









Integrated learning strategies for bullying prevention: a systematic literature review of approaches in physical and general education

^{1abcde}Mashud* , ^{1abcd}Muhammad Fadillah , ^{1acde}Sahbana Ridha , ^{1ade}Pebriyandi , & ^{2cde}Arina Wulandari 

 Postgraduate Program in Physical Education, Universitas Lambung Mangkurat, Banjarmasin, Indonesia¹

 Department of Primary School Teacher Education, Universitas PGRI Kalimantan, Banjarmasin, Indonesia²

Received 29 October 2024; Accepted 29 June 2025; Published 15 August 2025



ABSTRACT

Background: Bullying remains a critical issue affecting youth development in Indonesia, with a notable increase in reported cases between 2020 and 2023, particularly in junior high schools. Despite various large-scale interventions, bullying prevention embedded in the learning process itself—especially at the classroom level—has received limited attention. This study addresses the gap by exploring how learning-based strategies can serve as foundational solutions for broader bullying prevention efforts. **Research Objectives:** This systematic literature review aims to identify effective strategies for bullying prevention within both physical education (PE) and general education subjects, focusing on learning approaches that foster safe and inclusive classroom environments. **Methods:** A systematic review methodology was employed using the Publish or Perish application to extract data from CrossRef, Google Scholar, and Scopus. The PICO framework guided the research question, while the PRISMA flowchart structured the selection process. **Finding/Results:** From an initial pool of 2,799 articles, 10 met the inclusion criteria for qualitative synthesis. The analysis reveals that bullying prevention has been implemented through subject-integrated strategies in PE, civics, Islamic education, and social studies. Cooperative learning models have proven especially effective in PE, while general subjects have benefited from the integration of affective values (e.g., Islamic and Pancasila values) with cooperative approaches such as Numbered Heads Together (NHT), Student Teams–Achievement Division (STAD), and jigsaw. **Conclusion:** The findings suggest that integrating cooperative learning with affective value education is a promising strategy for bullying prevention across subjects. Such approaches not only reduce bullying but also promote character education and social interaction. This review underscores the need for further research to expand these strategies and address bullying as a complex, global challenge.

Keywords: Bullying; school learning; younger generation; physical education; general education

*Corresponding Author

 mashud@ulm.ac.id

 [10.25299/es:ijope.2025.vol6\(2\).19493](https://doi.org/10.25299/es:ijope.2025.vol6(2).19493)

Copyright © 2025 Mashud, Muhammad Fadillah, Sahbana Ridha, Pebriyandi, Arina Wulandari

How to Cite: Mashud., Fadillah, M., Ridha, S., Pebriyandi., & Wulandari, A. (2025). Integrated learning strategies for bullying prevention: a systematic literature review of approaches in physical and general education. *Edu Sportivo: Indonesian Journal of Physical Education*, 6(2), 193-209. [https://doi.org/10.25299/es:ijope.2025.vol6\(2\).19493](https://doi.org/10.25299/es:ijope.2025.vol6(2).19493)

Authors' Contribution: a – Study Design; b – Data Collection; c – Statistical Analysis; d – Manuscript Preparation; e – Funds Collection



INTRODUCTION

Bullying is a poison that eats away at the future of young people all over the world. It is not just a comedy, but a mental injury that can last a lifetime (Hwang, 2025; Lissitsa & Kagan, 2024). Based on Social Learning Theory Bandura, bullying behavior can develop through observation and imitation of aggressive social models, both in the family, school,

and media environments (Wahyuni & Azwar, 2022). In addition, Ecological Systems Theory Bronfenbrenner (1979) explains that bullying is not only influenced by individual factors but also by the wider social environment, including interactions within schools and communities (Mary & Antony, 2022).

According to Wahyuningsih et al. (2021) bullying, also known as bullying, refers to actions aimed at hurting and intimidating others which can be carried out verbally, physically and socially in cyberspace which can cause an individual to feel uncomfortable or depressed whether it is done by one other person or in groups. Schools are one of the places where bullying occurs, which should be a safe place for students to learn and develop (Ni'mah, 2024; Wulandari & Afifah, 2023).

In the world of education, it is necessary to emphasize the aspects of comfort and safety. One of the most important aspects is creating a safe and inclusive learning environment, with educational programs that integrate life safety principles to equip students with the skills needed for self-defence and self-development (Yevtushenko & Tverdokhliebova, 2024). A safe educational environment is the basis for effective teaching and learning (Kumar & Kumar, 2023), and safety workshops for teachers and students are essential to creating a culture of awareness and preparedness (Soihae & Waikhuntod, 2024). However, the fact is that according to the World Health Organization (WHO), there are about 1 in 3 students who have experienced bullying behavior (Marhaely et al., 2024).

