MAPPING THE RELATIONSHIP BETWEEN MOTIVATIONAL INTERVIEWING TECHNIQUES AND ACHIEVEMENT MOTIVATION IN BULLIED VICTIMS: A BIBLIOMETRIC ANALYSIS

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ABSTRACT

In recent years, bullying remains an unresolved issue that impacts individual psychology and motivation in living life, even the loss of individual motivation. The purpose of this study is to describe research on Motivational interviewing on bullying victims to increase achievement motivation. This study was conducted using a qualitative approach with bibliometrics. Data was taken in 2014-2024 with a total of 897 publications without any limitations in any form. The data source was carried out on the Scopus database. The analysis was carried out with the help of Vosviewer software, and Rstudio. The results of the study show that motivational interviewing and bullying are still interesting topics to study. However, the study of motivational interviewing still requires comprehensive mapping for scientific development in studies, especially motivational interviewing in bullying to increase achievement motivation. As a prediction of future themes, studies on bullying are still trending, so that motivational interviewing is an interesting thing to be an alternative solution.

Keywords: bibliometric analysis, motivational interviewing, achievement motivation, victims of bullying

INTRODUCTION

Bullying remains one of the most serious problems in the educational environment, which continues to persist, and has a very deep and long-term impact on individuals.(Arseneault, 2018;Menesini et al., 2017). International reports consistently show that victims of bullying experience long-term psychological, social, and academic impacts, including anxiety, depression, decreased motivation to learn, and lower academic achievement. (Han et al., 2025). In adolescence, when the need for social acceptance is very high, the experience of being a victim of bullying can hinder the development of self-concept, damage achievement motivation, and reduce students' self-confidence in facing academic challenges. Bullying is a phenomenon that involves repeated and intentional negative behavior directed at someone who has less power than the perpetrator (Jeffrey & Stuart, 2020;Nielsen et al., 2022).

In the context of guidance and counseling services, the group counseling approach is widely recommended because it provides opportunities for students to experience social support, share experiences, and develop adaptive skills in a safe and facilitated atmosphere. (kutipan)Konseling kelompok terbukti efektif meningkatkan regulasi emosi, resiliensi, rasa harga diri, serta motivasi belajar pada peserta didik yang mengalami tekanan psikologis, termasuk korban perundungan.(kutipan

One of the counseling techniques that has developed rapidly in the last two decades is Motivational Interviewing (MI)(Miller, 2023;Diclemente et al., 2017). MI is an evidence-based approach that focuses on strengthening intrinsic motivation, developing self-reflection, reducing ambivalence, and building commitment to positive change. Although MI was initially widely used in the fields of health and addictive behavior, recent research has shown that MI is effective in educational settings (Snape et al., 2016;Jordan et al., 2023). To increase achievement motivation, learning discipline, and academic goal orientation (Wiyono, B. D., Hidayah, N., Ramli, M., & Atmoko, 2025;Wiyono, 2024).

The application of Motivational Interviewing in group counseling for victims of bullying is an increasingly relevant topic (Pennell et al., 2020) (Cross et al., 2018), because MI directly targets motivational and psychological aspects which are often damaged by bullying experiences (Seyhan Şahin & Ayaz-Alkaya, 2024). However, although research on MI, group counseling, achievement motivation, and bullying continues to develop, there is no comprehensive mapping that illustrates the trends, focus, and direction of global research in this area. Therefore, the purpose of this study is to contribute to the mapping, development, and ongoing study of the effectiveness of motivational interviewing counseling in improving achievement motivation in students who are victims of bullying.

METHOD

In this study, the authors used bibliographic fusion to conduct an author and citation network analysis. This approach examines the network of authors and citations connected through their publications and the references they use.

A. Materials

This study used quantitative data collection, with data sourced from Scopus using filters in the field of virtual reality and bullying, specifically scientific papers or journals. The resulting data was extracted in Comma Separated Values (CSV) format.

