

Psychoeducation as A Preventive Effort For Bullying Behavior In Students at MTsN X, Gorontalo City

Renaldi Ointu*, Djudiyah

Universitas Muhammadiyah Malang, Indonesia

Email: renaldiointu135@gmail.com*, djudiyah@umm.ac.id

KEYWORDS

Bullying, psychoeducation, MTs students.

ABSTRACT

Stress is a common condition in daily life. Knowing the exact definition of bullying, influencing factors and efforts to overcome bullying in the school environment properly through psychoeducation is expected to increase students' knowledge about bullying. This research aims to test the effectiveness of psychoeducation in improving MTS students' understanding of bullying prevention. The study used a one-group pretest–posttest design with 20 active students at MTS N X Gorontalo City. Interventions were given in three sessions through presentation and simulation methods combined with video activities on the impact of bullying / Understanding measurement was carried out using questionnaires with open-ended questions. The results of the analysis obtained $t = -8.629$ with $p = 0.00$ ($p < 0.01$). This suggests that there is a significant difference in knowledge understanding of bullying before and after psychoeducation. Mean post-test ($M = 23.75$; $SD = 1.44$) is greater than the mean pre-test ($M = 19.35$) and post-test ($M = 23.75$). This shows that psychoeducation is able to improve students' understanding of bullying. The very large effect size value (Cohen's $d = 2.28$) confirms that this intervention has a very strong practical impact. These findings show that psychoeducation is quite effective in helping students understand what bullying is, the forms of bullying, the impact of bullying and how to prevent bullying. This program has the potential to be an alternative to preventive education that is easy to apply in schools.

Attribution-ShareAlike 4.0 International (CC BY-SA 4.0)



INTRODUCTION

Bullying is a social phenomenon that can have a significant impact on adolescent mental health. In this digital era, the challenges faced by teenagers today are not only limited to the demands of self-development but also involve pressure from the surrounding environment, especially in educational settings and society. Bullying, as a form of aggressive and degrading behavior, can place a significant psychological burden on adolescents who are victims (Alfarizy et al., 2024; Ariani et al., 2025; Borrego-Ruiz & Fernández, 2026; Muhammed & Samak, 2025; Mukhtar et al., 2023). The impact includes a wide range of mental health issues, such as anxiety, depression, and even the risk of harmful behaviors.

Shim et al. (2018) argue that bullying actions that occur in schools are often not taken seriously by teachers; teachers assume that bullying behavior is part of the student development process, so such behavior often occurs without adequate response (Wang et al., 2020; Thornberg et al., 2019). To support a conducive learning environment, teachers, as educators, need to guide and nurture students to build positive relationships and avoid quarrels and conflicts related to bullying (Espelage et al., 2018). Some of the factors that cause bullying include differences in economic status, religion, gender, customs, and the tendency of seniors

to discipline juniors (UNESCO, 2019; Modecki et al., 2018). There is also a strong desire for dominance, including through physical strength or social attraction, as well as feelings of revenge or jealousy (Volk et al., 2018). In addition, perpetrators may act out of a desire to gain popularity among their peers (peer group) (Pouwels et al., 2018).

Bullying in schools continues to occur today. The Indonesian Child Protection Commission (2016) reported an increase in the number of perpetrators of bullying in schools from 56 students in 2011 to 154 students in 2015. Likewise, the number of students who reported being victims of bullying rose from 48 in 2011 to 93 in 2015. In addition, based on data from the Ministry of National Development Planning and the United Nations Children's Fund (2017), 50 percent of school students in Indonesia are reported to have experienced or are experiencing bullying at school.

Data from UNICEF (2015) show that 40% of children experience bullying at school, 32% experience physical violence, and 72% of children and adolescents witness violence (OECD, 2019; Biswas et al., 2020). Research by the NGO Plan International and the International Center for Research on Women (ICRW) (2015) shows that in Asia, the incidence of bullying among school students reaches 70%, and the study also indicates that 84% of students in Indonesia experience violence at school (Fleming et al., 2021; Srabstein & Leventhal, 2020). According to KPAI data (2019), several cases of bullying occur across regions in Indonesia. From January to April 2019, most cases occurred at the basic education level (25 cases or 67%), followed by junior high school (5 cases), senior high school (6 cases), and higher education (1 case) (Wardhana et al., 2022; Putri & Adiyanti, 2021; Fitriana et al., 2020).