Bullying is a pervasive global problem that affects individuals across multiple contexts, including schools, workplaces, and online environments. Evidence suggests that an estimated 246 million children experience bullying and school violence each year, with 32% reporting victimization, primarily through psychological or verbal aggression (Sinclair et al., 2022). Furthermore, a study involving 134.229 adolescents from 48 countries revealed a bullying victimization rate of 30.4%, significantly correlated with increased suicide attempts (Koyanagi et al., 2019). These statistics underscore the urgent need for effective interventions to combat bullying worldwide. According to information collected by the Indonesian Child Protection Commission and the Federation of Indonesian Teachers' Unions, bullying cases are still rampant in the last 4 years with 119 in 2020, 53 cases in 2021, 226 in 2022, and 241 in 2023 (Karisma et al., 2024). As for the data from the Federation of Indonesian Teachers' Unions in 2023, cases were recorded in the education unit, with the junior high school level having the 50% highest occurrence of bullying and where 80% occurred under the auspices of the Ministry of Education and Culture from all levels (Marhaely et al., 2024; Mu'awanah & Ashari, 2024; Ni'mah, 2024). This data as a fact shows that the level of bullying is increasing and the need for prevention to prevent the continuation of bullying in educational institutions.

Bullying is a problem in education, caused by a combination of various internal and external factors of the individual, family, school, social, and peer pressure (Wang & Chen, 2023; Widyastuti & Soesanto, 2023). Bullying in schools is an aggressive behavior that can occur in the form of physical, verbal, social, and cyber, causing psychological trauma Islamic Religious Education to the victim (Herman et al., 2023; Setiani et al., 2024). Factors that influence the occurrence of bullying in schools include lack of supervision, power inequality, lack of awareness and education, and family behavior and environment (Andrews et al., 2023). In physical education subjects, there are bullying behaviors including physical bullying including hitting, pushing, pinching, grabbing, pulling, stepping on feet when new shoes, and tripping feet, while verbal includes actions such as nicknaming, making fun of, cursing, and insulting, and psychological bullying includes actions such as silencing, glaring, threatening, and excluding (Akbar et al., 2024; Fadillah

et al., 2024). Bullying behavior in physical education learning occurs because the perpetrators feel superior, such as being more dominant, agile, fast, superior in body size, strong, or different in gender which encourages them to show dominance and gain a sense of power through bullying (Rahmawati, 2017). Bullying prevention requires a holistic approach that involves continuing education, the establishment of an inclusive school culture, and active participation from all groups. Understanding the root causes of bullying is not only about identifying contributing factors, but also about realizing its complexity and interconnectivity. Effective solutions require collective efforts from various parties to create a safe and bullying-free environment (Marhaely et al., 2024).

Bullying behavior in education is a serious problem that must be addressed immediately. Bullying can cause various negative impacts for victims, such as trauma, depression, anxiety, and even suicide. In addition, bullying also creates an unsafe and non-conducive learning environment for all students. According to Oktaviani and Ramadan (2023), Rizqi et al. (2019) stated that the psychological impact of bullying for victims includes trauma, depression, anxiety, and even suicide. Bullying trauma can cause fear, anxiety, and depression that lasts a long time and disrupts the victim's future life. Bullying can also cause victims to feel sad, hopeless, and worthless, which can be fatal if left untreated. In addition, bullying can cause victims to feel anxious and afraid to go to school or hang out with friends.

In some cases, bullying can even cause victims to commit suicide (Prastiti & Anshori, 2023). Bullying can also create an unsafe and non-conducive learning environment for all students. Victims of bullying may feel fearful and uncomfortable at school, which can lead to decreased learning achievement. Physical education can play an important role in addressing bullying in schools. According to Sağın et al., (2022) and Wei and Graber (2023), physical education can also help develop students' social skills, such as communication, cooperation, and empathy, which can help them build positive relationships with peers and prevent bullying. In addition, physical education can help create a positive and inclusive learning environment where all students feel safe and valued. Based on the description above, it is clear that bullying is a serious problem that must be addressed immediately in the world of education. Physical education can be one of the solutions to overcome bullying by building self-confidence, developing social skills and creating a positive learning environment.

The facts described above illustrate the gap between expectations and reality that occurs in the educational environment which makes a problem that needs to be resolved, especially in the learning process of a school subject. This makes a gap in research that needs to be investigated further. This research is important to ensure that all subjects, including physical education sports, can contribute to the prevention of student bullying in the learning process. Prevention of bullying in the learning process can be used as a solution in a smaller scope to serve as a foundation for prevention in a large scope. Based on this problem, the researcher conducted an analysis of research articles that discuss the prevention of bullying in a subject that has been published in various journals in the last ten years and this study aims to; (i) Identify effective bullying prevention strategies in physical education and other school subjects, and (ii) Determine the most relevant learning methods to minimize bullying through a systematic literature review.

