



BULLYING PREVENTION FOCUSED INTERVENTIONS IN ADOLESCENTS: A SCOPING REVIEW

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ABSTRACT

Bullying in adolescents is a serious problem that has a negative impact on the victim's mental health, academic performance and social relationships. Bullying prevention efforts are very important to create a safe and supportive school environment. Although many interventions have been developed, their effectiveness varies, and there remains a gap in the literature regarding the best approaches to preventing bullying in adolescents. Objective: This study aims to explore existing bullying prevention interventions and assess their effectiveness through a scoping review. Method: The method used is a scoping review by searching for articles from three main databases, namely Scopus, PubMed, and CINAHL, as well as one search engine, Google Scholar. Keywords used included “bullying prevention,” “adolescents,” “intervention,” “school,” and “community.” Inclusion criteria included studies involving adolescents aged 12–18 years, focused on bullying prevention interventions, and published in English. Data was analyzed descriptively qualitatively. Results: The results show that there are six articles that discuss interventions to prevent bullying in adolescents. The results of this study indicate that education, role play, and group discussions can significantly prevent bullying behavior. This success is due to a comprehensive approach involving all stakeholders and the use of interactive methods that encourage active student participation. Variables that influence intervention effectiveness include social support, student engagement, and consistency of program implementation. Conclusion: The implementation of interventions must be consistent and sustainable, as well as the involvement of all relevant parties, is very important to achieve optimal results.

Keywords: adolescent; bullying; intervention

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INTRODUCTION

Bullying is intentional and repeated aggressive behavior that involves an imbalance of power or authority between the perpetrator and the victim (Manrique et al., 2020). The main characteristics of bullying include intent to harm, repetition of the act, and inequality of power. Bullying can be categorized into several types, namely physical, verbal, social and cyberbullying. Physical bullying involves actions such as hitting, kicking, or other forms of physical violence (Abaido et al., 2020). Verbal bullying includes teasing, insults, and threats. Social or relational bullying aims to damage a person's reputation or social relationships, such as spreading rumors or excluding someone from a group (Aizenkot & Kashy-Rosenbaum, 2020; Rahman et al., 2020). Cyberbullying occurs through digital platforms, including social media, text messages, and email, where perpetrators can spread content that harms or intimidates their victims (Estrada-Vidal et al., 2022). The impact of bullying is devastating,

not only for victims who may experience mental disorders such as anxiety, depression and long-term trauma, but also for perpetrators who are at risk of behavioral problems and poor interpersonal relationships in the future (Wu et al., 2021).

The prevalence of bullying among adolescents is a serious global issue, with data showing significant levels of incidence in many countries. At the national level, various surveys show that around 20-30% of teenagers report experiencing bullying at school (Ngo et al., 2021). At the international level, a study conducted by the Program for International Student Assessment (PISA) in 2018 revealed that one in three 15 year old students worldwide had been victims of bullying (Yani et al., 2023). Case studies in various schools show variations in the frequency and forms of bullying that occurs. For example, a study in the United States found that verbal and social bullying was more common than physical bullying, while cyberbullying showed a significant increase along with the development of digital technology (Zhao et al., 2021). This data emphasizes the need for effective and sustainable preventive measures to address and reduce bullying incidents in educational environments (Le et al., 2020).

Bullying has a deep and broad impact on teenagers, covering psychological, academic and social aspects. Psychologically, victims often experience anxiety disorders, depression and trauma, which can disrupt their daily lives and have long-term impacts on their mental and emotional health (P.-S. Huang et al., 2023). In the academic aspect, bullying causes a decrease in achievement because victims find it difficult to concentrate and study in an unsafe environment, and there is a strong correlation between bullying and high absenteeism or drop-out rates, considering that many victims choose to avoid school to avoid the perpetrators of bullying (Malecki et al., 2020; van Gils et al., 2022). The social impacts include social isolation and a decrease in the quality of interpersonal relationships, where victims often feel isolated and have difficulty building healthy relationships. Behavioral changes such as withdrawal or increased aggressiveness also often occur, affecting the development of their social identity. Thus, bullying not only damages teenagers' mental and emotional health, but also disrupts their academic and social development (Yu et al., 2022).

