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SYSTEMATIC LITERATURE REVIEW: PSYCHOEDUCATION FOR THE PREVENTION OF BULLYING IN STUDENTS

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ABSTRACT

Bullying behavior is abusive behavior that is carried out continuously and repeatedly with the aim of hurting which has an impact on the physical and mental health of individuals. Based on the results of the literature search, it can be found that bullying is not only found at the secondary school level, currently children who are still in elementary school also often carry out bullying behavior. Seeing this phenomenon, the prevention of bullying must be done immediately by instilling an understanding of students about bullying behavior. Psychoeducation is one form of effort to help students understand bullying behavior through education. This research is based on the lack of understanding and knowledge of students regarding the prevention of bullying behavior that often occurs in the school environment. This study aims to prevent bullying behavior through psychoeducation to students. This study uses a systematic literature review method with the prism model (Protocol Review Systematic and Meta-Analysis), which is a review to summarize previous studies, test hypotheses, and expand theory and evaluate existing research. The result of this study is the effectiveness of the use of psychoeducation in helping students to prevent bullying behavior, this can be seen from the results of a literature search that has been carried out from 8 articles that have passed the screening stage. The overall results of the article show that there is a significant effect of psychoeducation activities in preventing bullying behavior, namely, most articles state that the provision of psychoeducation services is proven to be able to increase understanding and is considered effective as a preventive effort in preventing students' bullying behavior.

Keywords: *Prevention, Bullying, Psychoeducation, Learners*

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INTRODUCTION

Adolescence is a transition period from childhood to adulthood, where the transition period will be identified with a period of self-discovery (ego identity) and adolescents will experience an identity crisis phase. The identity crisis phase will cause problems for adolescents such as unstable emotions, resistance, anxiety because they cannot fulfill their desires, like exploration, and like to do group activities (Isnawati 2020). However, adolescents have different ways of showing their identity, one of which is by showing bad behavior such as being involved in a fight, bullying, and mocking or ridiculing (Irwanti and Haq 2023).

Bullying is a problem that must be addressed immediately and prevented before it occurs. Bullying is often found in the education sector. Sadly, at this time bullying is not only carried out and experienced by adolescents at the junior or senior high school level but also experienced by children who are sitting in elementary school. In bullying, there are 3 parties involved in it, namely, bullies (perpetrators), victims (victims), bystanders (people who witness bullying behavior) (Jafar et al. 2023). Bullying perpetrators do not choose and sort out victims either through the type of gender or age of the victim. Usually the victim is someone who is considered weak, shy and quiet, as well as special (having a disability, a closed child, clever, beautiful, or someone who has certain body characteristics) so that it becomes a subject of ridicule for the bully.

LSM Plan International and the International Center for Research on Women (ICRW) in (Riskinanti and Buntaran 2017) explained that there were 84% of Indonesian students who experienced violence at school. This is even higher than the trend in the Asian region with a percentage of 70%. This research was conducted in 5 Asian countries namely, Vietnam, Cambodia, Nepal, Pakistan, and Indonesia (Jakarta and Serang, Banten). The figures in the research show that there are still many students who experience violence in schools. Schools should be a safe and comfortable place for students to study, if these cases of violence continue to occur then, the quality of education in Indonesia will decrease not only that, according to Amawidyawati and Fadhlia in (Amawidyawati galuh and Muhammad Hana 2017) explained that victims of bullying can have serious impacts, such as, having sleep disorders, psychosomatic disorders, high anxiety levels, and having suicidal thoughts and victims of bullying tend to refuse to return to school (school refusal) where this will result in a decrease in academic achievement of these students.

Learners who do not have qualified knowledge will be vulnerable to becoming perpetrators or victims. This is because the better the knowledge of students, the less bullying will occur because this must be prevented as early as possible, through cultivating empathy, providing information and understanding students about bullying behavior. Providing education about bullying is done with the hope that students can increase knowledge and awareness to protect themselves and prevent these students from bullying other students. Through psychoeducation efforts will help students to better understand information about bullying along with the impact that will be caused with the aim of minimizing the occurrence of behavior. In a study conducted by SMPN 15 kendari students in (Marha et al. 2022) when a screening test was conducted, it was found that there was low knowledge of bullying in students, where most students did not realize that the actions taken were a form of bullying, did not understand how to

behave when seeing bullying behavior and, there were students who did not have the courage to report bullying actions that occurred. Bullying behavior can be carried out by a group of learners and when the bullying occurs in class most friends tend not to help the victim for fear of becoming a victim of bullying like the victim.