By understanding the prevention strategies, it is hoped that the educational environment can be safer and support optimal student development. This study will provide insight into the role of physical education and other pedagogical strategies in preventing bullying in the school environment.

METHOD

Search Strategy

In the data collection process, the author collects articles indexed by the CrossRef, Google Scholar, and Scopus databases. The three types of databases are used by the author to collect data on articles that are relevant to the keywords used. The author also uses the PICO method, which is used to find new findings (Kuettel & Larsen, 2020). Table 1 provides a description of the PICO method.

Table 1. PICO Method

PICO	Description
P (Problem/population)	The rise of bullying cases among students in schools
I (Intervention)	Implementation of prevention and minimization of bullying cases in physical education lessons
C (Comparison)	Implementation of prevention and minimization of bullying cases in non-physical education subjects
O (Outcome)	Methods of preventing and minimizing bullying in students in physical education and non-physical education subjects.

The application of the PICO method in research can assist the author in finding articles that are relevant to the research variables as supporting data. In this study using several keywords that have been done from research Jimenez-Barbero et al. (2020) and Rico-Gonzalez et al. (2025), namely the keywords “physical education” AND “bullying” AND “children” AND “Learning.” These keywords are entered into one of the databases, which will collect data in the form of articles from relevant search results from the keywords used. The search was conducted following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines (Suryadi, Komaini, et al., 2024).

Inclusion and Exclusion Criteria

The next step, the author conducts a data extraction stage, which refers to using the inclusion and exclusion criteria method to make the data more specific to the existing research variables (Ratih & Susanna, 2018). The following description of the use of the inclusion and exclusion criteria method can be seen in Table 2.

Table 2: Extraction criteria

Type	Inclusion	Exclusion
Article Type	Research article	Research reports (thesis, thesis, dissertation) and books
Year of publication	Last 10 years (2014-2024)	Under the last 10 years (< 2014)
Participation	Learners at school level	Students and public
Research variables	Prevention or minimization of bullying in students in the learning process (PE and Non-PE)	Prevention or minimization of bullying in general (school, community, group, other than students)
Scope of discussion	Physical education and non-physical education subjects	In general, outside the learning process of a subject
Validity	Has a DOI	Does not have a DOI
Outcome	Methods of preventing or minimizing bullying in students in the learning process of physical education learning subjects	

The qualification criteria in the table are set to ensure that the included studies have high relevance to the research focus, namely the prevention or minimization of bullying in the learning process, especially in physical education (PE) and non-PE subjects. The included articles must be research articles because empirical research provides more in-depth data and analysis compared to research reports such as theses or books which are often descriptive or conceptual in nature. The terms of publication, only studies within the last ten years (2014-2024) were included to ensure that the data and methods used are still relevant to the current context, while studies before 2014 occurred because they may be outdated or no longer in accordance with current developments in education and anti-bullying policies.

The participants in focus were school students because this study highlights bullying in the learning environment, not college students or the public who have different dynamics in their bullying experiences. In terms of research variables, only studies that discuss the prevention or minimization of bullying in the learning process were included, while studies that discuss bullying in general were excluded because they were less specific in examining interventions in the context of formal education. Likewise, the scope of the discussion focused on physical and non-physical education subjects to assess how the learning environment can affect bullying, while studies that were not related to the learning process were excluded so as not to deviate from the research objectives. The validity of the article was also taken into consideration by only including studies that had a DOI to ensure that the article had gone through a rigorous peer-review process, while articles without a DOI were excluded due to the potential lack of academic validity. The expected outcome of this study is a method of preventing or minimizing bullying in physical education learning, so studies that did not discuss the method or were outside the scope were not included.

In systematic review methodology, limiting the language of articles to a particular language such as English can cause language bias, which can reduce the validity and coverage of the data. Although some studies have shown that excluding non-English articles does not always change the main conclusions, evidence from other languages is still important in certain contexts. Therefore, guidelines such as Cochrane and JBI recommend that language restrictions should not be applied during searches, and if they are, they should be reported transparently. This approach helps maintain accuracy, expand data inclusion, and support research replication (Pieper & Puljak, 2021).

