

Two Paths of Resilience: Self-Disclosure Mediation for Victims of Bullying in Vocational Schools SEM-PLS analysis

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ARTICLE INFO	ABSTRACT
Article history Received May 11, 2026 Revised June 08, 2026 Accepted June 19, 2026 Keywords Self-Concept Interpersonal Communication Self-Disclosure Resilience	Resilience in students who are victims of bullying is more urge For noticed, however effort existing interventions Still nature general without differentiate track its formation, especially at the level education medium vocational education in Indonesia. Research This aim For test connection Self-Concept and interpersonal communication towards resilience with self-disclosure mediation for vocational school students who are victims of bullying, as well as analyze whether self-disclosure plays a role as a mediator in the second connection. Different from previously tested factors, resilience in a separate study This offers novelty by finding two paths different going to resilience in the population of victims of bullying . Using approach quantitative correlation with analysis path , data collected Of the 337 vocational high school students who were victims of bullying in Indonesia, the research results show that Self-Concept , interpersonal communication , and self- disclosure simultaneously relate positively with resilience . furthermore , two patterns were found to have different relationships . First , the Self-Concept proved to relate directly with resilience without requiring self-disclosure as a mediator. Second , interpersonal communication only can relate with resilience if mediated entirely by self-disclosure. Findings This show that formation resilience in victims of bullying does not follow a single track , but rather depends on different mechanisms . Research concludes that intervention resilience in victims of bullying need a different approach : strengthening Self-Concept done in a way directly , whereas optimization interpersonal communication must be accompanied by development openness self. This is an open access article under the CC-BY license. 

I. Introduction

A crucial period in human development is adolescence. Essentially, this change simultaneously generates both positive and negative development potentials. However, this is currently adolescence more precisely, period negative (Hariko et al., 2021). Condition: Teens who experience psychological difficulties often experience loneliness, which can result in tension, anxiety, anger, and other detrimental social consequences (Hemberg et al., 2021). More about the psychological problems that bullying causes. One's Self-Concept, social isolation, self-hatred, and even hopelessness are all severely harmed by bullying alone (Dewi & Wilani, 2025). According to Steinberg & Morris (2004), Tohari et al. (2023), Yantina (2024), and Fitria et al. (2025), bullying is more specifically described as persistent acts of hostility with uneven power that cause the victim physical, verbal, relational, and cyber harm. The presentation defines bullying as persistent acts of hostility that have a major

detrimental psychological effect on teenagers and cause the victim physical, verbal, relational, and cyber harm.

Bullying is a global problem that is extremely common in many parts of the world. In the US, there are more than 150,000 instances of bullying at the school level, including both emotional and physical bullying (Calhoun, 2025). In Europe, bullying happens between 25% and 41% of the time, with 25% of victims focused on their appearance (O'Higgins Norman et al., 2023). Heffernan & Bosetti (2021) claim that 90% of high school deans in Australia have experienced bullying in the form of rudeness, which has a significant detrimental impact on their health. Bullying incidents in Indonesia rose from 91 in 2020 to 573 in 2024. Cyberbullying increased from 100 to 480 in the first quarter of 2024, but physical bullying made up 55.5% of these occurrences (Khairatunnisa et al., 2024). Building resilience in teenagers who have been bullied is one of the structured healing efforts that are required due to the prevalence of bullying and its psychological effects.

One important psychological factor that impacts a person's ability to withstand hardship and overcome it is resilience. Connor and Davidson (2003), Brewer et al. (2021), and Rossetto & Martin (2022) define resilience as an individual's ability to overcome stress and trauma, survive, and constructively adapt. For victims of bullying, resilience is crucial. Low resilience makes it harder for victims to handle pressure, avoid situations, worsen negative bullying, and obstruct the healing process, according to Gustani (2024) and Jafni & Nur (2025). High resilience, on the other hand, prevents future setbacks and aids in recovery from psychological stress and traumatic events (Frazier et al., 2021; Isnayanti & Nur, 2025; Jafni & Nur, 2025). Thus, the degree of resilience of victims of bullying determines how slowly they recover.

