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**THE EFFECTIVENESS OF BULLYING BEHAVIOR PREVENTION
PROGRAMS IN SECONDARY SCHOOLS: Systematic Review**

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ABSTRACT:

Background: Bullying is a phenomenon that often occurs in the school environment. Most teenagers have experienced bullying in the school environment. If bullying behavior is not handled properly, it will cause a decrease in self-esteem, increased anxiety and even depression and there is a risk of suicide. Several efforts that have been made to reduce the incidence of bullying in teenagers are through a psychosocial approach (Ahmed, et al., 2022). According to a United Nations Children's Fund (UNICEF) report, in 2018 around 41% of Indonesian students aged 15 years had experienced bullying several times a month (Shayo & Lawala, 2019). This study to conduct a systematic review regarding the effectiveness of bullying behavior prevention programs in secondary schools. **Method:** The research design in this article is to use a systematic review using PRISMA and PICOS framework guidelines to determine the criteria for articles to be analyzed. Articles come from 2 databases, namely PubMed and Google Scholar. **Results and Discussion:** Obtained 89 articles from PubMed, 56 articles from Google Scholar. After selecting articles, 15 articles were found that met the inclusion and exclusion criteria. According to Leavel and Clark, disease prevention is divided into 5 stages, which are often called the 5 levels of prevention. Prevention of bullying behavior is found at two levels, namely health promotion and specific protection for adolescence (Andino et al., 2020). **Conclusion:** Preventing bullying at school can be effective by collaborating between parties and forming a school environment in implementing bullying prevention programs.

Keywords: Prevention programs, secondary schools, behavior bullying

1. Introduction

Adolescence is a transitional phase from child to adult. Adolescence is a period that requires familiarization with the environment and character formation so that the development and growth of adolescents depends on the shape of their environment (Bonell et al., 2018). Bullying is a phenomenon that often occurs in the school environment. Bullying can have an impact on teenagers' physical and mental health. Some of the impacts caused by bullying are children who are uncomfortable when studying at school, anxiety, difficulty concentrating, difficulty sleeping and even depression. The current phenomenon is that there are many teenagers who are bullied at school and there is no special approach used by schools to prevent bullying incidents. If bullying behavior is not prevented, it will have a deeper psychological impact on teenagers, leading to suicide (Sinclair et al., 2016).

The prevalence of bullying incidents according to the United Nations Children's Fund (UNICEF) in 2017 recorded that 45% of 2,777 Indonesian teenagers aged 14-24 years experienced cyber bullying. Bullying experienced by men was 49% and women were 41%. The proportion of bullying incidents based on the bullying behavior received included 18% of the proportion of the type of bullying by pushing and shoving between teenagers, it was found that 22% of teenagers experienced bullying behavior by destroying things, 14% received bullying behavior by being threatened by other teenagers, it was found 22% of the proportion of bullying is by making fun of it, 19% of the proportion of this type of bullying is getting bullying behavior by isolating the victim, and 20% is getting bullying behavior by spreading false news about the victim (UNICEF, 2020).

Bullying is aggressive behavior in various ways that can hurt other people, bullying is carried out repeatedly with the aim of showing power and strength to the victim of bullying. (Ahmad, 2019). Victims of bullying feel anxious, insecure and even depressed. This psychological disorder of teenagers can affect students' learning process at school, teenagers who experience bullying behavior will have difficulty concentrating on studying because they are uncomfortable at school. Victims of bullying will feel increasingly insecure due to a lack of support from their peers and a lack of environmental support in preventing bullying behavior at school (Lynch et al., 2015).

The Australian Institute for Teaching and School Leadership (2018) states that bullying behavior can be imitated by other children who see it. If it is allowed to continue, when they grow up, children will have a violent nature that can give rise to incidents of violent behavior in the community, their household and even take action, which violates the law. There are four types of bullying, namely verbal bullying, this behavior can take the form of name calling, insults, slander, cruel criticism, insults, statements that have the nuances of sexual advances or sexual harassment, terror, intimidating letters, accusations, which is not true (Yuyarti, 2020).