Procedure

In the search via Publish or Perish with the selected database type indexed by CrossRef, Google Scholar, and Scopus. Researchers found 2799 articles from crossref 996 articles, Goggle Scholar 1594 articles, and scopus 189 articles. The articles found were then processed and analyzed through several stages of filtering based on the inclusion and exclusion criteria method. First of all, researchers excluded 1043 articles because they did not come from journals or complete research results but there were articles from thesis research results, generic, and books. There were 1756 articles which were then excluded again 156 articles because they were published under 2014 or under the last 10 years and 161 articles were excluded again because they did not discuss bullying prevention in the study. There were 1436 articles that would be seen for the quality of their content, of which 584 articles were excluded because the participation or object in bullying prevention was not students at the school level and then 836 articles were also excluded from the remaining articles because the research variables and scope of discussion of bullying prevention in students in schools were not in the learning process of a physical education subject or other general subjects. From the screening of these articles, 16 articles were left behind which will again be seen for quality and get 6 articles

excluded again because they do not have DOI in their articles published in a journal. In the final stage, the researcher found 10 articles that met the requirements as a research sample and analyzed the entire content as research data. For more details regarding the screening process of existing articles until the final stage can be seen in Figure 1.

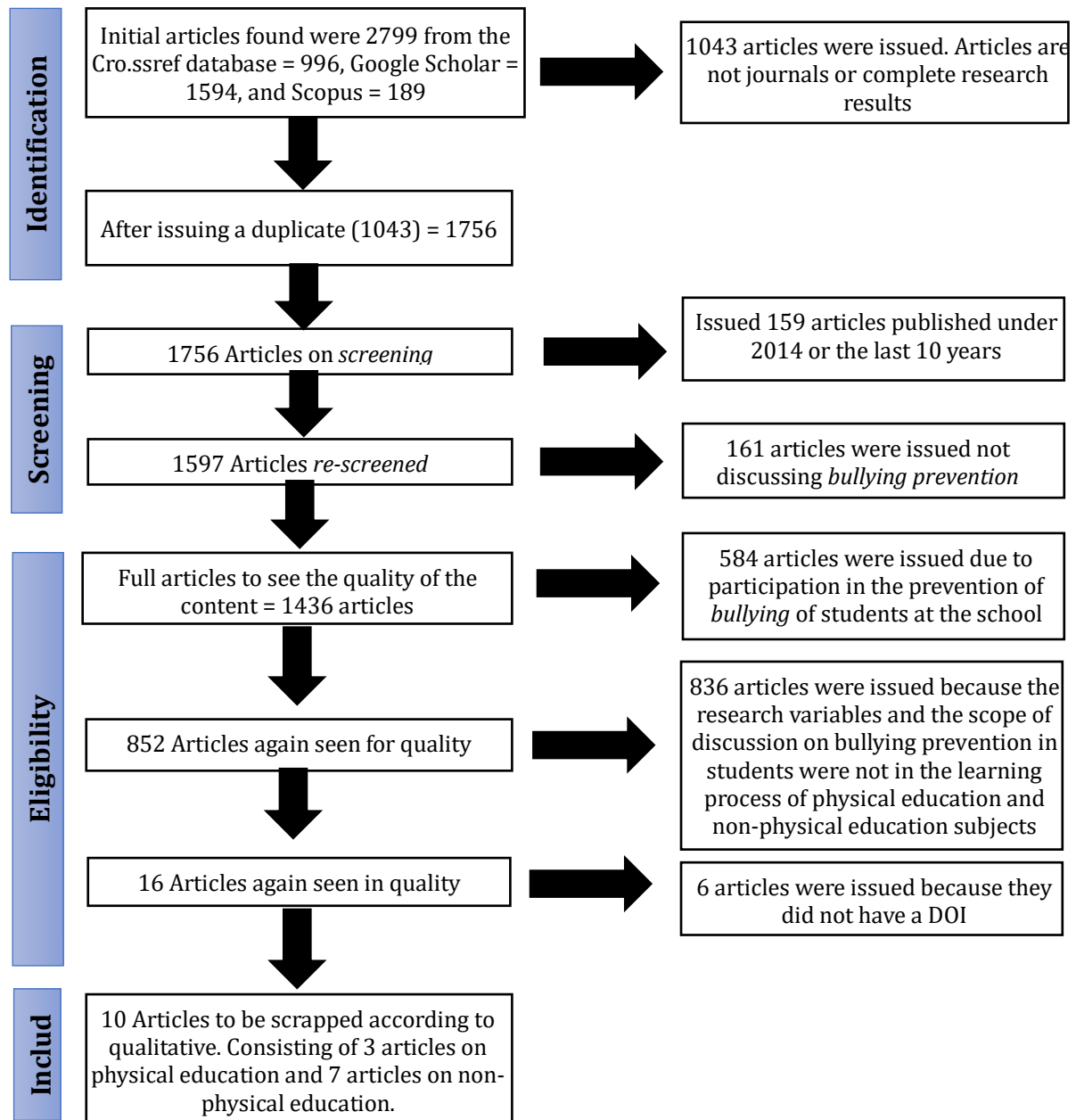


Figure 1. Prisma Flow Diagram

RESULTS AND DISCUSSION

Results

Based on the results of the selection and screening process through stages that refer to the inclusion and exclusion methods that have been made previously. Then the conclusion is that there are 10 (ten) articles that meet the criteria according to the existing provisions, with information on 3 articles in physical education subjects and 7 articles of other subjects or non-physical education. The description of the article review of the 10 articles obtained is described in Tables 3 and 4.