To describe the elements that contribute to resilience, a variety of theoretical models have been developed. Interpersonal skills (I Can), internal strengths (I Am), and external support (I Have) are the three main sources of resilience, according to Grotberg's (1999) I Have, I Am, I Can paradigm. Three types of resilience exist, according to Barankin & Khanlou (2007): environmental, familial, and individual. Connor & Davidson (2003) define resilience in terms of five elements using the Connor-Davidson Resilience Scale (CD-RISC): control, spiritual influence, acceptance of positive change and safe connections, competence, and faith in instinct. of the three models' numerous Lots indication research This study focuses on three putative indicators self-concept, interpersonal communication, and self-disclosure that are crucial to teens' resilience.

Self-disclosure is one of the protective elements that support a person's resilience. Theoretically, self-disclosure is part of the factor family of the Barankin & Khanlou (2007) model, specifically dimensions of communication, and the category I Can of the Grotberg (1999) model. People can discuss difficult emotional experiences through self-disclosure, an adaptive coping strategy (Pennebaker, 1997; Tardy & Dindia, 2006). Further research shows that self-disclosure can reduce trauma symptoms in adolescents who have been bullied (Xu et al., 2023; Junianto et al., 2025). More recent research by Efthemiou et al. (2025) found that teens who talk to others about their negative experiences have higher levels of posttraumatic stress disorder than teens who don't. Therefore, self-disclosure functions as an adaptive coping strategy that protects victims of bullying from suffering while also fostering recovery from trauma.

The main internal psychological factor that establishes their degree of resilience is their self-concept. Research theory states that self-concept is represented by category I Am in Grotberg's model (1999), factor competence personal on the Connor-Davidson Resilience Scale (Connor & Davidson, 2003), and a portion of factor individual in the Barankin & Khanlou (2007) model. A person's self-concept is how they see themselves overall,

influenced by their experiences, relationships, and interactions with their environment, according to Rogers (1961), Santrock (2014), and Alini & Meisyalla (2021). The positive self-concept fosters resilience and provides psychological defense against the damaging consequences of bullying through self-belief, optimism, hard work, and independence. On the other hand, resilience is particularly diminished by a negative self-concept (Mujidah, Anisah, & Widjanarko, 2021; Hartati & Rahmandani, 2022; Galán-Arroyo et al., 2023; Rohmatullah & Nurpratiwi, 2024). Consequently, the resilience psychology of bullying victims.

Interpersonal communication serves as a crucial factor that facilitates supportive environments, which in turn nurtures resilience. Theoretically, interpersonal communication, which is a component of factor family dimensions communication in the Barankin & Khanlou (2007) model, included in category I Can in Grotberg's model (1999), and validated by Doerfel et al. (2025) is the main domain in studies of resilience, not just supporters of variables. Interpersonal communication is essential to the development of psychosocial individuals, especially when it comes to the formation of an adolescent's identity through interactions with parents and peers, according to Luyckx et al. (2006) and Nurdiansyah (2025). Furthermore, interpersonal communication functions promote social bonds through the exchange of verbal and nonverbal information (DeVito, 2016; Hariko, 2024). However, interpersonal communication disruptions increase the likelihood of bullying because they make it more difficult to express oneself and manage social connections (Zhang & Deng, 2024). Results This is in line with research by Meha et al. (2025) that shows how resilience and interpersonal skills affect students' mental preparedness and resilience. Therefore, rather than being a supplement to skills, interpersonal communication is a foundation that defines how strong a person is in the face of psychological hardship.

Numerous research findings indicate that the relationship between resilience, self-disclosure, interpersonal communication, and self-concept is dynamic and not always one-way. Self-disclosure has been shown to positively impact resilience, both directly and indirectly, with a reciprocal relationship where resilience contributes to an increase in self-disclosure (Harvey & Boynton, 2021; Zhu et al., 2023; Zhu & Zhong, 2026). According to Fidler (2020) and Sharpe-Davidson (2023), self-concept, integration, and clarity are all related to improving resilience and reducing negative discrimination. Improvements in resilience have been shown to reduce anxiety in interpersonal communication in a variety of contexts (Al Awaji et al., 2025). According to Huang, Agrawal, and Duhachek (2025), other research has shown that the effectiveness of self-disclosure is highly context-dependent, which ultimately can trigger a negative (Disclosure-Dislike Effect) if considered manipulative. As a result, no form of self-disclosure can have a positive

impact. As a result, the relationship between the fourth variable is not single and linear; rather, it is formed through several interrelated paths.