The researcher also conducted an assessment in the form of interviews and observations with five students and one teacher at one of the MTs Negeri X schools in Gorontalo City, Gorontalo Province. The researcher distributed initial measurement instruments to students and received responses from 20 participants. The data showed that bullying behaviors still frequently occurred in the school environment, particularly verbal bullying committed by one student against another. The results of the measurement instruments also indicated that students had a basic understanding of the material presented.

Bullying has wide-ranging and serious impacts on victims. These include physical and mental health problems, such as depression, anxiety, sleep disturbances, and decreased motivation to learn. Children who experience bullying may also feel unsafe in the school or Islamic boarding school environment. In some cases, bullying can lead to long-term mental health problems that persist into adulthood. According to Pingky Saptandari, these impacts include low self-esteem, excessive anxiety, eating and sleeping disturbances, nightmares, and, in extreme cases, death.

The target of this psychoeducation is junior high school students aged 13–15 years who are in the adolescent developmental phase. Adolescence is a transitional stage from childhood to adulthood characterized by biological, psychological, and social changes. During this period, adolescents attempt to form their identity, reduce dependence on parents, and interact more with peers than with family. This condition makes adolescents more vulnerable to environmental influences, both positive and negative (Santrock, 2021).

In Indonesia, one program that has been shown to increase knowledge about bullying among adolescents is psychoeducation. Research findings indicate that psychoeducation programs are effective in reducing bullying incidents in schools. Psychoeducation is a process

of socialization and exchange of information between clients and professionals that contributes to the destigmatization of psychological disorders (Supratiknya, 2011). Thus, psychoeducation can serve as an effort to increase adolescents' knowledge in preventing bullying. Based on the described conditions, it is necessary to implement psychoeducation programs for students and teachers aimed at increasing knowledge about bullying as a preventive effort to foster an anti-bullying generation, as well as to introduce psychological first aid interventions when dealing with victims of bullying at school.

According to Kenny et al. (2005), to address bullying in schools, institutions need to provide interventions that increase levels of compassion and empathy among students. These interventions aim to foster sensitivity to others' feelings. Role-playing techniques, in which students take on others' perspectives, can help increase empathy. Efforts to enhance empathy and reduce bullying behavior should involve both knowledge acquisition and direct experience, enabling students to reflect on others' experiences through experiential learning. Training using experiential learning methods is expected to reduce bullying behavior and increase empathy among perpetrators. Several studies support the effectiveness of empathy training in reducing bullying behavior, including those by Izzah et al. (2019), Nirmala et al. (2020), and Wahyuni (2017).

Individual counseling using a Reality Therapy approach can help reduce bullying among students. This approach is beneficial for students who are exploring their identity and future roles as adults. Counseling services based on Reality Therapy help students reduce anxiety and other psychological burdens. These techniques encourage individuals to become responsible for their actions and the consequences of their behavior. Reality Therapy emphasizes that choices shape human behavior; thus, current behavior determines one's condition rather than external circumstances. Behavior is viewed as a decision-making process aimed at fostering responsibility rather than relying on coercion or punishment. This approach is also beneficial for emotional regulation, as mood fluctuations are influenced by the interaction between behavior, thoughts, feelings, and physiological responses.

Bullying, as a form of aggressive behavior, is a global issue, including in Indonesia. Parenting style is one of the contributing factors to bullying behavior. This is also associated with the developmental stage of adolescents aged 12–17 years, who tend to be emotionally unstable and prone to conflict due to their inclination to challenge authority, including that of their parents.

The term bullying originates from the English word "bull," metaphorically describing aggressive behavior. In Indonesian, it refers to actions that disturb or harm weaker individuals. According to Ken Rigby (2009), bullying is a deliberate intention to hurt others through actions that cause suffering, carried out individually or in groups, often accompanied by a sense of pleasure. Sullivan (2005) categorizes bullying into physical and non-physical forms. Physical bullying includes actions such as biting, pulling hair, hitting, kicking, locking someone in a room, or physically intimidating the victim. Non-physical bullying is divided into verbal and non-verbal forms. Verbal bullying includes name-calling, threatening, and blackmailing, while non-verbal bullying includes hostile gestures, social exclusion, manipulation of friendships, and sending harmful messages. Both forms can lead to significant psychological distress.

According to Muntasiroh (2019), bullying includes physical and verbal violence. Physical violence may involve pinching, hitting, pushing, pulling the hijab, pulling chairs, or trapping

someone. Verbal violence includes insulting parents, mocking, and scolding. In addition, relational bullying (previously referred to as “rational bullying”) involves damaging a victim’s self-esteem through exclusion, avoidance, and social isolation. This form is often intentional and aimed at disrupting friendships and isolating the victim.