Bullying prevention interventions are very important because prevention is more effective than dealing with bullying cases after they occur. Prevention can stop bullying incidents before they have detrimental long-term impacts on teens' mental, emotional, and social health (Evangelio et al., 2022). Preventive efforts also bring long-term benefits by creating a safe and supportive environment for all students, reducing the risk of psychological disorders, and increasing academic achievement and participation. Various prevention strategies have been implemented in schools and communities, such as anti-bullying education programs, firm school policies, social skills training, and parent and community involvement (Yosep, Hikmat, & Mardhiyah, 2023). Although several approaches have shown effectiveness in reducing bullying incidents, there are still weaknesses such as lack of consistency in implementation, limited resources, and resistance from some parties. Continuous evaluation and strategy adjustments are needed to overcome these weaknesses and ensure that prevention efforts can provide maximum results.

Although much research has been conducted on bullying prevention interventions, there is a gap in the existing literature regarding the effectiveness of the various methods used. Many studies have not provided the longitudinal data necessary to understand the long-term impact of specific interventions (van Gils et al., 2022; Yosep, Hikmat, Mardhiyah, et al., 2023). Additionally, there is a lack of comparative studies that assess differences in intervention

effectiveness across countries or cultures, which is important for knowing how local context influences outcomes. The main aim of this scoping review is to map existing bullying prevention interventions and assess their effectiveness based on the available evidence. In addition, this scoping review aims to identify areas requiring further research and develop recommendations for best practices that can be applied in various contexts. Thus, it is hoped that this review can provide comprehensive guidance for policy makers, educators and practitioners in designing and implementing more effective bullying prevention strategies. This aim of this study is to explore existing bullying prevention interventions and assess their effectiveness through a scoping review.

METHOD

This research used a scoping review design with the Arksey and O'Malley approach, which consisted of five main stages: identification of research questions, identification of relevant studies, study selection, data grouping, and reporting of results (Arksey & O'Malley, 2005). In the first stage, research questions were formulated to guide the entire search and analysis process. The second stage involved a comprehensive literature search across a variety of relevant databases. The third stage was study selection, where the studies found were evaluated based on predetermined inclusion and exclusion criteria. The fourth stage, data clustering, involved extracting key information from each study included in the review. Finally, the fifth stage was results reporting, where the findings were analyzed and presented in narrative and tabular form to provide information of bullying prevention interventions.

Search Strategy and Eligibility Criteria

The search strategy in this study used the Scopus, PubMed, and CINAHL databases. These databases were selected because they provided access to extensive, high-quality scientific literature in the fields of health, education, and social sciences. Keywords used included "bullying prevention," "adolescents," "intervention," "school," and "community," structured using boolean operators and MeSH terms, such as "Bullying"[Mesh] AND "Prevention and Control"[Mesh] AND "Adolescents"[Mesh]. The research question raised was: "What bullying prevention interventions have been implemented with adolescents and how effective are they in various contexts?"

Inclusion and Exclusion Criteria

Inclusion and exclusion criteria used the PCC concept (Population/Problem, Concept, Context). The population studied was teenagers aged 12-18 years who experienced or were at risk of experiencing bullying (Problem). The concept reviewed was bullying prevention interventions, including programs designed to prevent bullying in schools and communities (Concept). The research context included various educational settings and communities in various countries (Context). The rationale for selecting these inclusion criteria was to ensure that the review covered a wide range of interventions that were relevant and applicable across a variety of cultural and geographic contexts. Pencarian artikel dilaporkan dalam PRISMA Alir Diagram (Figure 1).