Numerous studies have examined the relationship between resilience, self-disclosure, interpersonal communication, and self-concept in a variety of diverse populations. However, knowledge of mechanism mediation variables is still lacking, particularly when it comes to the population of teenage bullying victims. Shemesh & Heiman (2021) showed that bullying with welfare youths is mediated by resilience and self-concept, but self-disclosure was not tested. According to Stark et al. (2022), bullying has an impact on emotions and social decision-making, although interpersonal communication has not yet been examined. Chan et al. (2024) discovered that students' high levels of cyberbullying are influenced by the school climate. Additionally, several academics have suggested that further research be done on integration variables (Bond, 2025; Rossetto et al., 2025; Doerfel et al., 2025). Based on the gaps and recommendations, the innovation study focuses on integrating factors into a single prediction model and examining the function of self-disclosure as a mediator in the population of bullied teenagers.

This study uses self-disclosure as a mediating variable to investigate the relationship between self-concept and interpersonal communication toward resilience in teenage bullying victims in Payakumbuh City, to bridge the previously described gap. This study looks at the relationship between resilience and interpersonal communication as well as the relationship between resilience and self-concept. It also looks at the direct interaction between the four variables. Using Partial Least Squares-Structural Equation Modeling (PLS-SEM) analysis, two different trajectories leading to resilience in teenage bullying victims were found empirically.

A number of hypotheses are put up to investigate the connections between self-concept, interpersonal communication, self-disclosure, and resilience among vocational school students who are bullied, based on the theoretical framework and the path analysis carried out in this study. The following is how the hypotheses are put forth:

H1: Self-concept has a positive and significant direct effect on resilience.

H2: Self-concept has a positive and significant effect on self-disclosure.

H3: Interpersonal communication has a positive and significant direct effect on resilience.

H4: Interpersonal communication has a positive and significant effect on self-disclosure.

H5: Self-disclosure has a positive and significant direct effect on resilience.

H6: Self-disclosure mediates the relationship between self-concept and resilience.

H7: Self-disclosure mediates the relationship between interpersonal communication and resilience.

H8: Self-concept, interpersonal communication, and self-disclosure simultaneously have significant effect on resilience.

II. Method

A. Research Design

Analyze this quantitative approach utilizing analytical and correlational techniques. To investigate the relationship between variables, the correlational method is used (Creswell, 2014; Seeram, 2019). Furthermore, the analytical track was used by Ghazali and Latan (2015) to investigate the overall, direct, and indirect effects of independent variables on dependent variables. Self-concept and interpersonal communication are the study's independent factors, and resilience is its dependent variable. Additionally, it is expected that self-disclosure will mediate the connection between resilient interpersonal communication and self-concept.

B. Participants

For this study, 729 students from vocational high schools were initially enlisted. The original questionnaire included a screening process to guarantee the validity and accuracy of the sample. A three-indicator criterion was used to categorize participants as victims of bullying: (1) receiving unfavorable treatment at school; (2) feeling uneasy, afraid, or lacking confidence; and (3) running into communication obstacles. Respondents had to report experiencing indications (1) or (2) along with indicator (3) to be included. As a result, the research did not include 392 students who just reported communication problems or who did not exhibit obvious signs of bullying victimization. 337 confirmed bullying victims (147 male and 190 females) made up the final sample. The demographic characteristics of the participants are shown in Table 1.

Table 1. Demographics Respondents

Gender	Frequency	Presentation
Male	147	43.62
Female	190	56.38
Class		
X	135	40.06
XI	104	30.86
XII	98	29.08
Number of Siblings		
0 (Only Child)	11	3.26
1	53	15.73
2	99	29.38
3	99	29.38
4	46	13.65
5	18	5.34
6	9	2.67