Table 3. Physical Education Subject Article Review

No	Author & Year	DOI	Prevention Methods	Research Results
1	(Benitez-Sillero et al., 2021)	https://doi.org/10.1080/17408989.2020.1799968	Cooperative work intervention program.	<ul style="list-style-type: none"> Bullying prevention programs in physical education classes are effective in reducing victims of bullying, cyberbullying and aggressive bullying. Although caution is needed in the conclusions, teachers can incorporate this program into the physical education curriculum to address social-emotional skills and reduce bullying. Cooperative work, particularly in the form of games in PE classes, is an effective fundamental work skill for bullying intervention. Research shows its benefits for both victims and perpetrators of bullying.
2	(Benítez-Sillero et al., 2020)	https://doi.org/10.22456/1982-8918.105169	Intervention program through cooperative methodology.	<ul style="list-style-type: none"> It was concluded from the evidence analysis that programs to prevent bullying and cyberbullying in schools need to incorporate several strategies and skills into the physical education curriculum. Highlighted methods include cooperative methodologies, teaching that motivates students to focus on the task, and teaching materials that address skills and factors that can protect students from bullying.
3	(Oliveira et al., 2017)	https://doi.org/10.7752/jpes.2017.03162	Cooperative Methods.	<ul style="list-style-type: none"> The data showed that three months of cooperative play reduced bullying rates. This suggests that cooperative games are effective for reducing bullying in schools and promoting positive behavior change in children. Schools, as the second most important environment for children after home, have an important role in implementing this program. Research proves the hypothesis that cooperative games can effectively reduce bullying in schools. These games are designed to avoid comparisons of performance and ability, as all players are involved and working together. This can reduce competition and possible hostility, allowing children of different ages and physical abilities to mix and integrate.

Table 4. Exposure of Review Articles for Non-Physical Education Subjects

No	Author & Year	DOI	Prevention Methods	Research Results
1	(Bakhtiar et al., 2023)	https://doi.org/10.59638/ash.v10i1	Approach with students through enlightenment and instillation of moral values and noble morals in learning.	<ul style="list-style-type: none"> Supporting factors for bullying prevention in schools. The first factor is instilling moral values in the learning process, which is the role of the Civics teacher. The second factor is cooperation between school members. If a teacher sees bullying, they must report it to Guidance And Counseling for guidance and advice. Factors that can help prevent bullying behavior from occurring are because it has become a habit and because families believe that bullying behavior is just a joke without realizing what impact it can have on victims of bullying.
2	(AzAulia zahra et al., 2024)	https://doi.org/10.61132/nakul.a.v2i1.360	Through teaching Islamic values and moral perspectives	<ul style="list-style-type: none"> Islamic Religious Education teachers can help build students' character by instilling principles such as justice, tolerance and compassion. They can also help students cultivate a sense of empathy and teach them the importance of respecting others. Islamic Religious Education teachers work with schools to spread the moral and ethical messages of Islam to shape student character and prevent bullying.
3	(Prastowo & Setyowati, 2022)	http://dx.doi.org/10.55403/hikmah.v11i1	Formation of the "Team Cyber Safe" Team and the application of learning models to shape students' nation and character	<ul style="list-style-type: none"> The formation of the team as a social control to prevent cyberbullying cases is well implemented with which the learning process instills Pancasila values in the current globalization as a student experience. Through the communication formed from the program, students are more vigilant and aware of the adverse effects of real cyberbullying.