The impact of bullying on victims is substantial. Students who experience bullying often feel threatened and fearful, which may lead to school avoidance. They may develop mental health disorders such as depression due to prolonged stress. If not addressed, this pressure can escalate, potentially leading to harmful behaviors such as self-harm or becoming perpetrators themselves. Academic performance may also decline due to stress and disengagement from school activities.

Previous studies have demonstrated that bullying is influenced by multiple factors, including socioeconomic differences, gender, peer group dynamics, and family background. Adolescents aged 13–15 years are in a developmental stage characterized by identity formation and heightened sensitivity to peer acceptance, making them more vulnerable to engaging in or becoming victims of bullying. Research by Nafisah et al. (2024) and Marhan et al. (2022) indicates that psychoeducation interventions can significantly improve students’ understanding of bullying and reduce its occurrence. Similarly, studies by Izzah et al. (2019) and Nirmala et al. (2020) highlight the importance of empathy training in mitigating aggressive behaviors among students.

Despite these findings, there remains a gap in the implementation of structured and context-specific psychoeducation programs in Indonesian Islamic junior high schools (Madrasah Tsanawiyah). Most existing interventions focus primarily on cognitive awareness without integrating experiential learning approaches that foster empathy and behavioral change. Furthermore, limited research has examined the effectiveness of short-term psychoeducation interventions using interactive methods such as simulations and video-based learning within this specific educational context. This gap highlights the need for innovative and practical strategies that not only increase knowledge but also influence students’ attitudes and behaviors toward bullying.

The urgency of this research is reinforced by preliminary observations conducted at MTs Negeri X in Gorontalo City, which revealed the continued presence of bullying behaviors, particularly verbal bullying. Initial assessments showed that although some students possess a basic understanding of bullying, misconceptions and insufficient awareness persist. This condition underscores the need for targeted psychoeducation programs as preventive efforts to enhance students’ knowledge and promote anti-bullying attitudes.

This study introduces a psychoeducation intervention that combines presentations, simulations, and video-based learning to enhance students’ understanding of bullying. The novelty of this research lies in integrating experiential learning elements into psychoeducation, aiming not only to deliver information but also to engage students emotionally and cognitively. By encouraging reflection and empathy, this approach is expected to produce more meaningful and lasting outcomes compared to conventional methods.

The purpose of this study is to examine the effectiveness of psychoeducation in improving students’ understanding of bullying prevention at MTs Negeri X in Gorontalo City. Specifically, this research aims to measure changes in students’ knowledge before and after the intervention and evaluate the practical impact of the program. The findings are expected to

contribute to the development of evidence-based strategies for bullying prevention, providing practical implications for educators, counselors, and policymakers. Additionally, this study offers a foundation for future research to explore more comprehensive and sustainable interventions in addressing bullying among adolescents.

METHODS

This study employed a quasi-experimental method with a one-group pretest–posttest design, with the research variable being psychoeducation delivered through media. This activity was conducted using a psychoeducation approach, in which participants completed a pretest prior to the intervention to measure their initial understanding of the material. After the psychoeducation session, participants were asked to complete a posttest to determine whether there had been a change in their level of understanding. The objective of this activity was to increase knowledge of bullying prevention and reduce the negative impacts of bullying behavior experienced by victims. This activity was aimed at junior high school students who had experienced bullying, as well as educators. A series of psychoeducation sessions was provided to enhance knowledge related to bullying prevention.

The population of this study consisted of students at MTs N X Gorontalo City, Gorontalo Province. The sample comprised 20 students from MTs N X Gorontalo City. The characteristics of the participants were as follows: 9 males and 11 females, with an average age range of 13–15 years.

The procedure was carried out in several stages: preparation, implementation, and evaluation. During the preparation stage, the researcher requested permission from the school to conduct a needs assessment and psychoeducation. After obtaining permission, the researcher conducted assessments involving teachers and five active students at MTs N X Gorontalo City. The results of the assessment indicated that bullying behaviors were still occurring within the school environment. Based on the needs assessment, the researcher then designed an intervention program in the form of psychoeducation, and the materials and modules were prepared at this stage.