Gender	Frequency	Presentation
7	1	0.30
8+	1	0.30
Birth Order		
First	136	40.36
Middle	105	31.16
Youngest	92	27.30
Only Child	4	1.18
Status in Family		
Biological children	329	99.63
Step child	2	0.59
Adopted children	6	1.78
Parental Status		
Complete (live & together)	274	81.30
Divorced	33	9.79
One Parent Deceased	26	7.72
Both Parents Deceased	2	0.59
Father's Education		
Elementary School	72	21.36
Junior High School	58	17.21
Senior High School	117	34.72
D3	5	1.48
S1	17	5.04
S2	3	0.89
S3	1	0.30
Other	64	18.99
Mother's Education		
Elementary School	55	16.32
Junior High School	51	15.13
Senior High School	94	27.89
D3	4	1.19
S1	22	6.53
S2	3	0.89
S3	2	0.59
Other	106	31.45
Father's occupation		
Farmer	70	20.77
Daily Laborer	39	11.57
Driver	16	4.75
Small Traders	20	5.93
Businessman	27	8.01
Employee Private	9	2.67
civil servant	12	3.56
Indonesian National Armed Forces/ Indonesian National Police	3	0.89
Doesn't work	5	1.48
Other	136	40.36
Mother's occupation		
Farmer	33	9.79
Daily Laborer	3	0.89
Small Traders	24	7.12
Businessman	16	4.75
Employee Private	6	1.78
civil servant	12	3.56
Doesn't work	65	19.29
Other	178	52.82
Father's Monthly Income		
Under Rp. 1,500,000	138	40.95
Rp. 1,500,001 – Rp. 3,000,000	66	19.58
Rp. 3,000,001 – Rp. 5,000,000	15	4.45
Above Rp. 5,000,001	8	2.37
Other	110	32.64
Mother's Monthly Income		
Under Rp. 1,500,000	156	46.29
Rp. 1,500,001 – Rp. 3,000,000	30	8.90
Rp. 3,000,001 – Rp. 5,000,000	9	2.67

Gender	Frequency	Presentation
Above Rp. 5,000,000	3	0.89
Other	139	41.25

Respondents are vocational high school students who were victims of bullying and were identified through a questionnaire that experienced bullying. Table 1 presents distribution samples based on type, gender, class, number, brother, order children, status of children and parents, education and occupation of parents, and Parents' income. Respondents dominated by females, class X, have 2–3 siblings, and children first. Almost all respondents are children with parents who are complete. Parental education is generally high school, with income. The majority are under Rp. 1,500,000. Demographic data. This highlights diverse characteristics. Vocational school students are victims of bullying.

C. Instruments Study

Instrument study was developed to measure four main constructs, namely self-concept, interpersonal communication, self-disclosure, and resilience. All instruments use a five-point Likert scale based on the frequency of behavior or experiences experienced by students. Fifth choice response includes: Always (SL) with score 5, Frequent (SR) with score 4, Sometimes (KD) with score 3, Rare (JR) with score 2, and Never (TP) with score 1. Instrument adapted from a tool measuring international which has undergone the adaptation process of language and culture in the Indonesian context.

Instruments that have been tested are used to measure each of the fourth elements in the study. The Robson Self-Concept Questionnaire (RSCQ) was adapted and translated from Robson (1989). It consists of 25 items and seven factors: importance subjective, worth, appearance and acceptance social, competence, resilience and determination, control on fate, and mark existence. Interpersonal communication is measured using the Interpersonal Communication Competence Scale (ICCS), which was adapted and translated from Rubin & Martin (1994). Ten indications (disclosure self, empathy, relaxation social, assertiveness, management interaction, alter centrism, expressivity, support, proximity, and control environment) are included in its thirty items. The four indicators (open about emotions, sentiments, thoughts, and perspectives) of the 20-item Putra & Mudjiran (2023) self-disclosure scale were mostly used unaltered. The Connor–Davidson Resilience Scale (CD-RISC), which was modified and translated from Connor & Davidson (2003), is used to measure resilience. Twenty-five items altogether, with five variables (individual competency, faith in instinct, acceptance of positive change, control, and spiritual influence).

Fourth instrument This aim catches psychosocial factors that contribute to resilience. Vocational school students are victims of bullying. Before being used in primary data collection, instruments are tested on groups

of students with characteristics like those of the population being researched. The trial covers the validity construct and internal reliability of use to ensure consistency in measurement.

Table 2. Validity and Reliability Test Results of Research Instruments

Instruments	Average Loading Factor	Cronbach's alpha value (CVA)
Robson Self-Concept Questionnaire (RSCQ)	.800	.719
Interpersonal Communication Competence Scale (ICCS)	.824	.766
Self-Disclosure Scale	.754	.916
Connor-Davidson Resilience Scale (CD-RISC)	.758	.816

Results from tests that include reliability and mark validity for each construct are shown in Table 2. The composite reliability, Cronbach's alpha, and factor loading value were all greater than 0.70, indicating that the indicator met the set standards. This outcome demonstrates that every instrument item utilized in primary data collection for the analysis of the relationship between the study is worthwhile.

