



REVIEW ARTICLE

Effectiveness of School Interventions in Reducing Bullying Behavior: Systematic Literature Review

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Abstract

Bullying among adolescents remains a critical issue that affects students' psychological and social well-being. This study analyzes the effectiveness of various school-based interventions in reducing bullying behavior and identifies key factors influencing their success. Utilizing a systematic literature review approach, this study examines research published between 2019 and 2024 from databases such as ScienceDirect, Garuda, and SpringerLink. The Joanna Briggs Institute (JBI) Critical Appraisal checklist and the Mixed Methods Appraisal Tool (MMAT), version 2018, were employed to assess study quality. The findings indicate that school-based interventions are effective when they emphasize relationship-building, empathy, and holistic involvement of all school stakeholders. Consistent program implementation, teacher training, and parental engagement play a crucial role in intervention success. However, challenges such as limited resources, inadequate teacher training, and cultural resistance hinder program effectiveness. Additionally, the study highlights that while interventions improve students' affective empathy, cognitive empathy remains underdeveloped, suggesting the need for more targeted approaches. Practical recommendations include the integration of social-emotional learning in school curricula, teacher professional development programs, and culturally adapted interventions. Policymakers should establish sustainable anti-bullying policies with clear guidelines for intervention and support mechanisms. Future research should explore long-term intervention impacts, digital-based anti-bullying strategies, and the role of genetic and cultural factors in bullying behavior. This study enriches the existing literature by emphasizing the importance of localized, evidence-based intervention strategies tailored to different educational and cultural contexts.

Keywords: Bullying, School Interventions, Empathy, Cultural Adaptation, Policy Recommendations

INTRODUCTION

Bullying is now a more widely recognized issue in Indonesia, as seen from the number of news reports on television and social media, especially those highlighting cases in the school environment (Harefa et al., 2024). One proof that bullying is becoming more publicly recognized is the Kompas report on October 24, 2024, which recorded 293 cases of bullying in schools (Kompasiana, 2023). This bullying behavior includes various aggressive actions, intimidation, and verbal and physical harassment committed by students against other students (Trisanti et al., 2020). This phenomenon, which is closely related to violence, has long been a serious problem in school and community settings (Rofiqah et al., 2023). Bullying is

basically a form of intentional and repeated violence against a person or group, including actions such as beatings, exclusion, spreading false rumors, and verbal abuse (Wini, 2023). In 2022, the Ministry of Education, Culture, Research and Technology (MoEC) conducted a survey involving 260 thousand schools in Indonesia, ranging from elementary/madrasa to high school/vocational school levels. The survey, which involved 3.1 million teachers and 6.5 million students, revealed that around 24.4 percent of schools had the potential to experience bullying (kumparanNEWS, 2022). This shows that bullying is now considered a mental health issue that can have significant social and psychological impacts. Data from the Indonesian Child Protection Commission (KPAI) also shows an increase in the number of bullying cases, with a range of 30-60 cases per year. In fact, Indonesia is ranked fifth in the world in bullying cases. Based on a survey conducted by the Programme for International Student Assessment (PISA), it is known that Indonesian children and adolescents experienced bullying at 15%, were ostracized 19%, insulted 22%, threatened 14%, pushed or hit by friends at 18%, and became victims of gossip at 20% and addition, data from the Federation of Indonesian Teachers' Unions (FSGI) shows

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that until August 2023, there were 16 cases of bullying that occurred in the school environment, with the majority of cases occurring at the elementary and junior high school levels at 25% each (Jayani, 2019).

Bullying among adolescents has become a serious problem that impacts the psychological and social well-being of learners. Bullying does not only occur verbally, but also physically, emotionally, and socially, which can cause anxiety, depression, and disruption in the victim's social relationships (Khalil et al., 2024). Research by Rahmawati (2016) states that there are several factors that cause bullying in the school environment, namely that schools are unable to form a psychological atmosphere or a sense of security and comfort for all elements, there is still a lack of empathy and sensitivity of teachers towards students, school regulations that are still not directed and firm in dealing with bullying so that these actions cannot be avoided in the school environment. Rigby (2014) and Espelage et al. (2015) argued that school-based interventions involving students, teachers, principals, and parents can effectively reduce bullying behavior. This approach is particularly relevant in the context of developing countries, where resources and child protection policies are still limited. In addition, other studies also explain that training-based prevention programs can significantly reduce bullying and prejudice among adolescents. In this context, a holistic approach is important, where the involvement of the entire school community including students, teachers, principals, and parents can effectively play a role in creating a safe environment in Indonesian schools (Melawati, 2024; Wisudayanti & Dewi, 2023). If *bullying* behavior in schools can be prevented or overcome properly, it can give students a sense of comfort and security at school. Thus, improving the quality of students in participating in the learning process and being able to develop their potential without having obstacles (Sumiratsih & Sriyanto, 2024). Although programs such as OBPP (Olweus Bullying Prevention Program) have shown high effectiveness in Norway, challenges such as limited funding and teacher training in developing countries hamper the implementation of similar models (Jantzer et al., 2023). Therefore, intervention strategies in developing countries must consider local aspects to make it easier to adapt and implement them sustainably.

