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THE ROLE OF PSYCHOEDUCATION SERVICES IN PREVENTING
BULLYING BEHAVIOR AMONG ADOLESCENTS

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ABSTRACT

The rate of school violence and child bullying in the education sector in Indonesia is very high every year. Based on data published by the Online Information System for the Protection of Women and Children. The number of incidents of violence against children reached 1,993 from January to February 2024. This number will continue to increase, especially when compared to the violence that occurred in the past. incident in 2023. Various interventions can be implemented to prevent bullying and promote a positive school climate. One of them is the provision of psychoeducational services. This study will examine the significance of psychoeducation services in mitigating instances of bullying behavior among adolescents. The present study used the technique of Literature Systematic Review (LSR) utilizing the PRISMA framework. Initially, the researchers sought out reputable journals from reputable sources such as DOAJ and Scopus. They initially identified 416 articles. However, after applying the PRISMA approach, they identified 6 publications that were relevant to the variables under investigation. Through an examination of extant scholarly literature, it can be seen that psychoeducation seeks to influence students' cognition, convictions, attitudes, and conduct towards bullying by fostering psychological and emotional comprehension.

Keywords: Bullying, Psychoeducation, Adolescents

INTRODUCTION

The rate of school violence and child bullying in the education sector in Indonesia is very high every year. Based on data published by the Online Information System for the Protection of Women and Children. The number of incidents of violence against children reached 1,993 from January to February 2024. This number will continue to increase, especially when compared to the violence that occurred in the past incident in 2023.

According to the National Committee for Child Protection throughout 2023, there were 3,547 reports of violence against children received. Currently, according to the Indonesian Child Protection Commission (KPAI), there were 2,355 cases of violations from January to August 2023. Of these, 861 cases involved the education department. In fact, there were 487 cases of child abuse victims, 236 cases of physical and mental abuse, 87 cases of harassment, 27 cases of bad school victims, and 24 cases of political victims.

In Indonesia, the term bullying refers to actions, behaviors or actions carried out by someone who believes he has the right to hurt, threaten or commit violence against others, who he thinks are weak (Sejiwa, 2008). According to Olweus (Anggraeni et al., 2016) bullying at school is a condition of children who are harassed or affected by bullying at school which is always carried out by one student or other students. Harassment is an action that causes harm to others. Bullying is often associated with anger, oppression, violence, bullying, and external factors that lead to criminal activity later in life and have short-term and long-term negative consequences (Anggraeni et al., 2016).

Bullying can take many forms, including threats, teasing, beatings and dirty talk, as well as bullying. Bullies often bully because they have been victimized in the past. Therefore, bullying is done because people want to pay (Simbolon, 2012).

Efforts to prevent bullying behavior can be done by bringing together many groups. For example, in schools, teachers should be alert to signs of changes in student behavior and address them. Teachers can also teach students coping strategies early on, such as hiding anger or sadness when bullied by peers. If seen to be attentive, bullies will be happy or avoid walking alone (Sucipto, 2012). Currently, the role of parents and families is to supervise children and provide moral lessons in the form of education so that they avoid bad behavior that can have an impact on themselves and the environment (Halimah et al., 2015).

Various interventions can be implemented to prevent bullying and promote a positive school climate. One of them is the provision of psychoeducational services. Psychoeducational services in schools provide information about bullying and its effects and provide anti-bullying resources and prevention education. This will increase students' awareness of bullying and how to prevent it, thus making them more conscious of their behavior and interactions with their peers.