Efforts made by schools to reduce bullying incidents include the KiVa bullying program, Olweus Bullying Prevention Program, and Cognitive behavioral therapy. Several bullying prevention efforts have different impacts on bullying incidents. This research aims to assess the effectiveness of programs that have been implemented as an effort to prevent bullying in schools by reviewing articles that discuss programs to prevent bullying behavior in schools.

2. Literature Review

This study design uses a systematic review. The compilation of this literature review is based on literature from various electronic databases, including PubMed and Google Scholar by conducting a comprehensive review using the PRISMA guidelines. Journal searches use boolean operators (AND, OR NOT or AND NOT). The keywords used in this literature search are as follows "bullying", "prevention program", "adolescents". The strategy used in selecting articles is to use the PICOS framework including Population/problem Adolescents. Intervention is bullying prevention. Comparison is none, Outcome is a decrease in bullying incidents. Study design is a quantitative study. Publication year is a journal starting from 2018-2023. The language used is English. The procedure carried out to compile this systematic review is through four steps including journal identification, selection of quality assessment reports, abstraction in the form of qualifications from the results of each combined study, analysis, namely the combination and reporting of systematic review results. The literature review was conducted with the theme of prevention through schools by designing and creating a prevention program design that contains a message to students that bullying behavior is not accepted in schools and creating an "anti-bullying" policy.

3. Research Method

This study design uses a systematic review. The compilation of this literature review is based on literature from various electronic databases, including PubMed and Google Scholar by conducting a comprehensive review using the PRISMA guidelines. Journal searches use boolean operators (AND, OR NOT or AND NOT). The keywords used in this literature search are as follows "bullying", "prevention", "adolescents", "school programs". The strategy used in selecting articles is to use the PICOS framework including Population/problem Adolescents. Intervention is bullying prevention. Comparison is none, Outcome is a decrease in the incidence of bullying. Study design is a quantitative study. Publication year is a journal starting from 2018-2023. The language used is English. The procedure carried out to compile this systematic review is through four steps including journal identification, selection of quality assessment reports, abstraction in the form of qualifications from the results of each combined study, analysis, namely the combination and reporting of systematic review results. Population diversity shows three studies with the same number of respondents <500, four studies with a range of 500-1,000 respondents, eight studies with a number of 1,000-2,000 respondents and the sequence involves more than 2,000 respondents. Age characteristics show that all are included in the adolescent age group who are studying at the secondary level with an age range of 11-19 years and an average age of 14 years.

4. Results and Discussion

There were 89 articles obtained from PubMed, 56 articles from Google Scholar based on the criteria

set by the researchers, 15 articles were selected in the final search results, containing several different intervention methods as shown in the PRISMA flow diagram (Figure 1). Among these methods, five methods were selected that were most appropriate for bullying prevention programs in schools by considering the characteristics of Indonesian students, student demographics and Indonesian health promotion school programs. Programs that are in the spotlight for reducing bullying incidents are multi-component programs, prevention programs based on individual type, as well as programs using a cognitive behavioral theory approach. A descriptive summary of the included studies in this review regarding study location and design is presented in Table 1. The findings from xx studies were included in this systematic review, as shown in Table 2. 3 eligible articles were from Country Indonesia, 2 eligible articles were from francis, 5 eligible articles were from italy, 1 eligible articles were from Country Germany, 1 eligible articles were from Country berlin, 1 eligible articles were from Country Romania, 1eligible articles were from Country spain, ! eligible articles were from Country Brazila, 1 eligible articles were from Country Africa. and The analyzed articles were published between 2018 and 2023.

Table 1. Summary of study location and study design.