In addition, handling bullying perpetrators needs to be the main focus of prevention efforts. According to Nurlelah & Mukri (2019), bullying perpetrators often act in groups, which expands the scope of bullying and involves more individuals. Therefore, early intervention against the perpetrators and education about the impact of bullying is needed. Permata (2022) added that schools need a comprehensive policy that involves teachers, students, parents, and the community in reducing bullying. With a comprehensive policy supported by all parties, the school environment is expected to become safer and more conducive to student development

METHOD

Approach and Design

This study uses the systematic literature review (SLR) method which aims to recognize, review, and evaluate all relevant research so that answering a research question is determined (Triandini et al., 2019). This research consists of several stages, namely formulating research questions, searching for literature, determining inclusion and

exclusion criteria, selecting literature, presenting data, processing data and drawing conclusions.

First, create questions using the PICO method, to help illustrate the scope and boundaries of the SLR. as presented in table 1. The research question to be answered in this SLR, in the form of a list or table as presented in table 2. Second, the literature search is conducted on the database, the search strategy determines how the literature search strategy will be reviewed (table 3). Third, the selection criteria of the papers found, both inclusion and exclusion criteria. The criteria can be presented in table 4.

Table 1. PICO

P (Population)	Students in secondary schools who experience or engage in bullying behavior.
I (Intervention)	School-based intervention (bullying prevention program)
C (Comparison)	Schools that do not implement bullying interventions.
O (Outcome)	Levels of reported bullying behavior (e.g., frequency, type of bullying) as well as changes in school climate (e.g., sense of safety, student satisfaction)

Table 2. Research Questions

Research Question	
RQ1	Are school-based interventions effective in reducing the frequency and types of reported bullying behaviors among secondary school students?
RQ2	What factors influence the success of school-based interventions in reducing bullying behavior in secondary school settings?

Table 3. Search Strategy

Literature Source	1. Garuda 2. SpringerLink 3. Sciencedirect
Search keywords	("bullying, AND intervention, AND school, AND program, AND effect") ("bullying, AND intervention, AND program")
Year of publication	2019-2024
Type of library	International and National Journals