D. Data Analysis

Data was gathered directly from each class in each of the Intermediate Vocational High Schools (SMK) in Payakumbuh City using a distribution questionnaire. Partial Least Squares-Structural Equation Modeling (PLS-SEM) was used for data analysis to examine direct connections, relationships, and mediation effects between variables. This approach of selection was chosen because it was appropriate for examining latent constructs

with intricate interactions in the models. The analysis is carried out in two primary stages: inner model testing to assess the structural validity and reliability of the hypothesis, and outside model testing to guarantee validity and reliability. Table 4 shows how the model's viability is assessed using the SRMR value for model fit and the R-square value for the power model explanation of dependent variables.

Table 3. Fit Model Analysis

	Saturated model
SRMR	.062
d_ULS	.900
d_G	.305
Chi-square	597,733
NFI	.824

Mark factor loading, AVE, Cronbach's alpha, composite reliability, SRMR, and R-square are among the evaluation criteria for the model employed in this study, which are shown in Table 3. If the SRMR value is less than 0.08, the model is deemed to meet the eligibility requirements. The analysis's findings demonstrate that the research model satisfies the requirements for validity and dependability and provides a compelling justification for resilience. Students in vocational schools are victims of bullying the idea can be tested further.

III. Results and Discussion

Visualizing structural models using PLS SEM is the first step in analyzing study outcomes. In order to facilitate the interpretation of the direct, mediation, and moderation connections that are currently being tested in Figure 1, this visualization provides a general explanation of the direction link between variables in the model.

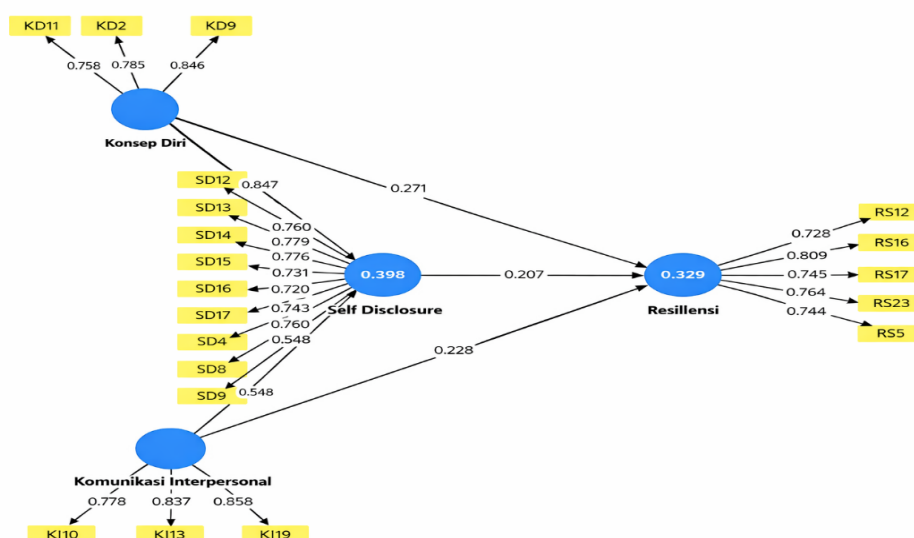


Fig. 1. Evaluation Results Framework Conceptual

Structural model of the relationship between self-concept-esteem, interpersonal communication, self-disclosure, and resilience in vocational high school students who are bullied is shown in Figure 1. The image's arrow indicates the strength and direction of the link between the constructs.

A. Outer Model

The objective of external model evaluation is to assess the model's validity and reliability (Hair & Alamer, 2022), reliability tests using count mark CAV and composite reliability (Ghozali & Latan, 2015), as well as validity tests that assess validity, convergent, and discriminant (Hair et al., 2021). Figure 1 displays the findings of the external model evaluation research.

1) Convergent Validity

Convergent validity testing was completed. to assess the relationship between the construction of the indicators and their variables. According to Hair et al. (2021), an indicator is deemed acceptable in measuring the construction if its own loading factor value is greater than 0.7. Table 4 displays the convergent validity test findings.