No	Study Location	Study design	Authors
1	Indonesia	Qualitative	Januarko, Wahyu
2	Indonesia	Qualitative	Cristiana, Elisabeth
3	Francis	Randomized Control trial	Rich, Brendan
4	Italy	Randomized Control Trial	Nocentini, Annalaura
5	Italy	Qualitative	Menesini, Ersilia
6	Italy	Quasy experimental	Costantino, Claudio
7	Italy	Quasy experimental	Menesini, Ersilia
8	Italy	Mixed method	Manna , Rosalba
9	Germany	Descriptive	Hanerwinkel, Reiner
10	Berlin	Deskriptive	M. Zaskia
11	Indonesia	Qualitative	Junita, Nursan
12	Romania	Qualitative	Bakema, Charissa
13	Spain	Cross sectional	Luca, De
14	Africa	Qualitative	John, St
15	Brazil	Qualitative	Brandeo, Waldemar

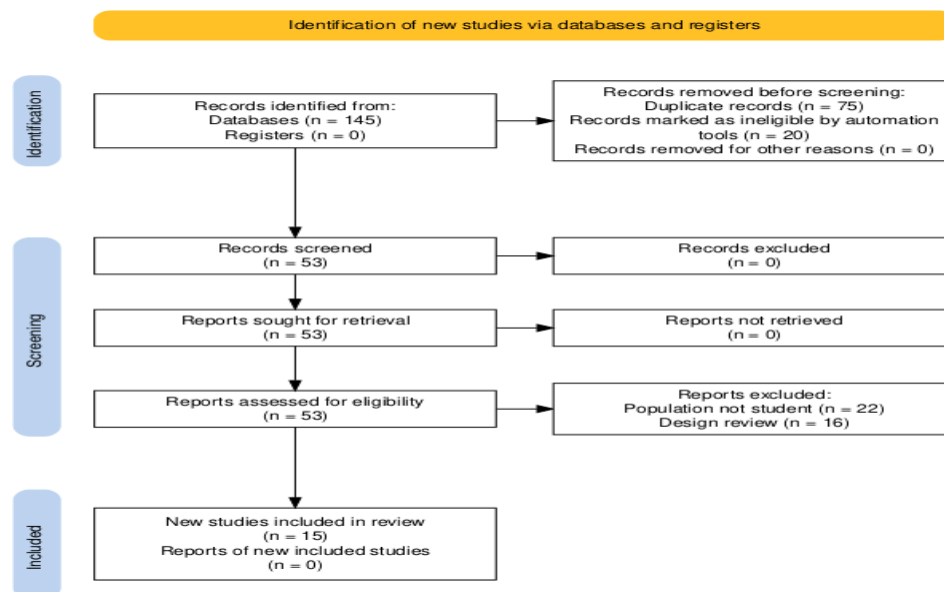


Figure 1. PRISMA diagram flow

Table 2. Summary of of accepted articles

Author	Title	Sample	Study design	Findings
Januarko, Wahyu	A Study About Bullying Victim Handling to The Junior High School 678'(1746,1 Trawas	Student junior high school	Qualitative	The results obtained from data management show that handling of bullying victims using counseling procedures. The procedures are identification, diagnosis, prognosis, treatment and counselor actions.
Cristiana, Elisabeth	The Role of Parents in Preventing Bullying in Early Childhood	Student	Qualitative	This role can of course be taken if there is knowledge Parents regarding bullying behavior are also good at carrying out effective communication, being good role models, instilling a sense of self-confidence and responsibility, and monitoring more of what their children do. outside and outside. house or inside the house.
Rich, Brendan	Resilience-Based Intervention with Underserved Children: Impact on Self-Regulation in a Randomized Clinical Trial in Schools	25 studeny	Randomized Control Trial	A comparison of the RBP and delayed treatment samples found no differences in age, $t(1,67) = 1.15$, $p = 0.26$, gender, $\chi^2(1,67) = 0.71$, $p = 0.40$, race/ethnicity, $\chi^2(3,67) = 3.16$, $p = 0.37$, family living situation, $\chi^2(6,67) = 6.84$, $p = 0.34$, or family income, $\chi^2(5,67) = 2.71$, $p = 0.75$ (see Table 1). There were no differences in pretherapy HIF scores between youth referred to us by school personnel and youth who were enrolled when an entire fifth grade was targeted (HIF positive emotion $t(1,53) = -1.14$, $p = 0.26$; HIF negative emotion $t(1,53) = -0.09$, $p = 0.93$; HIF emotion control $t(1,53) = -0.88$, $p = 0.38$)
Nocentini, Annalaura	KiVa Anti-Bullying Program in Italy: Evidence of Effectiveness in a	2042 studeny	Randomized Control Trial	KiVa reduced bullying, victimization, and pro-bullying attitudes; the effects were smaller as compared to grade 4, yet significant ($d \geq 0.20$). Finally, using Olweus dichotomous definition of bullies and victims, results showed that the odds of being a victim were 1.93 times higher for a control student than for a KiVa student in grade 4.