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B. Methods

The authors followed a five-step process to address the information gap on the relationship between virtual reality and bullying. They identified relevant research terms, selected sources from Scopus, extracted data using the website's search facility, and cleaned the data using the Mendeley reference manager. First, the data was imported into Zotero, and the authors manually checked each article for the information provided. This research required data such as Title, Author, Abstract, Keywords, Publication, Volume, Pages, Date, Journal Abbreviation, Language, DOI, ISSN, and URL. Then, the authors eliminated articles that were not closely related to virtual reality and bullying. The final stage was representation and interpretation. Data is presented in tables and graphs to facilitate understanding and descriptive analysis at this stage. The author uses bibliographic coupling analysis on CSV datasets to study the correlation between authors and citations. This technique aids interpretation, using bibliographic coupling network analysis for versatile research applications. Several functions can be performed with bibliographic coupling networks, such as providing interpretations of publications, journals, researchers, and related topics. The systematics used also follows the analysis stages below.

Table 1 Five stages of bibliometric analysis according to Reyes and Arturo (2015)
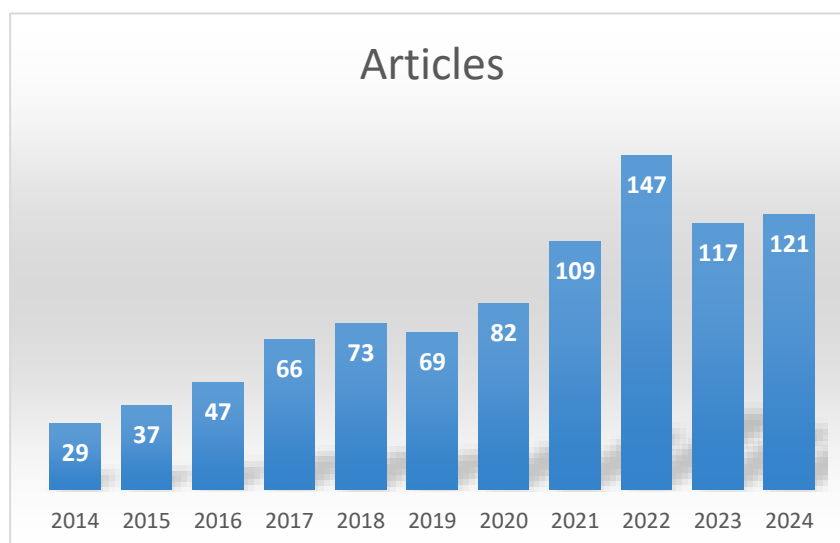
RESULT AND DISCUSSION

Figure 1 Data on articles published from 2014 to 2024

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Motivational Interviewing is a counseling technique that focuses on individual-centered motivation to overcome the common problem of ambivalence towards change.(Al-Hammouri & Rababah, 2024). This can be seen from the results of publication data from 2014-2024 which discuss motivational interviewing to increase motivation in victims of bullying also experienced an increase each year. The most publications were in 2022 with a total of 147 documents, in 2024 with 121 documents, in 2023 with 117 documents, in 2021 with 109 documents, in 2020 with 82 documents, in 2018 with 73 documents, in 2019 with 69 documents, in 2017 with 66 documents, in 2016 with 47 documents, in 2015 with 37 documents and in 2014 with 29 documents.
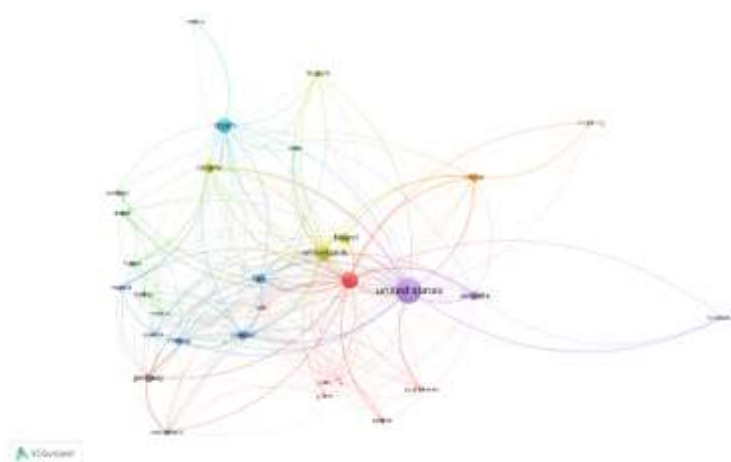