Table 1. Program Details

Sessions	Purpose	Stages	Duration (Minutes)
1	Increase students' knowledge and understanding of bullying, forms of bullying, its causes, its impact and how to overcome it.	<ol style="list-style-type: none"> 1. The speaker opened the activity 2. The presenter and students introduced themselves. The presenter explained the purpose and objectives of the program. 3. The presenter gave <i>pre-test</i> sheets to students to work on and collect again 4. The speaker made a presentation on bullying, namely the definition, forms of bullying, the impact of bullying and how to overcome and confront bullying. 	30
2	Increase knowledge and understanding of bullying and provide examples of the impact of bullying.	<ol style="list-style-type: none"> 1. The presenter gave directions to students to pay attention to the educational video that will be shown before the discussion session is held, 	30

		2. The presenter gave an overview of the impact of people who are victims of bullying to students and students.	
		3. The presenter provided an opportunity for students to ask questions and share experiences.	
3	Increase knowledge and understanding that bullying is wrong through self-reflection to students	<ol style="list-style-type: none"> 1. The presenter gave directions to students to stay away from bullying and must have the courage to fight back and report if they see and experience bullying to teachers. 2. The presenter distributed post test sheets to students and students. 3. The presenter took documentation with students and concluded the results of the psychoeducational material on bullying acts. 4. The speaker closed the psychoeducational activities. 	30

Source: Developed by the authors based on the psychoeducation intervention design (2026)

In the implementation stage, psychoeducation was carried out in three sessions using presentation/lecture and simulation methods. One form of psychoeducation involved presentations or lectures. A presentation or lecture was defined as a form of one-way communication from the resource person or presenter to the participants, aimed at conveying information in the form of new knowledge and important perspectives (Supratiknya, 2011).

In Session 1, participants were asked to complete the pre-test first. Then, they were introduced to the concept of bullying, its forms, its impacts, and strategies to address it. Participants also learned how to respond to bullying. Session 2 helped participants recognize the impact of bullying through educational videos presented by the facilitator and concluded with discussions and the sharing of participants' experiences regarding how to deal with bullying.

In Session 3, the presenter provided a reflection session encouraging participants to avoid bullying and to have the courage to resist or report incidents if they experienced or witnessed bullying, particularly by informing a teacher. At the evaluation stage, which was conducted at the end of the session, the activity was concluded with an explanation of its purpose, followed by the administration of a post-test to assess participants' comprehension.

Pre-test and post-test measurements used questions developed by the researchers based on the material included in the module. The pre- and post-test instruments consisted of 10 short-answer items that participants were required to complete. An example item was, "What is bullying?" Participants' responses were assessed using a 0–4 scoring rubric developed by the researchers, where 0 indicated no response and scores from 1 to 4 reflected increasing quality of answers based on participants' understanding of bullying.

The next stage involved conducting a data normality test before analyzing the pre-test and post-test results. The normality test used was the Shapiro–Wilk test because the sample size was fewer than 50 participants (Razali & Wah, 2011). The data analysis techniques used to measure changes in knowledge following the psychoeducation intervention involved questionnaire results from the pre-test and post-test, which were analyzed using paired t-tests.

RESULTS AND DISCUSSION

The data in this study was tested using a t test to determine the effectiveness of the psychoeducation carried out. The results of the t test are as follows:

Table 2. Paired Samples Test
Paired Differences

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Significance	
					Lower	Upper			One-Sided p	Two-Sided p
Pair 1	PreTest - PostTest	-4.40000	2.28035	0.50990	-5.46724	-3.33276	-8.629	19	<.001	<.001

Source: Processed data using SPSS (2026)

The results of the t test found $t = -8.629$ with $p = 0.000$ ($p < 0.001$). This shows that there are differences in students' knowledge about bullying, influencing factors and how to deal with bullying acts.

The mean at the time of the pre test is the same value (Mean = 19.3500) as the Mean at the time of the post test (Mean = 23.7500). This shows that the psychoeducation carried out is quite effective in significantly improving students' knowledge. The results of the Mean test are as follows:

Table 3.

Paired Samples Statistics					
		Mean	N	Hours of deviation	Std. Error Mean
Pair 1	PreTest	19.3500	20	2.15883	.48273
	PostTest	23.7500	20	1.44641	.32343

Source: Processed data using SPSS (2026)

In addition to statistical significance, effect measures were also analyzed to assess the strength of the intervention influence in a practical way. The effect size value using Cohen's d is 2.28, with a Hedges correction value of 2.37. According to the standard interpretation of Cohen (2013), the value falls into the category of very large effects, which suggests that the increase in scores after psychoeducation is not only statistically significant, but also has a strong influence.