The hope of providing this psychoeducation is that students can be more aware and understand and have an understanding of the information on the dangers of bullying for both perpetrators and victims so that bullying behavior in the school environment can gradually decrease so that students can get education in schools with a safe and comfortable environment and Indonesia is able to create the next generation that has a good attitude with quality education and is ready to compete because, if bullying behavior still often occurs, there is an error in the education system that occurs and the lack of awareness of educators and society to see the phenomenon of violence.

METHOD

This study uses the systematic literature review method with the prism model (Protocol Review Systematic and Meta-Analysis). The Systematic Literature Review method is a review to summarize previous studies, test hypotheses, and expand theory and evaluate existing research. Meanwhile, the Prisma model (Protocol Review Systematic and Meta-Analysis) is used as a tool and guide to carry out the assessment of systematic reviews. The data in this article were collected using databases from google scholar and garuda portal using the keywords "Psychoeducation", "Bullying Prevention" and "Adolescent". Based on some of these keywords the author gets 500 articles to be analyzed. In the process of selecting articles, inclusion and exclusion criteria are required, the following are the inclusion and exclusion criteria of the systematic literature review:
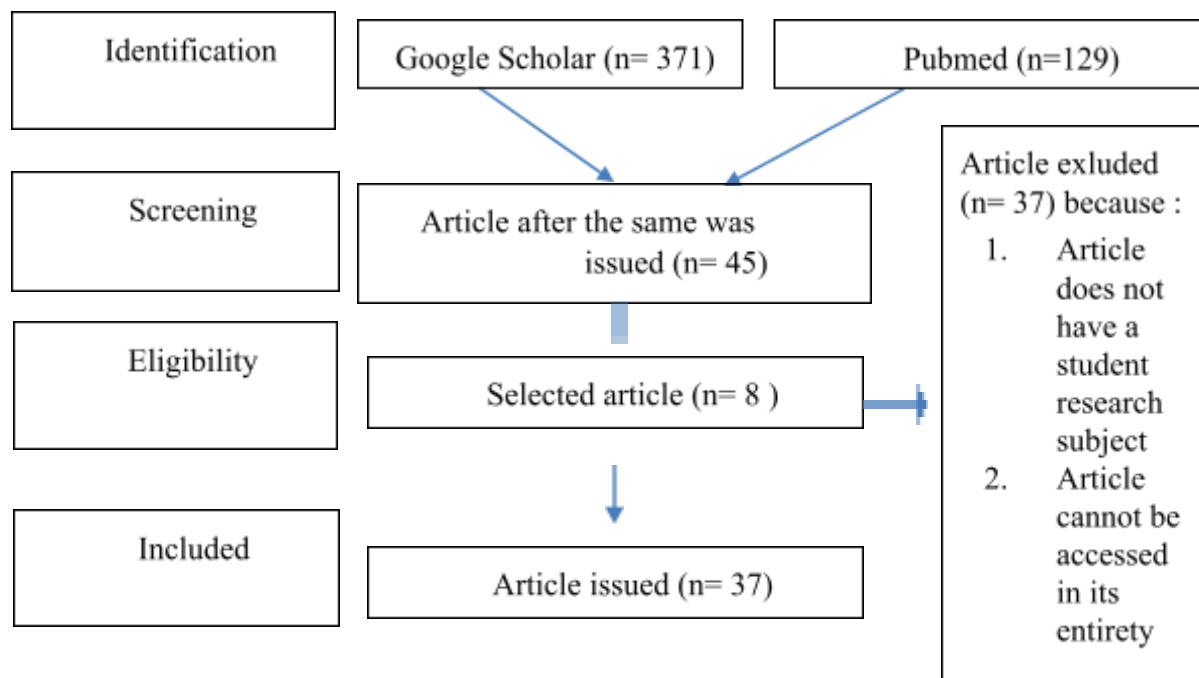
Table 1. Exclusion and Inclusion Criteria