Figure 2 Co-authorship network with countries with the highest contributions

This analysis is based on all countries and uses co-authorship analysis with a minimum of 5 occurrences out of 33, and 129 keywords meeting the threshold. Figure 2 illustrates the results of the cluster analysis, highlighting the United States as the primary center among six identified clusters of publications on motivational interviewing to enhance achievement motivation in bullied victims. These clusters reflect the United States' dominance in producing a significant volume of high-quality scholarly work in this field. The extensive publications demonstrate the depth of research conducted in this country and its substantial impact in directing the flow of knowledge and innovation in counseling globally. This underscores the crucial role of the United States in leading and influencing the development of motivational interviewing theory and practice to foster achievement motivation in students who are victims of bullying internationally. Of the 33 countries, the United States represents 335/897. Based on Figure 2, there are 8 country clusters that contribute to research on motivational interviewing to enhance achievement motivation in students who are victims of bullying.

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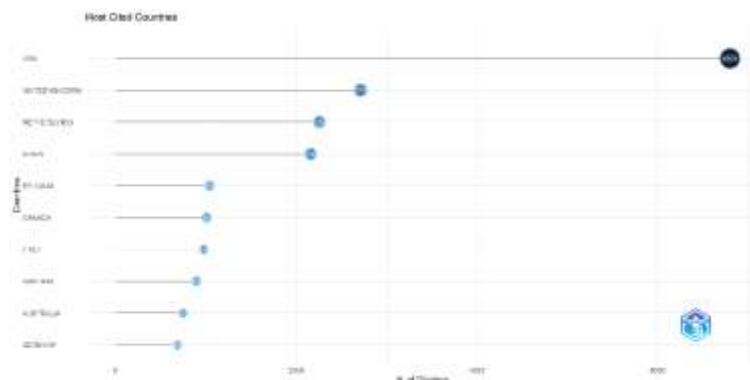
Figure 3 Most Cited Countries

It can be seen that the United States of America is the most prominent country in citations with a total of 6801, followed by the United Kingdom with 2710, the Netherlands with 2254 citations, Spain with 2165, Belgium with 1039 citations, Canada with 1004 citations, Italy with 974 citations, Sweden with 892 citations, Australia with 747 citations and finally there is Germany with 685 citations. Related to the topic of motivational interviewing that fosters achievement motivation in victims of bullying
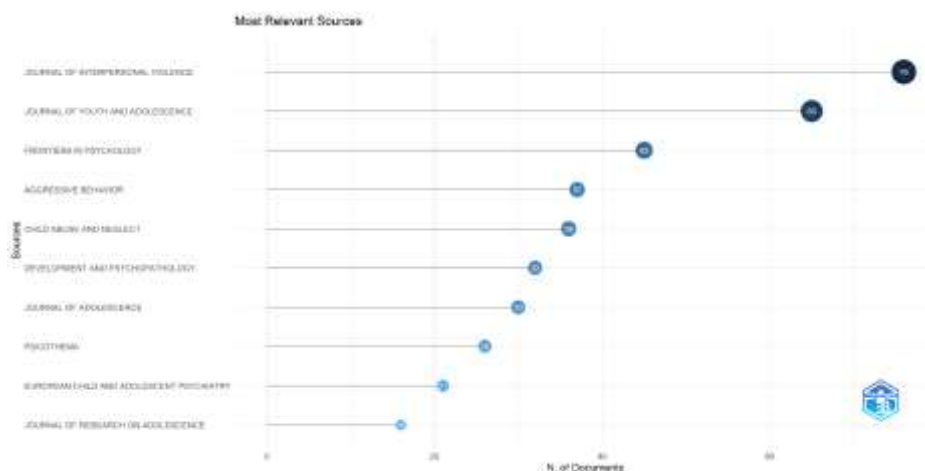

Figure 4 Most Relevant Affiliations

Figure 4 presents data on the number of documents and citations from various universities, with a focus on the top universities with the highest performance. The campuses with the most documents are Rijksund University Groningen with 104 documents, the University of California with 78 documents, Radbound University with 60 documents, Univeridad de Cordoba with 60 documents, King's College London with 54 documents, Utrecht University with 43 documents, Lingköpings University with 39 documents, Virginia Commonwealth University with 35 documents, and the Universiteit Antwerp and Vanderbilt University with 33 documents.