No	Author & Year	DOI	Prevention Methods	Research Results
			building.	<ul style="list-style-type: none"> There are several obstacles in the implementation of "team cyber safe" such as team members neglecting to carry out the task of collecting reports or attending training. Which reports are important as material for evaluating the team's progress.
4	(Fitriana Zakaria, 2016)	http://dx.doi.org/10.17509/jpis.v25i1.3675	Developing prosocial behavior through cooperative learning model NHT (number head together) and STAD (student teams achievement divisions).	<ul style="list-style-type: none"> Some elements of prosocial behavior, such as cooperating, helping, sharing, and sacrificing, are developed through the application of cooperative learning models. In their efforts to reduce bullying behaviors that occur among their students, social studies teachers have been able to use parts of the social studies curriculum, especially the material on social deviance, to provide an understanding and direct connection to bullying behaviors, especially encouraging students' attitudes and behaviors to prevent and control bullying behaviors that occur. Social studies teachers have used the role playing model of value clarification learning to increase their social sensitivity.
5	(Sari & Muslihah, 2020)	http://dx.doi.org/10.32678/qathruna.v7i1.3140	Spiritual psychology approach through instilling values and counseling.	<ul style="list-style-type: none"> The role of Islamic Religious Education teachers in dealing with cases of bullying; 1) instilling Islamic values in students so that they become people who are morally good; and 2) acting as advisors for students. Islamic Religious Education teachers provide direction and understanding of character through religious education. The results showed that Islamic Religious Education teacher therapy had a positive effect on the attitudes and mental problems of students. Differences in the approach to handling bullying cases of Islamic Religious Education and Guidance And Counseling teachers: 1) Islamic Religious Education teachers help students with a spiritual psychology approach, 2) Guidance And Counseling teachers handle students comprehensively with a psychopedagogic approach.
6	(Haris & Herlina, 2023)	https://doi.org/10.31969/educandum.v9i1	Providing moral messages	<ul style="list-style-type: none"> To prevent bullying, Islamic Religious Education teachers teach students about how to behave well towards knowledgeable people, respect others, give positive punishments that do not make students depressed, and communicate more often with students and their parents.
7	(Marzuenda et al., 2022)	https://dx.doi.org/10.55403/hikmah.v11i1	Embedding character education through advising, building awareness and understanding	<ul style="list-style-type: none"> The role of Islamic Religious Education teachers towards bullying in students is as a person who guides, gives advice, and fosters students to overcome bullying cases and minimize the level of bullying in schools. Teachers must also be able to shape students' personalities and build positive relationships with their students, and they must also be aware of acts of violence committed by their students. Thus, Islamic Religious Education teachers play a very active role in combating bullying.

Discussion

Based on the results of the research described above, there are three articles that meet the criteria and examine bullying prevention in physical education subjects in schools. The following is the outcome of the review of three relevant articles in physical education subjects as outlined in Table 5.

Table 5. Outcome of the Review of Bullying Prevention Articles in Physical Education Subjects

No.	Bullying Prevention		Article	
	Methods	Type	Author	Subjects
1	Cooperative work intervention program	Learning Model	(Benitez-Sillero et al., 2021)	PE
2	Intervention program through cooperative	Learning Model	(Benítez-Sillero et al., 2020)	PE

	methodology			
3	Cooperative Method	Learning Model	(Oliveira et al., 2017)	PE

Based on the table above, it shows that there are three articles that lead to the prevention of bullying in physical education learning. This also shows that there are still few studies that conduct bullying prevention research within the scope of learning activities, especially physical education subjects. From the three articles that have been reviewed, it can be seen that there are similarities in the bullying prevention methods used are cooperative. The methods used in learning such as various types of learning models that direct students to group and have social interactions among students. In the research article [Benitez-Sillero et al. \(2021\)](#) it is known that intervention programs using cooperative work in physical education classes are effective in reducing victims and levels of bullying and cyberbullying. In the research article [Benítez-Sillero et al. \(2020\)](#) it is known that intervention programs through cooperative methodology as the most widely used method in preventing bullying behavior. Then, in the article [Oliveira et al. \(2017\)](#) it is known that cooperative methods in games in physical education tend to reduce bullying such as bullying in schools.s

However, there are differences from these three studies, namely in research [Benitez-Sillero et al. \(2021\)](#) and [Oliveira et al. \(2017\)](#) used cooperative methods in the form of games in physical education. Mesanwhile, in research [Benítez-Sillero et al. \(2020\)](#) recommended that of the many methods the most relevant in the physical education curriculum is the cooperative methodology without stating the cooperative form used. In the study [Benitez-Sillero et al. \(2021\)](#) and [Benítez-Sillero et al. \(2020\)](#) mentioned that cooperative methods can prevent bullying and cyberbullying. Meanwhile, in research [Oliveira et al. \(2017\)](#) only mentioned that cooperative methods tend to reduce bullying cases. From the existing differences, it can be concluded that cooperative methods can prevent or reduce students' bullying and cyberbullying behavior in physical education learning at school.

Based on the existing descriptions of the three articles examined in more depth, there are differences and similarities that have been described. Although there is a fact that bullying prevention in physical education subjects is still not as prevalent as evidenced by the fact that there are only three articles that conduct bullying prevention research with certain methods. However, the author provides a conclusion that the cooperative method can prevent and reduce students' bullying behavior in physical education subject learning based on the results of research conducted by the three articles found. The cooperative method directs to work together in a learning group in learning activities where there is a social interaction between students ([Oliveira et al., 2017](#)). This makes the prevention of bullying behavior in the physical education learning process at school, which has been proven by using cooperative methods to effectively prevent or minimize bullying behavior during the learning process with cooperative forms of work and games. However, in supporting the prevention and minimization of bullying in the learning process, control of the implementation of these methods from educators or teachers needs to be carried out at all times during the learning process so that the interactions that occur do not lead to bullying attitudes between students in groups or between groups.

