

Abstrak

Masa remaja merupakan fase perkembangan yang penuh perubahan fisik, psikologis, dan sosial sehingga rentan terhadap bullying. Kondisi tersebut menjadi lebih kompleks ketika remaja menjalani peran ganda sebagai pelajar dan pekerja. Oleh karena itu, resiliensi diperlukan agar remaja mampu menghadapi dan bangkit dari tekanan. Penelitian ini bertujuan menggambarkan resiliensi remaja korban bullying yang menjalani peran ganda, dengan menggunakan metode kualitatif pendekatan fenomenologi terhadap tiga subjek berusia 14–16 tahun. Data diperoleh melalui wawancara, observasi, dan dokumentasi, kemudian dianalisis melalui thematic reading, content analysis, coding, serta triangulasi sumber. Hasil penelitian menunjukkan bahwa ketiga subjek memiliki kemampuan resiliensi yang tergambar melalui aspek *I Am*, *I Have*, dan *I Can* menurut Grotberg (2003). Aspek *I Am* terlihat dari kemampuan menerima pengalaman masa lalu, mengelola emosi, memiliki optimisme, rasa percaya diri, serta tanggung jawab terhadap masa depan. Aspek *I Have* ditunjukkan melalui adanya dukungan keluarga, teman, dan lingkungan terdekat yang memberikan rasa aman dan motivasi. Sementara itu, aspek *I Can* tampak dari kemampuan subjek dalam menyelesaikan masalah, mengendalikan emosi, berkomunikasi, serta menjalankan peran sebagai pelajar dan pekerja secara seimbang. Pengalaman bekerja juga memberikan makna positif berupa meningkatnya kemandirian, kepercayaan diri, dan motivasi untuk memperbaiki kehidupan. Temuan penelitian menunjukkan bahwa dukungan sosial, kemampuan regulasi emosi, optimisme, dan tanggung jawab menjadi faktor utama yang memperkuat resiliensi remaja korban *bullying* dalam menghadapi berbagai tantangan kehidupan.

Kata kunci: *Resiliensi, Remaja Korban Bullying, Peran Ganda, Pelajar dan Pekerja.*

Abstract

Adolescence is a developmental phase characterized by significant physical, psychological, and social changes, making adolescents vulnerable to bullying. This condition becomes more complex when adolescents have dual roles as students and workers. Therefore, resilience is needed to help adolescents cope with and recover from various pressures. This study aims to describe the resilience of adolescent bullying victims who have dual roles as students and workers, using a qualitative method with a phenomenological approach involving three participants aged 14–16 years. Data were collected through interviews, observations, and documentation, and were analyzed using thematic reading, content analysis, coding, and source triangulation. The results showed that all three participants demonstrated resilience reflected in the *I Am*, *I Have*, and *I Can* aspects proposed by Grotberg (2003). The *I Am* aspect was demonstrated through the ability to accept past experiences, regulate emotions, maintain optimism, develop self-confidence, and take responsibility for the future. The *I Have* aspect was reflected in support from family, friends, and the surrounding environment, which provided a sense of security and motivation. Meanwhile, the *I Can* aspect was demonstrated through the participants' ability to solve problems, regulate emotions, communicate effectively, and balance their roles as students and workers. Work experiences also provided positive meaning by increasing independence, self-confidence, and motivation to improve their lives. The findings indicate that social support, emotional regulation, optimism, and responsibility are key factors strengthening the resilience of adolescent bullying victims in facing various life challenges.

Keywords: *Resilience, Adolescent Victims of Bullying, Dual Roles, Students and Workers..*