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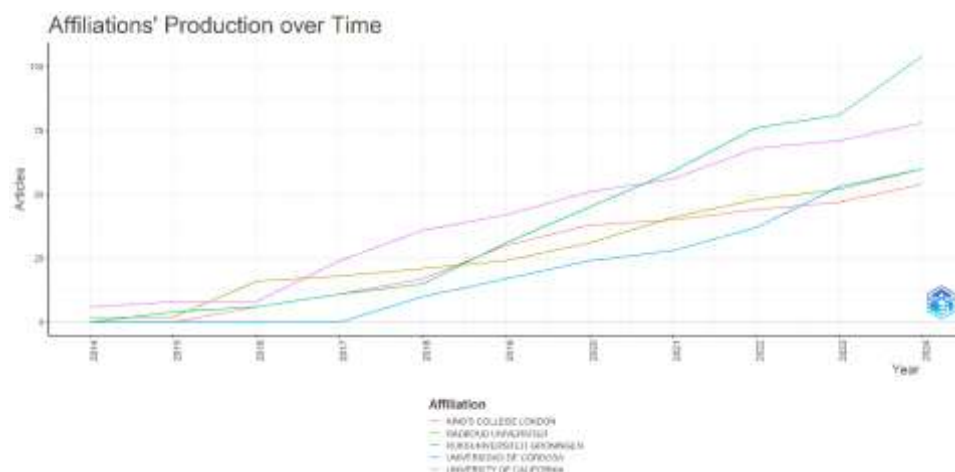
Figure 5 Affiliations Production over Time

Meanwhile, for productive Affiliations throughout the 2014-2024 period, based on Figure 4, there are five top universities, including: King's College London, Radbound Universiteit, Rijksuniversiteit Groningen, Universidad De Cordoba and the University of California.
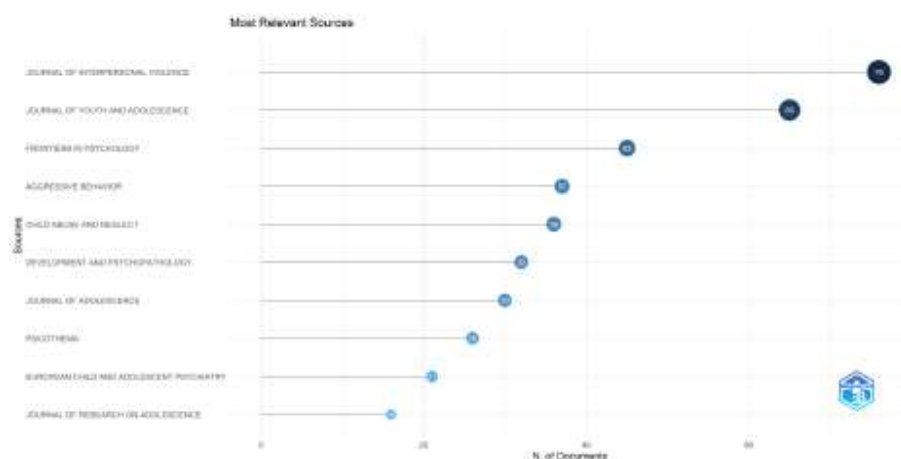

Figure 6 Top Ten Most Relevan Journal

Figure 6 highlights the superiority of the number of documents in journals that have documents relevant to motivational interviewing to increase achievement motivation in victims of bullying, Journal of interpersonal violence which has the largest number of documents with 76 documents, Journal of youth and adolescence with 65 documents, Frontiers in psychology with 45 documents, Aggressive behavior with 37 documents, Child abuse and neglect with 36 documents, development and psychopathology with 32 documents, Journal of adolescence with 30 documents, psychothema with 26 documents, European child and andolescent psychiatry with 21 documents and finally there is the journal of research on adolescence.Figure.