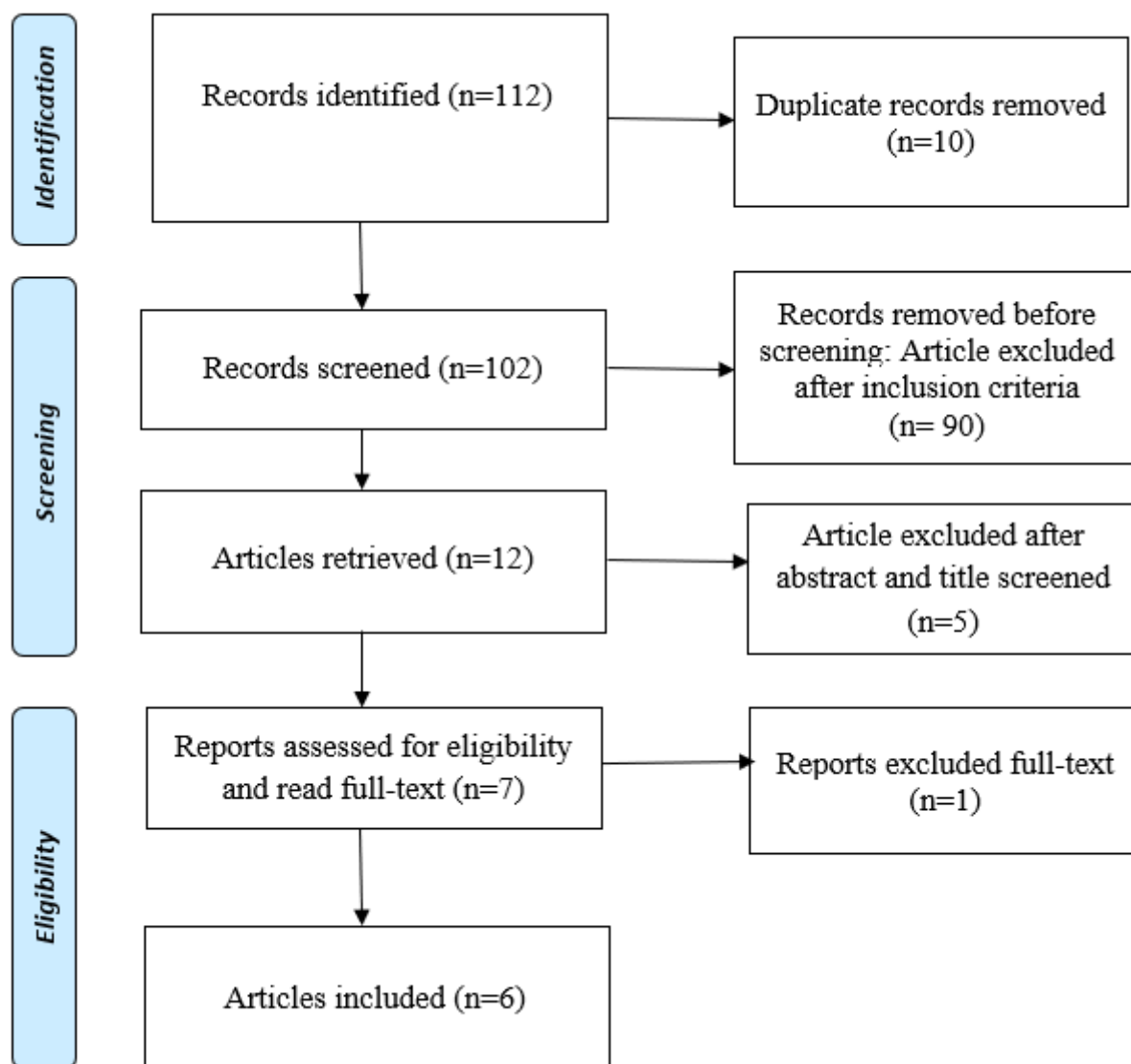


Figure 1.
PRISMA Flow Diagram

Data Extraction

Data were extracted manually into tables that included authors, research objectives, study design, sample, country, instrument used (questionnaire), type of intervention, and outcomes. Data extraction was performed by two authors independently to increase accuracy and reduce bias. If there was a difference of opinion between the two authors regarding the extracted data, a discussion was held to reach an agreement. If consensus was not reached, an expert in the field of bullying prevention was asked to provide the final decision.

Data Analysis

Data analysis was carried out descriptively qualitatively using a content analysis approach. The aim was to identify and describe the main themes that emerged from the research results reviewed. Data were analyzed to find patterns, trends, and relationships between different types of interventions and their effectiveness in preventing bullying. The results of this analysis were then arranged in a systematic narrative form and presented in tables to provide a comprehensive picture of the interventions that had been implemented and the results achieved.

RESULTS

Based on the results of initial research from three databases, 112 articles were obtained. Then, the authors eliminated articles based on duplicate articles, there were 10 duplicate articles. Then, the authors carried out elimination based on the inclusion criteria, there were 90 articles that did not match the inclusion criteria. After that, the authors selected articles based on title and abstract, there were 7 suitable articles. After reading the full text, there were 6 articles that were in accordance with the research objectives which discussed interventions focused on preventing bullying in adolescents. The research results are presented through a manual table as follows (Table 1).