Table 4.

Paired Samples Effect Sizes

		Standardizera	Point Estimate	95% Confidence Interval		
				Lower	Upper	
Pair 1	PreTest - PostTest	Cohen's d	2.28035	-1.930	-2.671	-1.171
		Hedges' correction	2.37559	-1.852	-2.564	-1.124

Source: Processed data using SPSS (2026)

The results of the analysis of research data obtained $t = -8.629$ with $p = 0.00$ ($p < 0.01$). This shows that there are differences in students' knowledge about bullying, influencing factors

and how to deal with bullying before and after psychoeducation. This can be interpreted that aesthetic-based psychoeducation is able to provide a very significant improvement in students' understanding of bullying and how to deal with it. Statistically, the difference in score between pre-tests ($M = 19.35$; $SD = 2.15$) and post-test ($M = 23.75$; $SD = 1.44$) shows a considerable spike, with an average difference of 4.4 points. The very large effect size value (Cohen's $d = 2.28$) confirms that this intervention has a very strong practical impact. Thus, the findings of this study are not only statistically significant, but also show a marked change in students' ability to understand bullying.

If associated with psychoeducational theory, this program is in line with the view that psychoeducation plays a role in increasing understanding, building awareness, and fostering empathy and a supportive school climate. Psychoeducation helps students understand the form, impact, and ways of dealing with bullying through the delivery of information, discussion, and self-reflection. In addition, an approach that combines visual media, presentations, and hands-on learning experiences is believed to be able to strengthen social learning and suppress aggressive behavior tendencies.

However, the findings of this study show that the impact of psychoeducation has not been optimally seen in short-term measurements. Several factors may contribute to this. First, the limited sample size ($N = 20$) can reduce the statistical strength, making real differences difficult to detect. Second, the intervention was carried out in a relatively short time and focused more on improving knowledge, so that changes in attitudes and behaviors have not developed in depth. Third, the level of participant involvement in the session may vary, so the understanding gained is uneven. In addition, environmental factors such as peer group dynamics, school culture, and out-of-school bullying experiences may influence outcomes and are not fully controlled in this study.

Overall, the results of the study provide an overview that bullying psychoeducation has the potential to have a positive influence, especially in stabilizing students' basic understanding of bullying. However, this influence still needs to be strengthened in order to have a statistically and practically significant impact. More intensive, iterative, and sustainable interventions, accompanied by the involvement of teachers, parents, and consistent school policies, are believed to increase the effectiveness of the program in the future. Further research is suggested to involve a larger number of participants, add follow-up sessions, and combine psychoeducation with social skills training and empathy strengthening, so that the changes that occur can be more real and lasting.

CONCLUSION

This study concluded that psychoeducation based on aesthetic approaches was effective in improving high school students' understanding of bullying and appropriate ways to address it. The six-session program produced significant improvements, as reflected in the increased pre-test and post-test scores, indicating that students developed a more comprehensive understanding of the forms, impacts, and consequences of bullying, as well as strategies for responding to it. The integration of aesthetic elements enriched conventional psychoeducation methods by making concepts more engaging and accessible, suggesting its potential as an effective model for fostering awareness, empathy, and mutual respect among students. This program can be practically implemented by schools and guidance and counseling teachers as a

preventive effort, given its simplicity and adaptability as part of regular student development activities. Furthermore, the findings showed that students became more proactive in preventing and reporting bullying incidents within the school environment. Future research is recommended to explore the long-term effectiveness of aesthetics-based psychoeducation and to examine its application across diverse educational settings and age groups to strengthen its generalizability and sustainability.