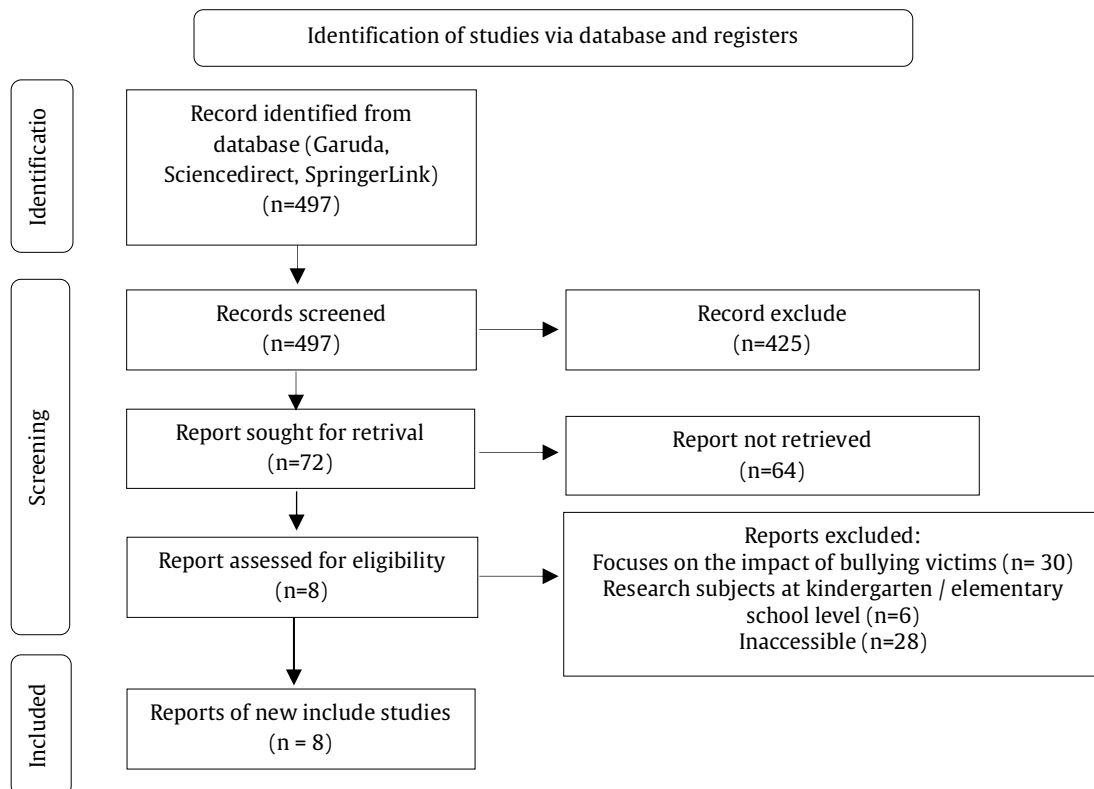
Fourth, the literature obtained was selected and analyzed based on the inclusion and exclusion criteria. Data from Scopus related to keywords were obtained, namely 478 articles. The articles were selected based on the inclusion criteria into 6 articles, for data from Garuda related to keywords, there were 19 journals. The journal was re-selected based on inclusion into 3 journals and for Springerlink data not found by researchers.

Table 4. Inclusion and Exclusion Criteria

Inclusion Criteria	Research published in Indonesian or English, using quantitative, experimental, or mixed methods research designs conducted in schools, and focusing on interventions to reduce bullying behavior. In addition, there is a journal quality assessment
Exclusion Criteria	Literature review, case study, or opinion research, as well as research that is not relevant to the topic will not be used.

In the next stage, the researchers recorded the articles into a table. Then the researchers reviewed and reviewed the articles intensely, especially the research results section. In addition, researchers used The Joanna Briggs Institute review checklist and the Mixed Methods Appraisal Tool (MMAT), version 2018 as an assessment of the quality of the journals obtained in this study. At the end of the study, the researcher compared the findings of several articles and made a conclusion.

The following is a PRISMA flowchart for the article screening process used in this literature review according to the steps outlined.

**Figure 1: Prisma chart**

After screening the literature, a quality assessment was conducted using the *Mixed Methods Appraisal Tool (MMAT), version 2018* and *The Joanna Briggs Institute (JBI) Critical Appraisal*.

Quality Improvement

The researcher used a checklist sourced from *The Joanna Briggs Institute (JBI) Critical Appraisal* to assess the quality of journals of several types of research designs *Mix Method, Quasi Experimental, and Experiment Checklist* on *Mixed Methods Appraisal Tool (MMAT), version 2018* and *The Joanna Briggs Institute (JBI) Critical Appraisal* contains questions to assess the quality of the study by giving answers "yes", "no", "unclear" or "not applicable" to each question item on the checklist. Each criterion with a "yes" answer is given a point score of one and the other a score of zero. Screened research articles will undergo a structured evaluation using the Joanna Briggs Institute (JBI) Critical Appraisal Tool for quantitative and experimental research, and the 2018 Mixed Methods Assessment Tool (MMAT) for mixed methods research. The JBI checklist evaluates the

reliability, validity, and relevance of research based on ten main domains, such as sampling methods, data collection, and outcome measurement. The MMAT tool assesses the methodological rigor of mixed-method research, focusing on the coherence between qualitative and quantitative findings, the risk of bias, and the appropriateness of the data analysis method. Research is rated based on these criteria, with higher scores indicating stronger methodological quality.