Table 1.
Data Extraction

No	Authors and Years	Purpose	Country	Method	Samples	Intervention	Results
1.	(Salimi et al., 2019)	Effect on reducing trauma	Iran	RCT	280 students in 5th and 6th grade	Social cognitive theory (SCT)	Significantly reduces trauma and incidence of bullying
2.	(Bowes et al., 2019)	reducing bullying and its impact among students	Indonesia	RCT	2,075 students in 7-9 grades	adolescent bullying intervention	Effectively reduces bullying and its impact
3.	(Nieh & Wu, 2018)	Reduce the negative impact of bullying	Taiwan	RCT	328 students fifth graders	Collaborative board games	Significantly reduces the effect of trauma and the incidence of bullying
4.	(Evgin & Bayat, 2020)	Improving empathy and reducing negative impact of bullying among adolescents	Turkey	RCT	83 students aged 12-14	Behavioral System Model Based Nursing Intervention	Effectively improving empathy and reducing negative impact of bullying
5.	(Avşar & Ayaz Alkaya, 2017)	Reduce bullying behavior and improve assertiveness among adolescents	Turkey	Quasi-experimental	119 students (mean age 11.5)	Assertiveness training	Effectively reducing bullying behavior and improving assertiveness among adolescents
6.	(Friedberg et al., 2023)	Reduce traumatic effects of bullying among students	USA	RCT	216 students aged 13–17	Mental health and gender-based violence	Effectively improving mental health

Various interventions have been developed to prevent bullying in adolescents with various approaches. Education about bullying is often carried out through booklets, speeches, discussions and question and answer sessions to increase knowledge about bullying. To increase self-efficacy in controlling bullying, interventions include modeling through role-playing, verbal persuasion from teachers, school staff, and parents, as well as gradual training for anger control. Social support is also strengthened by forming telegram groups for parents and school staff, providing appropriate messages in these groups, as well as training in friend-making skills to improve friendly relations. Emotional and informational support is provided through group discussions and the provision of materials such as booklets and posters, while instrumental support includes free referrals to counseling centers for students involved in bullying.

Observational learning and perceived social norms are also enhanced through group discussions and role-playing about right and wrong beliefs regarding bullying, as well as training for parents, teachers and school staff about their role as positive models. Expectations of the results and consequences of bullying are discussed in group discussions, writing memoirs about bullying, as well as scenarios carried out by students to illustrate the difference between bullying and solving problems by controlling anger. Other interventions include addressing misunderstandings through discussion, providing appropriate solutions to teachers and school staff, and improving student relationships through teamwork and friendly games. Programs such as assertiveness training and games accompanied by reflection sessions are also used, with training sessions focusing on a variety of social and emotional skills important for preventing bullying.

DISCUSSION

The research results generally show that various bullying prevention interventions are effective in reducing bullying behavior among teenagers. Interventions such as education about bullying, role-playing, social support, and social skills training significantly increase students' knowledge about bullying, increase their self-efficacy in controlling aggressive behavior, and strengthen support networks between students, teachers, and parents (Martel-Santana & Martín-del-Pozo, 2023). The reasons for this success can be attributed to a comprehensive approach that involves all stakeholders in the school environment, the use of interactive learning methods, and a focus on changing attitudes and behavior through role-playing and group discussions. Previous studies also support these findings, with many studies showing that programs involving education and social support significantly reduce bullying incidents (Bardach et al., 2022; Nickerson et al., 2022). Structured and sustainable bullying prevention programs can reduce bullying incidents by up to 50% (Burger et al., 2022). This shows that interventions that are holistic and involve various aspects of students' lives are more effective than approaches that only focus on dealing with bullying incidents after they occur.