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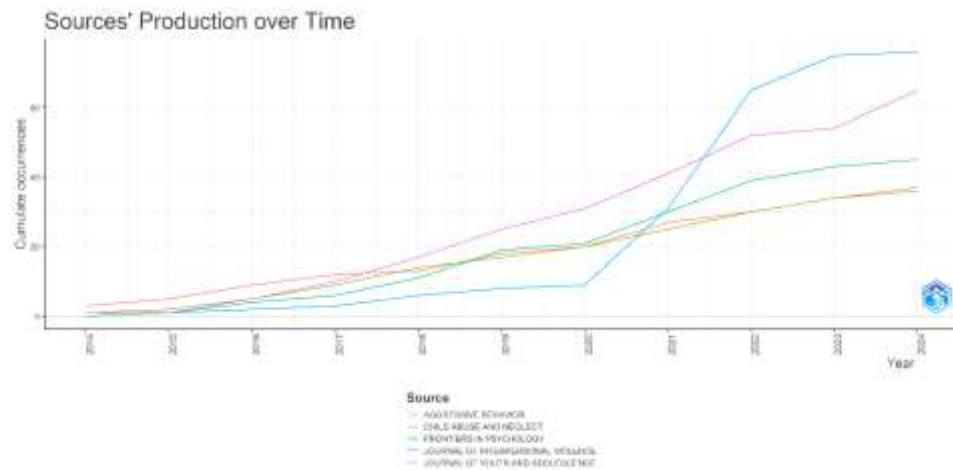
Figure 7 Top Five Journal Impact

Based on Figure 7, the studies that produced documents regarding MI that increased the achievement motivation of students who were victims of bullying were the Journal of Youth and Adolescence with 302, Journal of Interpersonal Violence 277, Fronties in Psychology 219, Aggressive Behavior with 208 and Child Abuse and Neglect with 193.
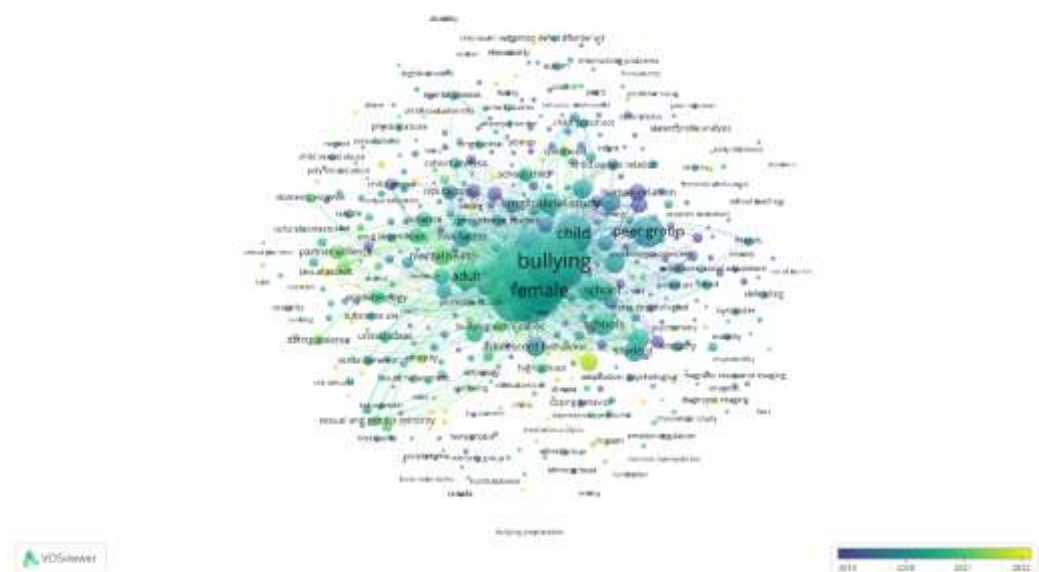

Figure 8 Overlay Visualization

Figure 8 shows the network visualization depicting four clusters and their interrelationships within the topic area studied. Each cluster consists of numerous terms indicating a high degree of structural congruence.

For each cluster, there are several frequently occurring keywords that represent the research emphasis of previous studies. For example, cluster one, shown in the red circle, frequently appears as "Bullying." This cluster tends to focus on the subject of bullying victims.

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Cluster two, Bullying. The second cluster, focuses on factors that contribute to bullying victimization. The third cluster, in blue, focuses on influencing words. This cluster focuses on parents and disabilities. Cluster four focuses on moral behavior and community observations.