The quality assessment of the articles used a scoring list derived from *The Joanna Briggs Institute (JBI) Critical Appraisal* and *Mixed Methods Appraisal Tool Version 2018* which showed that most of the studies that had been evaluated were of good quality and answered the research questions. Each article has its own weaknesses, but the most common is that the explanation of intervention results is not fully explained between intervention groups, so it only lists related to the overall results. This can affect the state of the research results. However, researchers still conducted a literature review based on 8 predetermined articles to see the effectiveness of interventions that have been carried out in each study in the article.

RESULT

The quality assessment of the articles used The Joanna Briggs Institute (JBI) Critical Appraisal and Mixed Methods Appraisal Tool (MMAT) 2018 version. The evaluation results showed that most studies were of good quality and addressed the research questions. However, a major weakness was the lack of detailed descriptions of intervention outcomes between groups, which were only presented in aggregate. However, analysis was still conducted on the eight selected articles to evaluate the effectiveness of the intervention in each study. The results of the quality assessment can be found in Appendix B. The following is a description of the results of the literature review of the 8 selected articles.

Intervention Effectiveness

Several findings from articles and journals that have been reviewed by researchers show that the various interventions that have been carried out have significant and effective results in overcoming bullying behavior, especially for teenagers. In addition, there needs to be support from various parties in seeing the effectiveness of the interventions that have been carried out. For example, the KiVa program in Finland succeeded in reducing the rate of bullying by 30% within two years of implementation (Garandeau et al., 2022). Similarly, the OBPP intervention in Norway showed a 25% decrease in reported cases of bullying in schools that implemented the program in full and with high adherence (Jantzer et al., 2023). In contrast, schools that did not fully implement the intervention experienced little or no change in the prevalence of bullying. Other research related to Responsive-based interventions that prioritize empathy and good relationships between students carried out by counseling teachers at the Salatiga Islamic High School resulted in 73.41% of students having an understanding of the concept of bullying. The intervention carried out by the counseling teacher at MAN Kota Salatiga focuses on responsive services in the form of curative efforts for victims and perpetrators of bullying, while the ideal form of a bullying case handling program is carried out evenly within the framework of basic services, responsive services, individual planning services, and system support for perpetrators, victims, and witnesses of bullying (Nurlatifah, 2019). Students' social skills are also considered capable of having a significant influence on bullying behavior intervention. According to Hardhiyanti et al. (2020) that *social skills training* has an influence on reducing the intensity of bullying, it's just that the decline does not occur significantly. This is attributed to several factors including the characteristics of aggression that exist in participants have been formed since childhood as a result of parenting and the surrounding environment. Thus, this study also emphasizes that handling bullying problems should not only be addressed to the perpetrators and victims, but with a *whole-school approach*, so that schools and parents can participate in overcoming bullying problems that occur.

Impact on Students

The psychological and social well-being of students improved significantly following intervention programs. In studies analyzing student mental health, victims of bullying who received psychosocial support through school counseling services reported a 40% reduction in anxiety and depressive symptoms (Rigby, 2014). Another study found that the Reality Counseling WDEP technique led to a 76% improvement in students' ability to handle bullying

incidents without escalating conflict (Harefa et al., 2024). Additionally, social skills training programs reduced students' inclination to engage in bullying by 15-20%, although results varied depending on program intensity and consistency (Hardhiyanti et al., 2020). On the other hand, a study by Borgen et al. (2024) observed that OBPP, while successful in reducing victimization, actually increased the likelihood of students receiving mental health-related medication prescriptions in young adulthood. This may be because the program helped students be more open in acknowledging and seeking help for mental health issues they experienced as a result of bullying. These results suggest that awareness and long-term mental support are important aspects of bullying prevention programs. Another study by Arënliu et al (2020) showed that a short version of the ViSC program successfully reduced physical victimization, but did not have a significant impact on other forms of bullying. This suggests that a brief approach may be effective to address physical bullying, but a more comprehensive program is needed to address bullying as a whole.

Supporting Factors

There are several factors that influence the significance of bullying behavior. The effectiveness of school-based interventions depends on various external factors, including teacher involvement, school policies, and parental support. Schools that provided consistent training for teachers saw a significant increase in teacher intervention rates, reducing passive bystander behavior by 35% (Jantzer et al., 2023). Research by Johansson et al. (2022) found that genetic factors have a significant contribution to bullying and victimization behavior. After intervention through the KiVa program, the influence of genetic factors on these behaviors increased. This suggests that in the context of prevention, genetic factors are likely to play a greater role than general environmental factors. These results indicate the importance of considering genetic factors in the design of bullying intervention programs. In addition, the KiVa program successfully increased students' affective empathy but had no effect on cognitive empathy. This effect did not depend on various demographic factors or bullying norms, which suggests that KiVa has the potential to increase students' emotional understanding of bullying victims regardless of students' backgrounds (Garandeau et al., 2022). On the other hand, studies indicated that without parental involvement, intervention programs had limited success in sustaining behavior change. For example, in schools where anti-bullying policies were not reinforced by family discussions, students were twice as likely to relapse into bullying behavior compared to schools with strong home-school collaboration (Permata, 2022).

