022).

There was also evidence that the use of different learning self-regulation strategies was closely and significantly related to student well-being. We found that goal selection would reduce future-oriented stress, but not only that, if this goal selection was autonomous, it could predict future satisfaction with life, positive affect, and prevent negative affect. On similar lines, other authors suggested that being proactive and striving to achieve goals that are set were linked with better subjective and psychological well-being. Determination in seeking set goals, the ability to be consistent in the tasks related to them, and persistence in the pursuit of achieving them have positive effects on positive affect and reduce negative affect. In parallel to goal-setting, we found that the ability to create plans impacts student well-being as it improves mental balance, sociability, and control of self and events (Rodríguez et al., 2022).

The research findings show that self-regulation and peer support have a positive influence on student well-being. Self-regulation helps students manage their emotions, thoughts, and behaviors effectively, which allows them to better deal with pressure, maintain motivation, and achieve personal goals. Students with good self-regulation tend to have a greater sense of control over their lives, thus feeling happier and more satisfied.

Meanwhile, peer support provides a sense of being accepted, valued and emotionally supported, which contributes to the formation of a positive social environment. Healthy social interactions with peers also increase self-confidence and strengthen students' ability to overcome challenges.

The contribution of this study lies in a deeper understanding of how self-regulation and peer support together influence students' well-being. The findings provide insights for teachers, parents and educational policy makers to create programs or interventions that support the development of students' self-regulation as well as strengthen positive social relationships in the school environment. This is important to improve students' subjective well-being, which has a direct impact on their academic success and overall quality of life.

CONCLUSION

The findings of this study indicate that self-regulation and peer support have a significant impact on the subjective well-being of junior high school students in Sorong Regency who experience bullying.



Students reported higher subjective well-being when they were more able to control their behavior and received more support from peers. These two elements work together to significantly improve the subjective well-being of students who experience bullying at school. These results highlight the importance of self-regulation and peer support in helping students cope with the negative impacts of bullying and in supporting initiatives to make schools more welcoming and supportive of all students.

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