Author	Title	Sample	Study design	Findings
Menesini, Ersilia	Online and school-based programs to prevent cyberbullying among Italian adolescents: What works, why, and under which circumstances	20-25 peer educator	Qualitative	The result found that, for victimization, students in the control condition increased their level of victimization, while “peer educators” and “all the other students in the experimental group” decreased it. Also in the case of cybervictimization, results were similar. Specifically, peer educators decreased their level of cybervictimization to greater extent compared to all the others, thus showing that a model based on peer involvement for bullying and cyberbullying prevention can be effective at different levels for the entire classes, for peer educators, and for their classmates.
Costantino, Claudio	Effects of an intervention to prevent the bullying in first-grade secondary schools of Palermo	402 studeny	Quasy ezperimental	A total of 402 students participated in the study (72.7% response rate). A decrease in the number of bullying episodes after the intervention was reported by the students in all types of bullying explored (physical, verbal, and indirect bullying, observers, resiliency, and prosociality), with all three methods. In particular, a statistically significant decrease in all the bullying areas investigated (except for resiliency) was reported for students attending schools of an intermediate socioeconomic level.
Menesni, Erselia	Empowering Students Against Bullying and Cyberbullying: Evaluation of an Italian Peer-led Model	386 student	Quasy experimental	For the second study (n= 375) the model was improved and significant effects were found for several participating groups (peer educators and the experimental classes), who exhibited a decrease in bullying, victimization, and cybervictimization

Manna Rosalba	School bullying as a quality issue in educational institutions: Some evidence from pupils with migrant background in Italy	Student	Mixed Methd	Verbal and relational bullying were prevailing. Physical bullying was also recurring, but it primarily concerned male pupils. Bullied students were more likely to self-report lower school performances; moreover, they showed greater willingness to dropout from school. Victims of school bullying suffered from social exclusion; they were also used to perform working activities beyond mandatory schooling. They expressed lower trust in their teachers as compared with their peers.
Hanewinkel, Reiner	Prevention of bullying in German schools: an evaluation of an anti-bullying approach	Students	Descriptive	In 18 of the schools, direct victimisation was reported to have even increased, while in 32 schools, direct victimisation decreased over time. In 8 of the schools the decrease in direct victimisation is more than 10% with regard to the total number of pupils in the schools. Regarding increases of direct victimisation in schools, only 1 school reported an increase of more than 10%.
M. Zaskia	Traditional bullying and cyberbullying at schools in Germany: Results of the HBSC study 2022	Student and cyber bullying	Descriptive	Around 14 % of the learners surveyed reported direct experience of bullying at school, and around 7 % reported cyberbullying experiences as bullied and/or bullying victims. Adolescents who identified as gender diverse were particularly likely to report bullying experiences. School bullying decreased over time, but remained stable between 2017/18 and 2022. Cyberbullying, on the other hand, increased in 2022

Junita, Nursan	School Strategy In Preventing Bullying At Smpn Negeri Arun Lhokseumawe	13 partisipan	Qualitative	The results of this study indicate that strategy that used in preventing bullying behavior at SMP Arun were; (1) Identifying the root of the bullying, (2) Discipline; having the role and consequences,(3) Creating a community of group study or role play, (4) Providing education information about bullying, (5) Providing counselling service for victims and perpetrators by school counselor, (6) giving reward, (7) Do Monitoring, (8) prompting response action from teacher, (9) Build up relationship with parents
Bakema, Charissa	How To Stop Bullying In Schools A Dutch Way	Student	Qualitative	reventing violence in schools is a complex process. Not only does the victim need help, but those around the victim also need to understand the implications and learn to control the situation. Teachers, parents the aggressor, (the bully) the victim and the classmates all need knowledge, rules and social skills that help them stop the psychological mechanisms of violence, commonly known as bullying. Bullying will not disappear, but can be controlled if people (start to work together) cooperate. It asks commitment of everybody involved.
John, St	The Perception Of Students About School Bullying And How It Affects Academic Performance In Cameroo	30 student	Qualitative	A total 24 student representing 54,2% indicated than bullting affected ttheir performance in one subject.