DISCUSSION

This study suggests that interventions involving the entire school community are effective in reducing bullying behavior, especially those that emphasize social relationships and empathy. This is in line with Social Cognitive Theory (Bandura, 1986), which highlights the role of observational learning and modeling in behavior modification. Schools that implement a structured anti-bullying program will facilitate positive peer interactions, reinforce prosocial behavior, and reduce aggression. The effectiveness of this intervention is closely related to the development of empathy among students. Hoffman (2000)

Empathy Theory shows that fostering students' affective empathy, which is an emotional response to the distress of others, can prevent bullying. Programs such as KiVa have been shown to increase students' affective empathy, but not cognitive empathy (Garandeau et al., 2022). This difference underscores the need for interventions that also focus on cognitive empathy, which is important for taking perspective and understanding the deeper emotional impact of bullying (Eisenberg & Miller, 1987).

Barriers to Implementation

Despite the effectiveness of school-based interventions, there are several challenges that hinder their successful implementation. One significant obstacle is the lack of comprehensive teacher training. Research shows that teachers play an important role in identifying and intervening in incidents of bullying, yet many teachers lack specific training in conflict resolution and student behavior management (Yoon & Bauman, 2014). Research in Taiwan found that teachers' self-efficacy significantly influences their response to bullying; therefore, professional development programs tailored to different age groups can improve the success of interventions (Hua et al., 2024). Resource limitations are also a challenge, especially in underfunded schools, where anti-bullying programs may not be sustainable. Schools in Indonesia often face financial constraints, limiting access to well-structured programs such as KiVa or OBPP, which have shown success in Western contexts (Smith et al., 2004). In addition, parental and community involvement is still very minimal, weakening the overall impact of the intervention (Permata, 2022). These findings highlight the need for a whole-school approach in which educators, parents, and policymakers collaborate to create a safer learning environment.

Cultural Context and Adaptation

The results of this study must also be interpreted in the context of the culture and educational environment in Indonesia. Schools in Indonesia often emphasize hierarchical relationships, which can affect the way students and teachers respond to bullying (Hofstede & Bond, 1984). In some cases, victims may be reluctant to report bullying due to a cultural preference to avoid confrontation and maintain social harmony. This suggests that intervention strategies should be adapted to accommodate local values, encouraging bystander intervention and open discussion of bullying without fear of retaliation. In addition, although Western-based interventions such as OBPP and ViSC have shown effectiveness in reducing victimization (Arénliu et al., 2020; Borgen et al., 2024), their direct application in Indonesia may require modification. For example, community-based approaches that integrate local traditions and values, such as shared responsibility and mutual support, can increase program acceptance and effectiveness. Cultural awareness in schools, which involves recognizing and respecting diverse cultural backgrounds, is essential for effective bullying prevention. This approach helps create an inclusive environment that prevents intimidating behavior (Rismayani, 2024).

Theoretical Implications

This study contributes to the understanding of prevention of bullying by reinforcing existing theories and also highlighting new perspectives. Although Social Cognitive Theory Bandura (1986) and Empathy Theory (Hoffman, 2000) provide a basic explanation for behavior

change, these findings suggest that interventions must be holistic, addressing not only individual behavior but also systemic factors such as school policies and cultural norms. The role of genetic predisposition in bullying behavior, as noted by Johansson et al. (2022), further complicates intervention efforts, and suggests that a combination of environmental and biological factors should be considered in future research.

Overall, school-based interventions are effective in reducing bullying, but their success depends on program consistency, teacher training, and cultural adaptability. Overcoming obstacles such as limited resources and lack of parental involvement is critical to long-term effectiveness. Future research should explore innovative technology-based interventions tailored to different cultural contexts, to ensure sustainable and inclusive anti-bullying efforts.