The research results show that education can significantly prevent bullying behavior among teenagers. Effective education about bullying, including an understanding of the definition, types, and impact of bullying, increases students' awareness and changes their attitudes toward aggressive behavior (Nasaescu et al., 2023). Education increases students' understanding and empathy, and provides them with skills and strategies to address and report bullying incidents (da Silva et al., 2018; Yosep, Hikmat, Mardhiyah, et al., 2023). Additionally, educational programs often involve group discussions, role-playing, and other interactive activities that help students practice positive ways of interacting with peers. Previous research also supports this finding, educational programs in schools can reduce bullying incidents by up to 20-23% (Dewi, 2023; Fu et al., 2023). This study emphasizes that continuous and structured education, involving all stakeholders in the school environment, is more effective than sporadic or uncoordinated approaches.

The research results show that role play can effectively prevent bullying behavior among teenagers. Role play gives students the opportunity to practice responses to bullying situations in a safe and controlled environment. Through this simulation, students learn to develop empathy by seeing the perspectives of victims and perpetrators, and gain skills to respond and intervene when faced with bullying in real life (X. Huang et al., 2023; Jenkins & Tennant, 2023). The main reason role play is successful is because this method allows students to internalize lessons through direct experience and reflection, rather than just passively receiving information. Previous research also supports these finding that anti-bullying

programs that use role play can significantly reduce bullying incidents and improve students' social skills (Bardach et al., 2022). This study shows that role play is not only effective in changing students' behavior, but also in building their confidence to take appropriate action when witnessing or experiencing bullying. Compared to traditional methods such as lectures or reading material, role play has proven to be more effective because it actively involves students in the learning process, allowing them to develop deeper understanding and practical skills that can be applied in real situations (Andreou et al., 2021; Repo et al., 2022).

The research results show that group discussions can effectively prevent bullying behavior among teenagers. Group discussions provide a platform for students to share experiences, understand different perspectives, and come together to find solutions to the problem of bullying (Ferreira-Junior et al., 2022). The main reason for the success of this method is that group discussions encourage active student involvement, increase empathy, and promote a collective understanding of the negative impacts of bullying. Through open dialogue, students learn to identify and change attitudes and behaviors that support bullying, and support each other in creating a safer environment. Previous research showed that interventions involving group discussions significantly reduced bullying incidents and improved school climate (Andreou et al., 2021; Kurniawan et al., 2022). The group discussion method is more effective than individual approaches or passive methods such as lectures, because it allows students to engage in collaborative problem solving and feel more responsible for positive changes in their environment (Neupane et al., 2020; Singla et al., 2021).

This study confirms that various bullying prevention interventions, such as education, role play, and group discussions, can effectively reduce bullying behavior among adolescents. These interventions are successful due to their comprehensive and interactive approach, which actively and deeply involves students (Zych et al., 2020). Education provides the necessary knowledge to understand and address bullying, while role play allows students to practice appropriate responses in safe simulated situations, and group discussions promote open dialogue and collaborative problem-solving (Legood et al., 2021). The effectiveness of these interventions is also supported by the involvement of all stakeholders, including teachers, parents, and school staff, creating an environment that supports positive change (Waseem & Nickerson, 2024). Previous research supports these findings, showing that approaches involving education and active participation are more effective than traditional passive methods (Le et al., 2020). This underscores the importance of implementing holistic and integrated bullying prevention programs within the educational system to create a safe and supportive learning environment for all students (Hikmat et al., 2024).

CONCLUSION

Research results generally show that various interventions, including education, role play, and group discussions, are effective in preventing bullying behavior among adolescents. The main reason for the effectiveness of this intervention is its comprehensive approach, involving all stakeholders such as students, teachers and parents, as well as the use of interactive learning methods that encourage active participation and empathy. Education provides the knowledge necessary to understand and overcome bullying, role play allows students to practice appropriate responses in safe situations, and group discussions promote open dialogue and collaboration in problem solving. However, the implementation of this intervention must pay attention to consistency, continuity and involvement of all relevant parties to ensure optimal results. Additionally, ongoing evaluation and adjustment is necessary to tailor programs to the specific needs of each school and community.

For future research, it is recommended to conduct longitudinal studies to assess the long-term impact of various bullying prevention interventions. Cross-cultural comparative research is also needed to understand how local context influences the effectiveness of interventions. Additionally, the development and testing of new interventions that incorporate digital technologies, such as mobile applications or online platforms to support anti-bullying programs, could be an interesting area of research. Evaluations of intervention effectiveness should also include broader outcome measures, such as changes in school climate and students' emotional well-being. Thus, future research can provide deeper insights and more innovative solutions to address bullying among adolescents

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