Bullying Prevention in Non-Physical Education Subjects at School. Based on the research results described above, there are seven articles that meet the criteria and examine bullying prevention in subjects other than physical education in schools or other general subjects. The following is the outcome of the review of seven relevant articles in subjects other than physical education as outlined in Table 6.

Table 6. Outcome of the Review of Bullying Prevention Articles in Non-Physical Education Subjects

No	Bullying Prevention		Article		Subjects
	Methods	Type	Author	Doi	
1	Approaches to cultivating moral values and noble character	Affective values	(Bakhtiar et al., 2023)	https://doi.org/10.59638/ash.v10i1	Pancasila and Civic Education
2	Through teaching Islamic values and moral perspectives	Affective values	(AzAulia zahra et al., 2024)	https://doi.org/10.61132/nakula.v2i1.360	Islamic Religious Education
3	Formation of "Team Cyber Safe" Team and Implementation of learning models to form nation and character bulding students	Collaboration of learning models and affective values	(Prastowo & Setyowati, 2022)	http://dx.doi.org/10.55403/hikmah.v11i1	Pancasila and Civic Education
4	Developing prosocial behavior through cooperative learning model NHT (number head together) and STAD (student teams achievement divisions).	Learning model	(Fitriana Zakaria, 2016)	http://dx.doi.org/10.17509/jpis.v25i1.3675	Social Studies
5	Spiritual psychology approach through values cultivation and counseling	Affective values	(Sari & Muslihah, 2020)	http://dx.doi.org/10.32678/qathruna.v7i1.3140	Islamic Religious Education
6	Providing moral messages	Affective values	(Haris & Herlina, 2023)	https://doi.org/10.31969/educandum.v9i1	Islamic Religious Education
7	Embedding character education through advising, building awareness and understanding	Affective values	(Marzuenda et al., 2022)	https://dx.doi.org/10.55403/hikmah.v11i1	Islamic Religious Education

Based on the table above, it shows that there are seven articles that lead to bullying prevention in learning subjects other than physical education at school. Islamic religious education subjects have four articles, Pancasila and civic education subjects have two articles, and social science education subjects have one article. This shows that there are only three subjects other than physical education that conduct a research study on bullying prevention in learning a subject at school.

Of the seven articles found, there are five articles that have a significant similarity in preventing bullying in learning, namely using the affective values method. In the research [Bakhtiar et al. \(2023\)](#) uses the method "the approach of instilling moral values and noble morals", which has been effectively carried out in Pancasila and Civic Education subjects for the prevention of bullying behaviour even though there are still inhibiting factors in the form of habits and the assumption that bullying is just a joke but has a significant impact. Research [Azzahra et al. \(2024\)](#) Prevention is carried out using the method of

“Teaching Islamic values and moral perspectives,” which has been carried out by Islamic Religious Education teachers to shape student character to build a sense of empathy and teach respect for others as a way of understanding so as not to commit acts of bullying at school. Research [Sari and Muslihah \(2020\)](#) use the method of “spiritual psychology approach through instilling values and counselling” in Islamic Religious Education subjects to deal with bullying cases, which through this method has an effect on the development of students’ attitudes and mentality. Research [Haris and Herlina \(2023\)](#) use the method of “giving moral messages” in Islamic Religious Education subjects as a form of preventing bullying against students by teaching the importance of morals towards others and also communicating well with students and parents, which has an effect on student behaviour. Research by [Marzuenda et al. \(2022\)](#) focusses on the prevention process using the method of “instilling character education through advising, building awareness, and understanding” in Islamic Religious Education subjects; in this context, the teacher’s role is crucial for fostering students to minimise bullying and build positive relationships among them during the learning process.

Of the five articles, in contrast to the remaining two articles out of the seven articles found, namely conducting prevention in research [Prastowo and Setyowati \(2022\)](#) by using the method of “forming a “cyber safe team” team and implementing a learning model to form nation and character bulding students” as a form of collaboration method of affective values and learning models, the method is well implemented as a prevention of bullying by instilling Pancasila values in Civics subjects and making students aware and aware of the adverse effects of cyberbullying that occurs. As for the research [Zakaria \(2016\)](#) prevention through the application of learning models is more precisely “developing prosocial behavior through cooperative learning models NHT (number head together) and STAD (student teams achievement divisions)” in social studies subjects, where cooperative learning models are carried out to develop prosocial behavior such as cooperation, helping, sharing, and willing to sacrifice as a form of *menguraingi* bullying behavior that occurs among students.