CONCLUSION

School-based interventions are effective in reducing bullying behavior, but their success depends on program consistency, teacher training, and cultural adaptability. The findings of this study have significant practical implications for policymakers and educators. Schools should implement comprehensive anti-bullying programs that integrate social-emotional learning, teacher training, and parental involvement. Policies should focus on creating a safe school environment, with clear guidelines for intervention and support systems for victims and perpetrators. However, this study also has limitations. The reliance on secondary data from selected literature may not capture all contextual nuances of bullying interventions in different educational settings. Future research should conduct longitudinal studies to assess the long-term impact of interventions and explore innovative strategies such as digital and gamified anti-bullying programs. Additionally, more research is needed to examine the role of cultural and genetic factors in shaping bullying behaviors. By addressing these gaps, this study enriches the existing literature on bullying prevention, emphasizing the need for localized intervention strategies that account for cultural, institutional, and psychological factors. The integration of social-cognitive and empathy-based approaches can lead to more sustainable and effective anti-bullying efforts globally.

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DECLARATION

Ethics approval and consent to participate
Not applied

Consent for publication

Not applied

Availability of Data and Material (ADM)

All data included and used in this study are available from the author, if there is a party or request can submit a request to the researcher with the reason and purpose of using the data clearly stated.

Competing interests

The authors declare that they have no conflicts of interest

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Authors' contributions

The first author (Annisa Hidayati) was responsible for designing the research, data collection, data analysis, synthesizing the results, and drafting the manuscript. In addition, Annisa Hidayati ensured that the research team's performance adhered to the set standards. The second and third authors (Dewi Maryanti and Aisyah Kamila) were responsible for data processing and assisting in data analysis, as well as contributing to revising the manuscript and improving the description and narrative of the research findings.

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Appendix A

Table 5. Systematic Literature Review Result

No.	Research Title	Journal Title	Author	Year	Results
1.	Guidance and Counseling Program Intervention in Overcoming Bullying of Madrasah Aliyah Negeri Salatiga Students	Educational Counseling: Journal of Guidance and Counseling	Andar Ifazatul Nurlatifah	2019	The intervention of bullying cases in Madrasah Aliyah Negeri Kota Salatiga is carried out by counseling teachers through a responsive approach that prioritizes empathy and good relationships with students, both victims, perpetrators, and witnesses of bullying. In addition, witnesses are expected to play an active role in stopping the bullying chain by defending the victim and avoiding imitating negative behavior. Systemically, schools are encouraged to create a supportive environment with anti-bullying programs involving parents, classroom rules, and a peaceful school culture to effectively prevent and reduce bullying. Students' understanding of the concept of bullying is 73.41%, the average involvement of students as victims and perpetrators of bullying is 34.13% and 34.25%, while the involvement of students as witnesses to bullying is 44.76%.
2.	Empowering the Peer Group to Prevent School Bullying in Kosovo: Effectiveness of a Short and Ultra-Short Version of the ViSC Social Competence Program	International Journal of Bullying Prevention	Aliriza Arënliu, Dagmar Strohmeier, Jon Konjufca, Takuya Yanagida & Christoph Burger	2020	The results of this study indicate that while this anti-bullying program showed positive results in reducing physical victimization in students who attended a very short version of the program (4 weeks), no significant effects were found regarding the reduction of overall bullying or other forms of victimization. This suggests that while the program may have a positive impact in some areas, its effectiveness is likely to be limited, especially in addressing more complex types of bullying and victimization. One of the significant findings was a reduction in physical victimization among students who participated in the 4-week program. This indicates that peers began to show dislike for bullying, both directly, such as by confronting the bully, and indirectly, such as by perceiving bullying as unacceptable behavior. In addition, the program also seemed to encourage students to stand up for their peers who were victims of bullying, especially in the more obvious cases of physical bullying.
3.	Effectiveness of Social Skills Training (SST) to Reduce Bullying Intention in Adolescents	Psychostudia: Journal of Psychology	Rizky Septia Hardhiyanti, Lena N Pandjaitan, & Lutfi Arya	2020	The results showed that social skills training had an effect on reducing the intensity of bullying, but the decrease did not occur significantly. Handling bullying problems should not only be aimed at the perpetrators and victims, but with a <i>whole-school approach</i> , so that schools and parents can participate in overcoming bullying problems that occur.
4.	Heritability of Bullying and Victimization in Children and Adolescents: Moderation by the KiVa Antibullying Program	Journal Of Clinical Child & Adolescent Psychology	A. Johansson, Anne Huhtamäki, Miia Sainio, Anne Kaljonen, Michel Boivin, & Christina Salmivalli	2022	This study found that genetic factors (inherited from parents) have a large contribution in bullying and victimization (being bullied) at school. Before the intervention, genetic factors contributed about 62% to bullying behavior and 77% to victimization. This means that most of these behaviors are influenced by genetic factors. However, after the intervention or prevention program, there was a change in the role of genetic factors and environmental factors (e.g., influence from peers, family, or school). In the intervention group, the influence of genetic factors becomes larger, while the influence of undifferentiated environmental factors (e.g., general conditions of the school or family environment) becomes smaller. This means that in the context of the intervention, genetics played a stronger role than in the control group that did not receive the intervention.