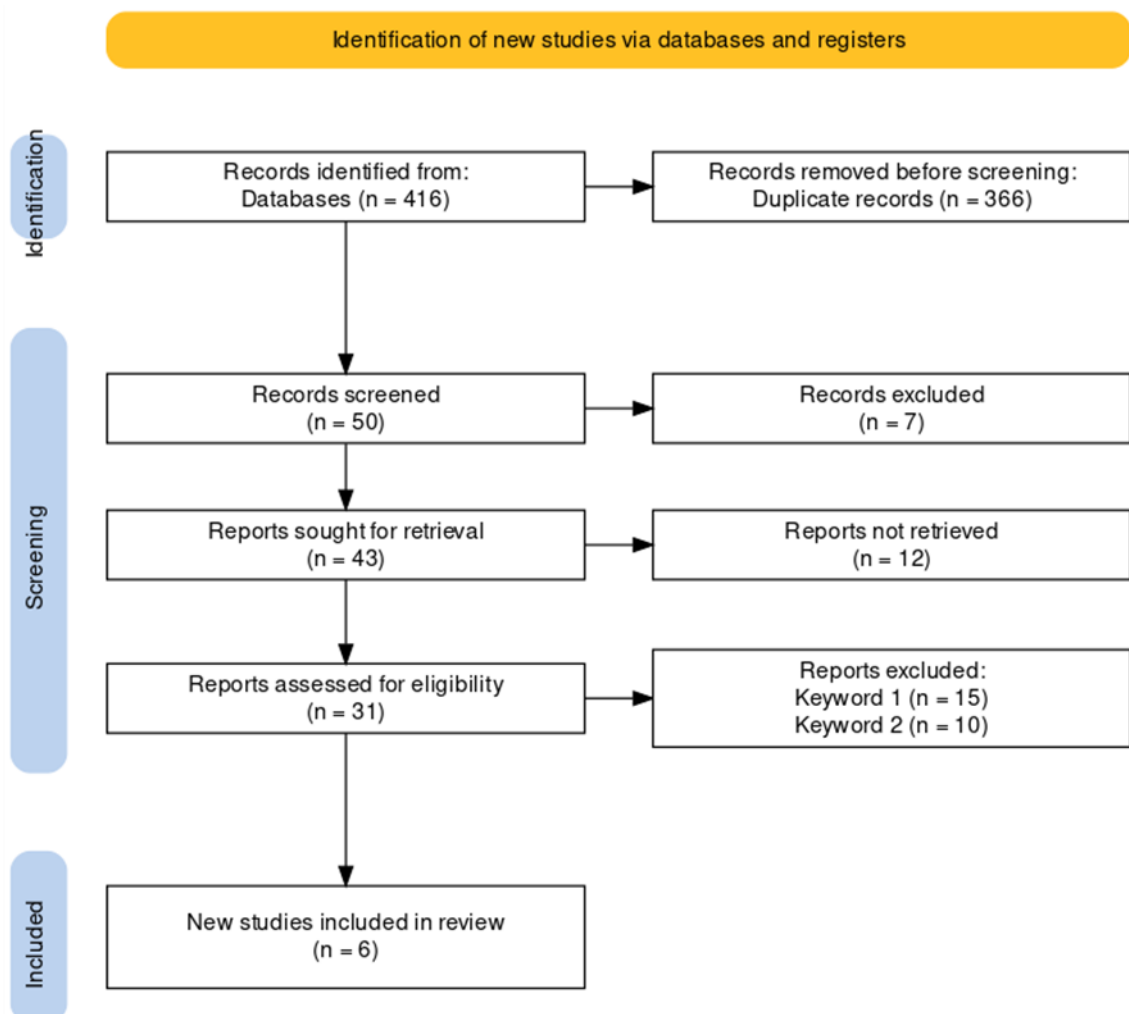
RESEARCH METHOD

The method used to evaluate this literature is a systematic review based on the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) protocol (Shamseer et al., 2016). Systematic review itself is a method for conducting systematic research on a particular topic. The aim is to identify, examine, evaluate, and describe existing research related to the topic under discussion (Triandini et al., 2019).

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This study uses literature to analyze the role of psychoeducational services in preventing bullying at school in adolescents. Inclusion criteria included full text of relevant articles and research case studies located in Indonesia that contained short or incomplete articles, articles that were outside the literature that discussed anti-bullying psychoeducational services, and descriptive analysis of research results. The author used several keywords such as psychology, bullying, adolescents. Selected articles were screened through Google Scholar, and Research Gate databases, and then reviewed by reading the entire text especially in the results section to look for influencing variables.

The selection criteria for this review were articles published between 2015 and 2020, articles in English and Indonesian, and all articles on psychological services for bullying. Each article was reviewed first, then the relevant article was downloaded, then copied and pasted into a file on a laptop. From the search results, 30 articles were found that were considered relevant. From these, 5 articles were selected and determined to meet the inclusion criteria. All data were screened and collected manually.



RESULT AND DISCUSSION

The literature review conducted using the PRISMA approach yielded findings from various national and international journals. There were 416 papers found after the search was done in DOAJ and Scopus. These articles were narrowed down even more by their titles, leaving 50 pieces. The articles were narrowed down even more by whether or not they were published in the last ten years. This left 43 pieces. After that, the researchers looked at the journals that had been chosen because they were more relevant to the problems they were looking into. They found a total of 31 results. Of these, six were found to meet the requirements for the problem theme.