Table 4. Convergent Validity Test Results

Variables	Indicators/Factors	Loading Factor	AVE	Information
Self-Concept	KD1	.758	.640	valid
	KD2	.795		valid
	KD3	.846		valid
Interpersonal Communication	KI1	.778	.680	valid
	KI2	.837		valid
	KI3	.858		valid
Self-Disclosure	SD1	.760	.569	valid
	SD2	.769		valid
	SD3	.818		valid
	SD4	.776		valid
	SD5	.706		valid
	SD6	.743		valid
	SD7	.731		valid
	SD8	.729		valid
	SD9	.767		valid
	SD10	.740		valid
Resilience	RS1	.728	.575	valid
	RS2	.803		valid
	RS3	.749		valid
	RS4	.745		valid
	RS5	.764		valid

After removing entries with a value less than 0.70, Table 4 displays the mark factor loading end. Mark factor loading is greater than 0.70 in all other indicators. Results this shows that each indicator contributes significantly to the explanation of its corresponding constructs, allowing the measurement model to meet the criteria for validity convergence and proceed to the step of validity discriminant testing.

2) Validity Discriminant

Validity discriminant purpose for ensuring that each construct in the measuring model represents various ideas empirically. The Fornell-Larcker criteria are used in this process, specifically comparing the root average variance extracted (AVE) of each construct with the correlation between constructs (Afthanorhan et al., 2021). Table 5 displays the discriminant validity test results.

Table 5. Test Results Validity Discriminant (Fornell-Lacker Criterion)

	Interpersonal Communication	Self-Concept	Resilience	Self-Disclosure
Interpersonal Communication	0.825			
Self-Concept	0.469	0.800		
Resilience	0.482	0.461	0.758	
Self-Disclosure	0.617	0.404	0.457	0.755

The Heterotrait-Monotrait Ratio (HTMT) analysis was carried out in compliance with Hair et al. (2021) to further guarantee the discriminant validity of the constructs. Interpersonal communication and self-disclosure had an HTMT rating of 0.72. This score indicates that there is no significant concept overlap or multicollinearity and that the constructs are distinct because it is much below the conservative criterion of 0.85. This outcome ensures that the model retains strong discriminant validity by complementing the Fornell-Larcker criterion.

3) Reliability

Research on reliability test factors was completed in order to assess each variable's dependability. According to Hair et al. (2021), a variable is considered reliable if both its composite reliability and Cronbach's Alpha (CVA) values are more than 0.7. Table 6 displays the test findings for the reliability variables research.

Table 6. Research Variable Reliability Test Results

	Cronbach's Alpha Value (CAV)	Composite reliability (rho_A)	Composite Reliability (rho_C)
Self-Concept (KD)	.719	.728	.842
Communication (IC)	.766	.779	.864
Self-Disclosure (SD)	.916	.917	.930
Resilience (RS)	.816	.823	.871

B. Inner Model

Assessment of the inner model's (structural model) objectives to assess the causal relationship between variables. The research model's count R-square value was used to evaluate the structural model. The bootstrapping method was then used to evaluate the hypothesis (Hair et al., 2021).

1) R-Square

The R-squared value is used to assess the simultaneous influence of independent and dependent variables (Hair et al., 2021). Table 7 displays the research model's R-squared value.

Table 7. R Square Value

	R-square	R-Square Adjusted
Resilience	.329	.323
Self-Disclosure	.398	.394

Table 7 shows that the R-square value of Self Disclosure is 0.398, so 39.8% of the variance is explained by the Self-Concept and interpersonal communication. The R-square value of Resilience is 0.329, so 32.9% of the variance is explained by the Self-Concept, interpersonal communication, and self-disclosure.

2) Hypothesis testing

Testing the study's hypothesis This was accomplished using the device soft SmartPLS 4.0 assisted bootstrapping mechanism. If the coefficient or direction link between variables is consistent with the given hypothesis, it is utilized to support the hypothesis. Furthermore, the hypothesis was accepted if $p < 0.05$ and t-statistic > 1.96 (Hair et al., 2021). Tables 8 and 9 show the findings of the hypothesis.