Exclusion Criteria	1. Article not fully accessible paid for 2. Incomplete abstract 3. Not of from of bullying prevention 4. Study subjects were not adolescents
Inclusion Criteria	1. Articles are published with a period of 5 years 2020-2024 2. Topics include psychoeducation on bullying prevention 3. Research subject are adolescents 4. Articles are in the from of proceedings of journal articles of research result

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This systematic literature review data analysis uses the prism model (Protocol Review Systematic and Meta-Analysis), which is as follows:

Figure 1. Flow Diagram

RESULT AND DISCUSSION

Table 2. Article Results

Author's Name and Years	Title	Place of Research	Result
(Rahmadani et al., 2023)	Psychoeducation to Prevent Bullying Behavior in Students of SD Muhammadiyah 3 Gresik "Say No To Bullying"	SD Muhammadiyah 3 Gresik	Bullying behavior can be prevented by providing psychoeducational services, such as understanding as early as possible for students so that they can avoid bullying victims and bullying perpetrators, as much as possible to prevent, not only when those who have a role in a child's character.
(Yuli & Ahmad Efendi, 2022)	Psychoeducation to Prevent and Fight Bullying (Bullying and Cyberbullying) at Habibulloh Unggulan Junior High School	SMP Unggulan Habibulloh Banyuwangi	Psychoeducation to Prevent and Fight Bullying and Cyberbullying can increase knowledge, provide understanding and awareness of the dangers of bullying and cyberbullying. Through this psychoeducation method, a school climate that is conducive and free from violent practices is created.
(Amaliyah et al., 2023)	Peduli Sayangi: Psychoeducation for Bullying Prevention in Inclusive Elementary School SDN Karanganyar Gunung 02	SDN Karanganyar gunung 02	Community service through psychoeducation to prevent bullying with the theme "care about love" can increase students' understanding of the meaning of bullying, the negative impacts caused, and how to prevent bullying in the school environment.

		Semarang	
(Cholilah & Prafitralia 2023)	Psychoeducation Services as an Effort to Prevent Bullying at Vocational School	SMK 02 Islam 45 Ambulu Jember	The provision of psychoeducational services as a school effort to prevent bullying cases, it was concluded that students understand the phenomenon of bullying and how to prevent bullying. In addition, students also know that they need to show an assertive attitude when they see bullying at school.
(Raudhoh et al., 2023)	Psychoeducation for Bullying Prevention at Junior High School of State 7 Muara Jambi	SMPN 7 Muara Jambi	There is a significant difference between the pretest and posttest scores of bullying prevention psychoeducation participants, this shows that there is an increase in students' knowledge after participating in bullying prevention psychoeducation. This shows that psychoeducation is considered successful in increasing students' knowledge related to bullying
(Bakar et al., 2024)	Psychoeducation on Bullying Understanding and Prevention for Students of SMA 1 Muhammadiyah UNISMUH Makassar	SMA 1 Muhammadiyah Makassar	The results of this analysis confirm that the psychoeducation sessions had a positive impact on participants' understanding, recognition of signs and knowledge of steps that can be taken to address or report cases of bullying. This improvement reflects the effectiveness of the psychoeducation approach and provides a strong basis to support bullying prevention efforts in the school setting.
(Vestalia et al., 2022)	Efforts to Prevent Bullying Behavor in "XYZ" High School Students Through Psychoeducation Activities	SMA "XYZ" Bengkulu	Psychoeducation activities provide students with knowledge about bullying. The results of psychoeducation show that students have an increased understanding of bullying behavior and understand bullying prevention.
(Dzikrulloh et al., 2024)	Prevention of Bullying Behaviour through Psychoeducation Program Based on Islamic Moral Values at Darussalam Kepanjen Junior High School	SMP Darussalam Kepanjen	Empowering learners who can later become cadres to prevent bullying behavior in schools. The results of Islamic moral psychoeducation show that students have an understanding of the behavior that includes bullying and understand how to prevent bullying behavior based on Islamic moral values.