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Title	Country	Language	Research Purposes	Type of Research	Data Collection Methods	Population and Total	Results
Psychoeducation Reduces Alexithymia and Modulates Anger Expression in a School Setting (Iuso et al., 2022)	Italy	English	The point of this study is to find out what happens when male and female secondary school students ages 12 to 14 are given psychoeducational treatments. Increasing the ability to recognise and control emotions while lowering alexithymia is the main goal. The final goal is to lower the number of cases of aggression and bullying.	Experimental one group pretest-posttest design	The Empathy Quotient (EQ), Toronto Alexithymia Scale (TAS-20), State-Trait Anger Expression Inventory (STAXI), and Emotion Regulation Questionnaire (ERQ)	The research focused on a sample of 191 middle school children aged 12-14 who attended the "L. Murialdo" Middle School in Foggia, Italy.	A 10.2% rise in the Empathy Quotient, a 20.3% rise in emotional control, a 10.9% rise in the expression of anger, and a 14.4% drop in alexithymia scores were all caused by the psychoeducational intervention. This result shows that psychoeducation can help teens with alexithymia by improving their empathy and ability to control their emotions.
Psychoeducation of Preventive Action Against Bullying Behavior in MIN 1 Blitar (Istiqomah & Hidayati, 2020)	Indonesia	Indonesian	<ol style="list-style-type: none"> Share knowledge and understanding about the problem of bullying conduct. Offering psychoeducational vigilance treatments to students who demonstrate a tendency towards bullying victimisation or perpetration. 	Community Service	Tools for assessing students' inclination to engage in bullying behavior and tools for evaluating students' inclination to be targeted by bullying.	Teachers and parents of students at MIN 1 Blitar	According to the study, 6.5% of students were perpetrators of bullying and 15% were victims of bullying.

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The Cyberbullying Virus: A Psychoeducational Intervention to Define and Discuss Cyberbullying Among High School Females (Camelford & Ebrahim, 2016)	USA	English	To examine the efficacy of psychoeducational interventions on cyberbullying in enhancing comprehension and diminishing cyberbullying conduct among female high school students.	Experimental research	Observation and written reflections	The girls in this study are sophomores in high school and are between the ages of 14 and 16. They go to a Catholic all-girls high school in the southern United States. It wasn't made clear how many kids were involved.	There has been a rise in pupils' comprehension of cyberbullying and their solicitude for one another. This observation is evident in the written remarks of the students. Additionally, their level of comfort in engaging in conversations about cyberbullying increased following their involvement in this intervention.
Psychoeducational Services as an Effort to Prevent Bullying in Teenagers (Wibowo & Winingsih, 2023)	Indonesia	English	To determine the efficacy of psychoeducation services in enhancing comprehension and deterring bullying behavior among teenagers.	Literature Review	Literature Study Research	Not mentioned	Psychoeducation services can support initiatives aimed at preventing bullying behavior in teenagers and improving their knowledge of it. Research that has been published in a number of papers and articles suggests that using psychoeducation services can improve students' awareness and comprehension of the issues given.
Evaluating a Psychoeducation Program to Foster Chinese Primary	China	English	Seeing how well a positive habit-based psychological education intervention (GPI) program works	Quasi-experimental research one group pretest-posttest design	Questionnaire (Social Emotional Health Scale-Primary	The study focused on a sample of 189 kids, specifically	In conclusion, the study shows that the GPI assistance program works to improve the health and safety of

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School Students' Covitality (Fang, Zhang, Pan, & Xie, 2021)			at making Chinese elementary school students friendlier and reducing bullying.		(SEHS-P) and Delaware Bullying Victimization Scale (DBVS))	those in grades 3 and 5, attending public elementary schools in Changsha City, Hunan Province, China. The participants were aged between 9 and 12 years.	students and reduce bullying. People noticed improvements right away, and they stayed that way for five months after the intervention ended. These results show that the program works to improve kids' social and mental health.
Penyuluhan Agama Kristen sebagai Psikoedukasi kepada Anak dalam Mencegah Perilaku Bullying di SMPTK Tarus (Djira et al., 2023)	Indonesia	Indonesian	In order to assess the efficacy of religious counseling activities as a form of psychoeducation in the prevention of bullying.	Experimental research	Observation, interviews, Questionnaire	Tarus SMPTK students	<ol style="list-style-type: none"> 1. Students understand the impact of bullying and how to prevent it. 2. Students are active and enthusiastic in making .commitment cards 3. The posters presented help students remember to prevent bullying.

CONCLUSION

Based on the given description, it can be seen that psychoeducation seeks to influence students' cognition, convictions, attitudes, and conduct towards bullying by fostering psychological and emotional comprehension. This intervention aims to tackle the root reasons of bullying, including a deficiency in empathy, self-esteem problems, and impulsivity, by increasing awareness of its detrimental effects on the victims. The active engagement in the examination of authentic case studies enables students to develop a deeper understanding and empathy for the victim's point of view, as opposed to only acquiring information in a passive manner. The act of engaging in conversations about personal encounters with bullying promotes the emotional processing and receptiveness to others, leading to enhanced coping mechanisms. Integrating psychoeducation with religious counseling enhances the dissemination of preventive measures by including moral and spiritual principles, hence minimizing potential harm to others. The sustained attitudinal change relies on continuous psychoeducation sessions, monitoring, and school-wide programming to ensure long-term impacts. A comprehensive strategy that encompasses the involvement of parents and teachers is essential in establishing a reliable and continuous support system for students who are at risk. Evaluation surveys and feedback are crucial in enhancing the design and implementation of psychoeducation over time in order to optimize outcomes. The effective regionalization of psychoeducational models contributes to the wider dissemination and expansion of bullying prevention efforts on a national scale.

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