Table 8. Hypothesis Test Results Partial (Direct & Indirect Effect)

Direct Effect	Original Sample (O)	Sample Average (M)	Standard Deviation (STDEV)	T Statistics	p Values	Hypothesis Result	
Concept -> Resilience	0.271	0.273	0.057	4,780	0.000	H1 Accepted	1
-Concept -> Self-Disclosure	0.147	0.150	0.051	2,873	0.004	H2 Accepted	2
Communication -> Resilience	0.228	0.231	0.074	3,087	0.002	H3 Accepted	3
Communication -> Self Disclosure	0.548	0.549	0.049	11,256	0.000	H4 Accepted	4
Self Disclosure -> Resilience	0.207	0.207	0.071	2,927	0.003	H5 Accepted	5
Specific Indirect Effect							
Concept -> Self-Disclosure -> Resilience	0.030	0.031	0.016	1,888	0.059	H6 Rejected	6
Communication -> Self Disclosure -> Resilience	0.113	0.113	0.038	2,946	0.003	H7 Accepted	7

The hypothesis test results are shown in Table 8. Six of the seven options were approved, while one was turned down. Resilience and self-disclosure are positively and significantly impacted by both interpersonal interactions and self-concept. Additionally, self-disclosure has a significant and positive impact on resilience. However, self-disclosure does not lessen the relationship between resilience and self-concept (H6 is rejected). Nonetheless, self-disclosure plays a critical mediating function in resilience and interpersonal communication (H7 is accepted).

Table 9. Results of Major Hypothesis Test (Simultaneous)

Variables	R-Square	Adjusted R-Square	Hypothesis Result	
Self- Concept, Interpersonal Communication, Self-Disclosure -> Resilience	0.329	0.323	H8 Accepted	8

Table 9 shows that the major hypothesis (H8), which states that Self-Concept, interpersonal communication, and *self-disclosure*, in a way, relate with resilience, is accepted with an R-Square value of 0.329.

In general, vocational high school students who experienced bullying in Payakumbuh City, West Sumatra Province, Indonesia, fell into the moderate category for self-concept-esteem, interpersonal communication, self-disclosure, and resilience. The majority of participants are female students who prioritize their families, have medium-high levels of education, and have poor incomes. Being a member of the Minangkabau community, which is religious and still upholds strong cultural values, socioeconomic disadvantage is profitable and has consequences for the restricted availability of stimulation and sufficient psychological support (Tao & Liang, 2025; Parodi et al., 2026). However, the fourth element continues to serve as a mutually protecting factor in terms of the psychological aspects of bullying victims' resilience (Connor & Davidson, 2003; Ungar, 2011).

Self-concept, interpersonal communication, and self-disclosure with resilience in vocational school children who are bullied, as well as role self-disclosure mediation

in the second link mentioned. According to the framework theoretical study, four key factors have been tested: self-concept-esteem (Robson, 1989), interpersonal communication (Rubin & Martin, 1994), self-disclosure (Jourard & Lasakow, 1958), and resilience (Connor & Davidson, 2003). The innovative findings of two distinct linkages leading to resilience in bullying victims will be highlighted in a special debate.

The hypothesis test results show that resilience and self-concept are significantly positively correlated. Results. This is in line with several previous studies showing that a person's resilience rises when they have a positive or integrated self-concept (Fidler, 2018; Zhang et al., 2022). It is believed that high self-functioning protects the well-being of bullied teenagers (Shemesh & Heiman, 2021). Individuals with a strong sense of self are more adept at managing their emotions, which increases resilience and reduces negative feelings (Yue & Cui, 2025; Zhang et al., 2022). Therefore, rather than being only a fluctuating companion, the self-concept is a major determinant of resilience.

Furthermore, it has been determined that interpersonal communication has a strong positive relationship with resilience. Growing interpersonal communication skills and personal resilience (Özen, 2024; Thomas et al., 2025). Open communication, emotional support, positive activity participation, and empathy are the key components of resilient teenagers. Positive family communication patterns, flexible interpersonal communication techniques, and constructive conflict management are all crucial for boosting resilience (Boumis et al., 2023; Merolla et al., 2021; Rofhi & Putri, 2025).

In addition to interpersonal communication, self-disclosure demonstrates a strong positive correlation with resilience. According to Jourard (1971), the theoretical ability to become transparent is a sign of integrity, personal, and psychological. According to empirical research, self-disclosure is crucial for improving one's capacity to handle stress, emotions, and psychological constructive resilience (Lyu et al., 2025; Jin et al., 2026). Therefore, self-disclosure has a major role in helping students who are bullied become more resilient.