Luca, De	The Teacher's Role in Preventing Bullying	120 teacher	Cross sectional	He study included 120 teachers (17.5% boys; 79.2% girls), between the ages of 25 and 66 (mean age = 48.21; SD = 9.22), and 1,056 students (40.3% boys; 59.6% girls), between the ages of 11 and 17 (mean age = 13.09; SD = 1.46). A total of 57% of the students were attending secondary middle school and 42.2% were in secondary high school.
Brandeo, Waldemar	Formation of protagonist adolescents to prevent bullying in school contexts	12 student	Qualitative	The pedagogical intervention model raised the opportunity for the adolescents' active participation, aiming at the development of skills that create pro-social behaviors, empathetic and assertive relations, which are able to face bullying and transform the school environment.

5. Conclusion and Implications

Each region has different prevention programs to handle bullying cases in its schools, although with the same achievement or hope, namely reducing bullying incidents. In this systematic review, all methods are summarized and assessed to find the most feasible methods for preventing bullying in Indonesia (Le Menestrel, 2020). Some considerations in selecting a possible method include the availability of resources, student background and demographic characteristics, as well as aspects of the benefits of the method. This program summary also produces modules that have been consulted by experts. In Indonesia, there are schools that promoteschool health, which reduces the incidence of bullying. The program explains there are three main points, namelyhealth education, health services and a healthy school environment. To support this problem, adaptation methodsmust follow recommendations and focus on school-based bullying prevention programs (Samhsa, 2018).

The effectiveness of bullying prevention methods in general can be influenced by the relationship between the academic community consisting of students, teachers, school principals or policy makers at school as well as the school environment and facilities or other student activities. The involvement of all parties requires a mutuallysupportive attitude, starting from the student level, such as students must have good self-orientation, which is developed through social emotional learning, peer guidance and good attitudes. Policy makers, including teachersand school principals, should have policies to prevent bullying cases in schools, such as having strict rules to prevent bullying. (Andryawan, Laurencia, & Putri, 2023).

Research conducted by Limber et al (2018) The KiVa Anti-Bullying Program has been proven to reducebullying and increase empathy towards peers who are victims and self-efficacy to support and defend victims. KiVa increases enjoyment and motivation for school, reduces anxiety, depression and negative perceptions of friends. KiVa is a program that prioritizes collaboration between environments and all elements that can support reducing bullying incidents among teenagers at school.

Research conducted by Miranda, Oriol, Amutio, & Ortúzar (2019) shows that victims of bullying will experience several psychological conditions that are disturbed, including loneliness, anxiety, low self-esteem andseveral other mental problems. This anxiety experienced by teenagers can worsen to the point that it affects the quality of life. The quality of life that is influenced is physical, mental, social and functional health. A review of the socio-cognitive aspects that occur in bullying that occurs in adolescents can be prevented through screening.

The screening carried out is screening carried out on special groups who are at risk of becoming victims of bullying. The negative impacts felt by victims of bullying are varied. According to research conducted by Champion et al (2023) shows that the behavior felt by victims of bullying greatly influences the bad impact, namely suicide. So handling bullying cases must be implemented in the school environment as a program to prevent cases of juveniledelinquency. Bullying prevention programs carried out in schools include prevention through multi-components within the school environment. Research conducted by Abazarnejad et al (2019) suggests that health care providers require psycho educational counseling to reduce anxiety. So there is a need for a psychoeducational approach in reducing the incidence of bullying in schools. There needs to be a program that can reduce violent behavior, anxiety and depression problems that can be applied to teenagers (Gladstone et al., 2021). According to Leavel and Clark, disease prevention is divided into 5 stages, which are often called the 5 levels of prevention. Prevention of bullying behavior is found at two levels, namely health promotion and specific protection for adolescence (Andino et al, 2020). Preventing bullying at school can be effective by collaborating between parties and forming a school environment in implementing bullying prevention programs.

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