Based on the results of the literature search, 8 articles were obtained that were in accordance with the topic the author chose. The results of all articles show that there is a significant effect of psychoeducation activities to prevent bullying behavior, where most state that the provision of psychoeducation services or sessions is proven to be able to increase students' understanding of bullying.

Bullying is not a case that can be taken lightly, the impact of bullying or other acts of violence can have long-term effects on victims. Victims not only feel the physical impact but also have an impact on the victim's psychology such as low self-esteem, feeling afraid to go to school, causing depression, feeling lonely, and having thoughts of ending their lives (Bachri et al. 2021). The type of bullying behavior that is often carried out is verbal and social or relational, the existence of an imbalance of power between the victim and the bully proves that bullying does not involve 2 equal parties (older, bigger, stronger, more verbally adept, has a higher social status, and has racial differences between the two) (Saraswati and Hadiyono 2020). This should not be allowed to continue to happen and there must be

prevention efforts made such as informing students about bullying. Strong understanding and knowledge can help learners to think, develop skills and reduce bad behavior such as bullying.

Psychoeducation can be used as an effort to prevent bullying behavior, especially those that occur in students, it can be seen from research conducted at SMPN 7 Muara Jambi that there is a difference in pre post test and post test of bullying prevention psychoeducation participants which shows that there is an increase in the knowledge of students who have participated in psychoeducation, so that the psychoeducation conducted is considered successful in increasing students' knowledge in bullying prevention (Raudhoh et al., 2023). In line with this research, research conducted at SMA 1 Muhammadiyah Makassar also obtained the same results where after being given psychoeducation sessions students showed an increase in understanding and knowledge of the steps that can be taken to overcome or report cases of bullying. This improvement reflects the effectiveness of the psychoeducation approach and provides a strong basis to support bullying prevention efforts in the school environment (Bakar et al., 2024).

The provision of psychoeducational sessions, activities or services is carried out in various ways such as those carried out at SD Muhammadiyah 3 Gresik, Habibulloh Banyuwangi Unggulan Junior High School, SMA "XYZ" Bengkulu, SMK 02 Islam 45 Ambulu Jember where students are given an understanding as early as possible about bullying material used as a preventive effort for cases and instill an understanding for students to realize the dangers of bullying and the steps that can be taken to overcome or report bullying cases. In some of these studies, it is stated that the provision of psychoeducational services through the provision of bullying material can increase students' awareness, understanding and knowledge of bullying including understanding, impact, and steps taken (Rahmadani et al., 2023), Yuli & Ahmad Efendi, 2022, Vestalia et al., 2022, Cholilah & Prafitralia, 2023).

In addition to psychoeducational materials, psychoeducational services can be carried out by providing a specific theme such as "caring for love" which was carried out at SDN Karanganyar Gunung 02 Semarang and empowering students who can later become cadres for preventing bullying behavior in schools through Islamic moral psychoeducation (preventing bullying behavior based on Islamic moral values) conducted at SMP Darussalam Kepanjen is also considered effective for instilling students' awareness that they need to show an assertive attitude when they see bullying at school as well as an understanding of the behavior that includes bullying and understanding how to prevent bullying behavior based on Islamic moral values (Amaliyah et al., 2023, Dzikrulloh et al., 2024), 2023, Dzikrulloh et al., 2024).

CONCLUSION

Bullying is a problem in the education sector that cannot just be ignored but must be addressed immediately and make prevention efforts as early as possible so that students can take part in learning well and feel safe and comfortable in the school environment, providing psychoeducation can be one way that has proven effective as a preventive effort to prevent bullying in students in the school environment.

The findings from this literature search show that psychoeducation is effectively used as an effort to prevent bullying in students. Each study that has been traced shows that there is a difference in the results of the pre-post test and the post-test results where the results show that there is an increase in

students' understanding of understanding about preventing bullying behavior, starting from understanding, impact, assertive attitude when seeing bullying behavior, to how steps can be taken to overcome or report bullying cases. In addition, psychoeducation services can be provided through the delivery of material using interesting themes or forming students to become cadres to prevent bullying behavior in schools.

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