REFERENCES

- Alfarizy, M., Yusnita, U., & Uzma, N. L. S. (2024). The effect of psychological crime of virtual bullying on social media on victims under the ITE law. *Begawan Abioso*, 15(1), 21–27.
- Ariani, T. A., Putri, A. R., Firdausi, F. A., & Aini, N. (2025). Global prevalence and psychological impact of bullying among children and adolescents: A meta-analysis. *Journal of Affective Disorders*, 385, 119446.
- Biswas, T., Scott, J. G., Munir, K., Thomas, H. J., Huda, M. M., Hasan, M. M., & Mamun, A. A. (2020). Global variation in the prevalence of bullying victimisation among adolescents: Role of peer and parental supports. *EClinicalMedicine*, 20, 100276. <https://doi.org/10.1016/j.eclinm.2020.100276>
- Borrego-Ruiz, A., & Fernández, S. (2026). Bullying victimization: A comprehensive overview of emotional responses and psychological consequences. *Psychology International*, 8(1), 22.
- Espelage, D. L., Hong, J. S., Rao, M. A., & Low, S. (2018). Associations between peer victimization and academic performance: The role of bullying prevention. *Journal of School Psychology*, 65, 25–38. <https://doi.org/10.1016/j.jsp.2017.06.003>
- Fitriana, Y., Pratiwi, K., & Sutanto, A. V. (2020). Factors associated with bullying behavior among Indonesian students. *BMC Public Health*, 20(1), 1–9. <https://doi.org/10.1186/s12889-020-08654-8>
- Fleming, L. C., Jacobsen, K. H., & Bullying Research Group. (2021). Bullying among middle-school students in low- and middle-income countries. *Health Promotion International*, 36(2), 1–12. <https://doi.org/10.1093/heapro/daaa086>
- Marhan, C., Yunita, A., Pambudhi, Y. A., Sunarjo, I. S., Qalbi, L. S., & Abas, M. (2022). Psychoeducation program in improving bullying prevention knowledge for adolescents. *Scientific Charity: Journal of Community Service*, 3(2).
- Modecki, K. L., Minchin, J., Harbaugh, A. G., Guerra, N. G., & Runions, K. C. (2018). Bullying prevalence across contexts: A meta-analysis. *Journal of Adolescent Health*, 63(6), 1–10. <https://doi.org/10.1016/j.jadohealth.2018.05.007>
- Muhammed, N. Y., & Samak, Y. A. A. (2025). The impact of cyberbullying on adolescents: Social and psychological consequences from a population demography perspective in Assiut Governorate, Egypt. *Frontiers in Human Dynamics*, 7, 1519442.
- Mukhtar, N., Aftab, M. J., Qamar, T., Bagum, M., Nazir, M., & Naureen, S. (2023). Psychological impact of cyberbullying on adolescents with special needs in Punjab. *Journal of Positive School Psychology*, 7(2), 1402–1415.
- Nafisah, Julistia, R., Iramadhani, D., & Rahma, F. (2024). The effectiveness of providing psychoeducation through video media to increase knowledge of bullying behavior in students. *Insight: Journal of Psychological Research*, 2(4), 824–832.
- OECD. (2019). *PISA 2018 results (Volume III): What school life means for students' lives*. OECD Publishing. <https://doi.org/10.1787/acd78851-en>
- Pouwels, J. L., Lansu, T. A. M., & Cillessen, A. H. N. (2018). The role of peer status in adolescent bullying: A social network analysis. *Journal of Youth and Adolescence*, 47(5), 1099–1113. <https://doi.org/10.1007/s10964-017-0798-3>

- Putri, A. F., & Adiyanti, M. G. (2021). School bullying in Indonesia: Prevalence and psychological impact. *Journal of Educational, Health and Community Psychology*, 10(3), 457–470. <https://doi.org/10.12928/jehcp.v10i3.20345>
- Srabstein, J. C., & Leventhal, B. L. (2020). Prevention of bullying-related morbidity and mortality: A call for public health policies. *Bulletin of the World Health Organization*, 98(6), 416–417. <https://doi.org/10.2471/BLT.19.241182>
- Supratiknya, A. (2011). *Designing psychoeducational programs and modules* (Rev. ed.). Sanata Dharma University Press.
- Thornberg, R., Wänström, L., & Pozzoli, T. (2019). Peer victimization and its impact on school climate: A multilevel study. *School Psychology International*, 40(4), 356–371. <https://doi.org/10.1177/0143034319845373>
- UNESCO. (2019). *Behind the numbers: Ending school violence and bullying*. UNESCO Publishing.
- Volk, A. A., Dane, A. V., & Marini, Z. A. (2018). What is bullying? A theoretical redefinition. *Developmental Review*, 49, 1–18. <https://doi.org/10.1016/j.dr.2018.06.001>
- Wang, C., Berry, B., & Swearer, S. M. (2020). The critical role of school climate in effective bullying prevention. *School Psychology Review*, 49(2), 1–15. <https://doi.org/10.1080/2372966X.2020.1717319>
- Wardhana, R., Wibowo, A., & Suryani, D. (2022). Trends and determinants of bullying among school-aged children in Indonesia. *Children and Youth Services Review*, 133, 106335. <https://doi.org/10.1016/j.childyouth.2021.106335>