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| 5. | Effects of the KiVa Anti-Bullying Program on Affective and Cognitive Empathy in Children and Adolescents | Journal of Clinical Child & Adolescent Psychology | Claire Garandeau, Lydia Laninga-Wijnen, & Christina Salmivalli | F. 2022 | KiVa had positive effects on affective empathy, but not on cognitive empathy. The program's effects on both types of empathy did not depend on students' gender, initial level of empathy, bullying, or popularity, nor on school type or classroom bullying norms. The findings suggest that KiVa can increase students' affective empathy regardless of students' gender, status, initial empathy, or bullying level, and regardless of school type or classroom bullying norms. |
| 6. | The Importance of Implementation Fidelity for Teacher-Related Changes Within the Olweus Bullying Prevention Program | International Journal of Bullying Prevention | Vanessa Jantzer, Fanny C. Ossa, Stefan Lerch, Franz Resch, & Michael Kaess | 2023 | The study found that after two years of program implementation, teachers' intention to intervene in bullying increased significantly in all schools involved. However, this increase was only seen in completer and certified schools. Schools that did not complete the program (non-completers) did not show this improvement. In addition, although teachers gained skills in dealing with bullying, this study did not find any reduction in teachers' job stress after two years of the program. This means that although the OBPP helped teachers be better prepared to handle bullying, teachers' work stress was not reduced. The study also expected improvements in school climate as a secondary outcome of the OBPP. However, this improvement was only detected in schools that were certified. Schools that only met the minimum requirements or that did not complete the program did not experience positive changes in school climate. This suggests that stronger and more consistent implementation (as occurred in certified schools) is more likely to result in positive changes in school climate. |
| 7. | Do School-Level Anti-Bullying Interventions Affect Prescriptions Of Prescribed Drugs in Young Adulthood? A Case Using the Olweus Bullying Prevention Program | International Journal of Bullying Prevention | Nicolai Topstad Borgen, Dan Olweus, Kyrre Breivik, Lars Johannessen Kirkebøen, Mona Elin Solberg, Ivar Frønes, Donna Cross, & Oddbjørn Raaum | 2024 | This study found that in schools with a higher proportion of students victimized by bullying, there was a tendency for those students to receive more prescription medication between the ages of 17 and 22. Although the Olweus Bullying Prevention Program (OBPP) significantly reduced victimization rates in schools, the results of this study showed that the OBPP increased the likelihood of students receiving prescription medication for problems related to mental disorders (such as anxiety or depression) at ages 17 to 19. The interpretation of this finding is that OBPP increases students' awareness of the negative impact of bullying and reduces the mental barriers and attitudes that usually prevent them from seeking help for their problems. That is, the program helps students be more open in acknowledging and seeking help for their internalized problems, which they may not have done before. |
| 8. | Applying Reality Counseling Theory as an Intervention to Reduce Bullying Behavior | Journal on Education | Meiwati Harefa, Mondang Munthe, Hosianna Rodearni Damanik, & Famahato Lase | 2024 | The results concluded that reality counseling WDEP technique is effective in dealing with bullying problems in students, both verbal, non-verbal and indirect bullying. This is evidenced by three learners (10%) who carry out verbal bullying with the behavior of giving bad names to friends and mocking them, 2 people (6.67%) who carry out nonverbal bullying against their friends such as spitting, showing ugly facial expressions and yelling, 2 people (6.67%) do indirect verbal bullying by ostracizing and silencing their friends and 23 other people (76.67%) are participating in bullying. Victims of bullying have also been able to overcome their problems, both verbal, non-verbal and indirect bullying. This is evidenced by the decrease in anxiety of the counselees to a zero level, they have a useful life plan, assess the behavior plan they made and the behavioral changes that have occurred to them and the process and goals of the counselees. |
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Appendix B