Table 2 Cluster Analysis Results

| No	Cluster	Keywords
1.	Cluster 1 (43 items)	Adolescent, crime victims, peer group, female, psychology, male, student, school, adults, aggression, interpersonal relations, longitudinal studies, longidutinal study, young adult,
2.	Cluster 2 (3 items)	Dating violence, intimate partner violence, patner violance
3.	Cluster 3 (2 items)	Autism, parent
4.	Cluster 4 (2 items)	Bystander, moral disengagement.
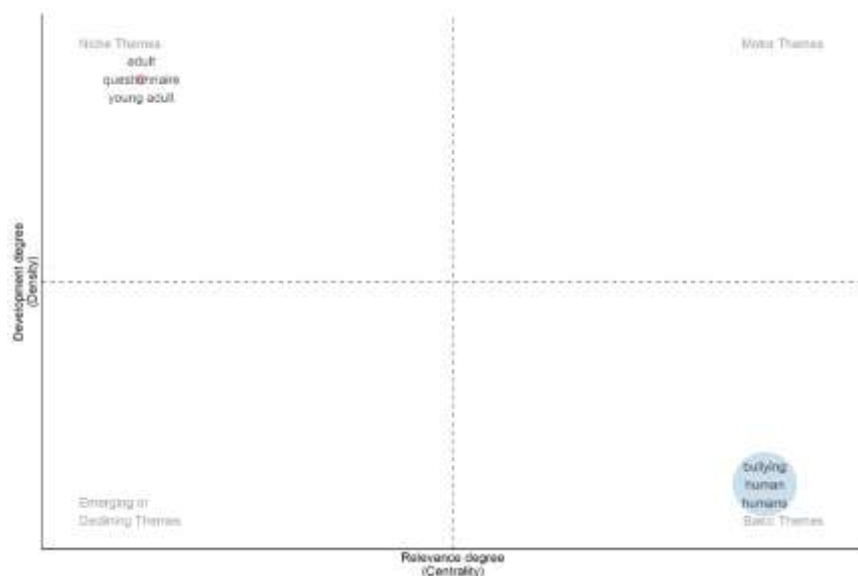
Figure 9 Treemap of Potential Future Theme

The existing clusters based on this theoretical study certainly need to be followed up, and some of the issues can even be addressed through the use of motivational interviewing. The analysis illustrates the fact that a number of different keywords are expected to maintain high demand levels in the coming years. These include motivational interviewing, the words "adults," "questionnaire," and "bullying," and "human." This topic remains important because it appears relatively high compared to other phrases, making it relevant for further research.

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Figure 10 Wordcloud

Word cloud analysis results show that bullying is a dominant theme in various studies on the psychosocial development of children and adolescents. The large number of terms "bullying," "victimization," and "crime victim" indicates that this act of aggression is viewed as a form of interpersonal violence that impacts the emotional, social, and academic aspects of victims. The dominance of terms like "adolescent," "child," "male," and "female" emphasizes that the school-age group is the most vulnerable population, while terms like "psychology," "peer group," and "adolescent behavior" indicate that peer group dynamics and psychological development processes are the primary contexts for bullying. The negative impact of bullying on victims' motivation, self-confidence, and academic aspirations has been widely demonstrated through longitudinal and clinical studies, as implied by the terms "longitudinal study," "controlled study," and "clinical study." This situation demands interventions that not only restore victims' psychological well-being but also restore their motivation to achieve in educational settings.

In this context, Motivational Interviewing (MI) is a relevant counseling approach. MI, which focuses on strengthening intrinsic motivation through the exploration of self-worth, autonomy, and personal goals, can address the psychological needs of bullying victims who often experience decreased self-efficacy, insecurity, and loss of goal orientation. Through MI principles—such as expressing empathy, developing gaps, rolling with resistance, and supporting self-efficacy—counselors can help victims re-identify their potential, build awareness of the importance of academic achievement for the future, and re-establish a sense of competence lost due to the victimization experience. This approach aligns with the findings in the word cloud that emphasize human, developmental, and psychological aspects, so MI can be used as an appropriate intervention strategy to facilitate psychological recovery and increase achievement motivation in bullying victims. Thus, the integration of MI into school counseling services is not only theoretically relevant but also has practical urgency to support the academic and psychological resilience of students who experience bullying.

CONCLUSION

Based on the analysis of the effectiveness of motivational interviewing counseling in improving achievement motivation in students who are victims of bullying, this study is an interesting and topical discussion, with one impact being a loss of achievement motivation. Therefore, the study found four clusters that could also be used for further research on the impact of bullying victims. Furthermore, the study, the contributing countries, the contributing authors, the contributing journals, and the universities, provide a catalyst for further development and broader research.

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