The main study of novelty comes from the realization that self-disclosure only mediates specific connections rather than acting as a universal mediator. The mediation test results show two distinct patterns of relationships. First, there is no need for self-disclosure as a mediator because the Self-Concept is directly related to resilience. Despite being at odds with earlier views, these findings really reveal significant psychological components of the mechanism. Positive self-concepts include self-efficacy, internal control, and acceptance of oneself as a whole (Rogers, 1961; Rotter, 1966). Empirical research confirms that self-positive conceptions and internal control are positively connected with higher resilience without the necessity for other mediating factors (Mirzaei et al., 2024;

García-Martínez et al., 2022). To put it another way, a good self-concept has sufficient strength. To directly establish resilience, self-openness is not necessary as a bridge.

Furthermore, resilience can only be related to interpersonal communication when self-disclosure serves as the sole mediator. Results: According to Jourard (1971) and Altman & Taylor (1973), interpersonal communication cannot achieve the requisite level of intimacy without self-openness. to foster effective emotional self-disclosure. considered essential for meeting social needs in psychiatric healing (Cohen & Wills, 1985). Empirical research demonstrates that self-disclosure is positively correlated with resilience through improved personal traits, improved personal recovery, and access to social support (Harvey & Boynton, 2021; Yardeni, Dekel, & Ramon, 2024; Febrianti, 2024). Effective interpersonal communication will therefore be able to help victims of bullying develop resilience if they are willing to be honest with others about their ideas, feelings, and experiences.

Unusually, it was discovered that self-disclosure does not buffer the relationship between resilience and self-concept. The results are at odds with the presumptions that self-concept will be strengthened by self-openness and resilience. This is said to be closely associated with adaptive independence, which has been tied to the person with a positive self-concept so that they do not require self-openness. to develop resilience. However, interpersonal communication heavily relies on self-transparency. Because interpersonal interactions are only formed on the surface and are insufficient without the disclosure of one's true self. to provide bullying victims with profound emotional support.

This marginal discovery provides a valuable insight into the psychological dynamics of our participants, even though the mediation of self-disclosure in the link between self-concept and resilience was not statistically significant ($p = 0.059$). The non-significant mediation, which is based on Social Penetration Theory, implies that self-disclosure does not always result in resilience for bullied individuals. Instead of depending on external sharing, these students could prefer "adaptive independence," a coping strategy used to process trauma inwardly.

As a result, Shemesh and Heiman (2021) discovered a strong mediation effect in the general population. According to this study, self-disclosure feels more like a risk than a route to recovery for victims of bullying because of the psychological threat present in their surroundings. As a result, our results show that resilience in this group is more directly influenced by self-concept, underscoring the fact that the conventional disclosure-led healing paradigm is not universal and is significantly influenced by the particular stressors present in the victim's social context.

C. Implications

There are two key ramifications to this study. Theoretical results of this enhanced framework of cumulative protective factors (Ungar, 2011) will demonstrate that not all protective factors operate via the same method. In the context of bullying, this research further broadens the scope of the self-disclosure hypothesis (Jourard & Lasakow, 1958), demonstrating that openness is conditional. For communication with others, but not for self-concept, intervention resilience for bullying victims must be differentiated in a practical sense. Strengthening strategies such as cognitive restructuring and internal locus of control training should be given higher priority for pupils with low self-concept. Interventions for students who struggle with interpersonal communication must incorporate self-openness training in a safe room, small counseling groups, and peer support. At the policy level, schools must conduct psychological screenings and implement tailored anti-bullying protocols based on the psychological profiles of their students.

D. Limitations

The primary disadvantage of this study is that the cross-sectional design only captures the relationship between variables at a single point in time, making it impossible to definitively define the direction of causality. As a result, the researcher also anticipated that the study would return with the same variables: self-concept, interpersonal communication, self-disclosure, and resilience, but in different samples, such as those at the junior high, high school, or college levels, as well as in more diverse geographic areas of Indonesia

IV. Conclusion

Bullying victims in resilience vocational schools are impacted dynamically by self-disclosure, interpersonal communication, and self-concept. Third variables have a favorable simultaneous relationship with resilience. However, the mechanisms behind the relationship are different: interpersonal communication only relates to resilience when it is fully mediated by self-disclosure, whereas self-concept relates directly to resilience without self-disclosure mediation. Results suggest that intervention resilience requires a different approach, specifically direct self-concept strengthening, while interpersonal communication optimization has to be coupled with self-development.

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