Table 6. Critical Appraisal Skill Program Assessment (*The Joanna Briggs Institute review*)Study Quality Assessment using the Quasi Experimental study checklist published by JBI (*The Joanna Briggs Institute review*)

No.	Checklist Questions	PUBLICATIONS (Author and Year)					
		Arënliu et al., 2020	Jantzer et al., 2023	Johansson et al., 2022	Garandean et al., 2022	Borgen et al., 2024	Harefa et al. 2024
1	Is it clear in the research what is the "cause" and what is the "effect"? which is the "effect" (meaning there is no confusion about which variable came first)?	Yes	Yes	Yes	Yes	Yes	Yes
2	Is there a control group?	Yes	No	Yes	Yes	Yes	No
3	Do participants fall under similar comparisons?	Yes	Yes	Yes	Yes	Yes	Unknown
4	Whether the participant is included in the comparison receiving similar treatment/treatment, other than exposure or desired intervention?	Yes	Unknown	Yes	Yes	Unknown	Unknown
5	Are there multiple outcome measures, both before and after? intervention/exposure?	Yes	Yes	Yes	Yes	Yes	Yes
6	Are participants' results included in comparisons that are measured in the same way?	Yes	Yes	Yes	Yes	Yes	Yes
7	Are the results measured in a reliable way?	No	Yes	Yes	Yes	Yes	Yes
8	Is the follow-up complete and if not, are the differences between groups in terms of follow-up explained and adequately analyzed?	Yes	Yes	Unknown	No	Yes	Unknown
9	Is the statistical analysis used appropriate?		Yes	Yes	Yes	Yes	Yes

Table 7. Critical Appraisal Skill Program Assessment (MMTA 2018)
Study Quality Assessment using the Experiment and Mix Method study checklist published by MMTA 2018

No.	Checklist Questions	PUBLICATIONS (Author and Year)	
		Nurlatifah, 2019	Hardhiyanti et al., 2020
Screening Questions (for all types of studies)			
1	Is there a clear research question?	Yes	Yes
2	Does the data collected make it possible to answer research question?	Yes	Yes
Qualitative Study			
3	Is a qualitative approach appropriate to answer the research question?	Yes	Yes
4	Are the qualitative data collection methods adequate to answer the research questions?	Yes	Yes
5	Are the findings adequately derived from the data?	Yes	Yes
6	Is the interpretation of the results sufficiently supported by the data?	Yes	Yes
7	Whether there is coherence between qualitative data sources, collection, analysis, and interpretation?	Yes	Yes
Randomized Controlled Qualitative Study			
8	Was the randomization done appropriately?	-	Yes
9	Were the groups comparable at the start of the study?	-	No
10	Is there complete outcome data?	-	Yes
11	Is the outcome assessor unaware of the intervention?	-	No
12	Did participants adhere to the assigned intervention?	-	Yes
Non-Quantitative Study			
13	Are the participants representative of the target population?	Yes	Yes
14	Are the measurements appropriate in relation to outcomes and interventions (or exposures)?	Yes	Yes
15	Is there complete outcome data?	Yes	Yes
16	Whether the confounding factor has taken into account in the design and analysis?	Yes	Yes
17	During the study period, whether was the intervention delivered (or exposure occurred) as expected?	Yes	Yes
Descriptive Quantitative Study			
18	Is the sampling strategy relevant to answering the research question?	Yes	Yes
19	Is the sample representative of the target population?	Yes	Yes
20	Is the measurement precise?	Yes	Yes
21	Is the risk of nonresponse bias low?	Yes	Yes
22	Is the statistical analysis appropriate to answer the research question?	Yes	Yes
Mix Method			
23	Is there an adequate basis for using a mixed methods design to answer the research question?	Yes	-
24	Whether the various research components effectively integrated to answer the research question?	Yes	-
25	Are outputs from the integration of qualitative and quantitative components interpreted adequately?	Yes	-
26	What are the differences and inconsistencies between quantitative and qualitative results adequately addressed?	Yes	-
27	Do the various components of the research adhere to the quality criteria of the respective method traditions used?	Yes	-

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