Based on this description, the author gives the view that the prevention of bullying in non-physical education subjects is more carried out using the provision or instilling affective values such as values in Islamic religion and Pancasila values to students in the learning process at school and which are more dominantly carried out in Islamic religious education and Pancasila and civic education subjects. However, there are findings that subject teachers collaborate to prevent and minimize bullying with counseling guidance teachers as evidenced in research ([Azzahra et al., 2024](#); [Bakhtiar et al., 2023](#); [Sari & Muslihah, 2020](#)), the counseling teacher acts as a process with a psychopedagogic approach which starts from identifying the cause of the case, making a plan of assistance, treatment, and until follow-up. This collaboration can be seen that subject teachers carry out a prevention method through planned methods and counseling teachers as advisors and provide actions for perpetrators and victims of bullying at school. As for when associated with learning models, there are research findings using cooperative learning models of the NHT and STAD types in preventing or overcoming and minimizing bullying in a lesson ([Zakaria, 2016](#)).

Based on an analytical study of ten articles reviewed with three articles in physical education variables and seven non-physical education articles, the author makes a statement that the form of bullying prevention in learning a subject at school is in the form of applying learning models and instilling affective values that are relevant to the subject being taught. In physical education subjects, the dominant use of cooperative methods in overcoming and preventing bullying and cyberbullying in students at school with cooperative forms in games or just as a general methodology. Meanwhile, in non-physical education subjects, prevention is more dominant using the application and

cultivation of affective values in the learning process, such as Islamic values and Pancasila values, which are realised in pancasila and civic education and pancasila and civic education subjects and collaborated in relevant learning models such as NHT and STAD cooperatives in shaping student character.

From these conclusions from the study of physical education subjects and other general subjects, there are clear differences and similarities, namely the form of prevention and methods of prevention and minimization of bullying that differ between physical education subjects and other general subjects. A clear form of difference based on the review of articles found that in physical education it is more dominant to use cooperative methods in the learning process, and in other general lessons such as pancasila and civic education, pancasila and civic education, and social studies, they more dominantly emphasise fostering and applying affective values such as values taught in religion and Pancasila values in forming students with character. The clear similarities are in the form of prevention and minimisation methods directing students to interact socially among friends and between groups, which are also found in non-physical education subjects using cooperative methods in the learning process.

This makes the author provide a recommendation to use the method of a cooperative learning model in preventing bullying in physical education subjects. While in non-physical education subjects, the author recommends using the method of instilling affective values in the form of Islamic values and Pancasila to students as well as the application of NHT and STAD cooperative learning models in the learning process.

When compared based on the results of the article review in the variable of bullying prevention in physical education subjects and non-physical education or general subjects, the author recommends a method of preventing bullying in students by using cooperative learning models of the NHT and STAD types or both models are integrated into one complete model and added to foster and instill affective values to shape student character.

As well as if associated with the results of research [Wibowo et al. \(2022\)](#) on the prevention of bullying in grade IV elementary schools, there are similarities with the results of the research conducted by the author, which uses a cooperative learning model in the prevention of bullying in schools that is recommended in a lesson, but uses a jigsaw type cooperative model and learning media using videos, the results of which can improve the learning process of students in the classroom and prevent bullying. Because with the jigsaw technique, students become more active both individually and in groups due to the interaction between students such as respect. With research [Van Ryzin and Roseth \(2018\)](#) has similarities with the results of the author's research study with a form of prevention and reducing victims and bullying in rural high schools in the Pacific Northwest with cooperative learning methods, where the results of the study show that cooperative learning not only improves academic achievement but also reduces bullying, victimization, and stress among marginalized students and reduces emotional problems and increases interrelationships with fellow students. Based on this description of the results of the analysis of research articles and associated with the results of research relevant to bullying prevention variables, the conclusion is a recommendation that becomes a major finding that becomes the novelty of this article in preventing bullying in physical education and non-physical education subjects based on the review of articles conducted.

The findings of this review article have an implication that bullying is a dangerous behavior, especially in the realm of education in schools and is proven to require basic and relevant prevention so that students feel safe and peaceful which makes the learning

process more effective and efficient in a subject and makes the foundation of students in a broader environment not just a classroom environment in terms of bullying. Learning a subject not only teaches knowledge and skills that become students' provisions, but also the need to instill student character in social interactions so that the affective domain is always controlled and grown in students as a provision for students in the future.

Recommendations from the results of the research study of the review article addressed to readers or further researchers are that bullying prevention carried out in physical education learning is still very limited and there is still a need for more in-depth and further research related to bullying prevention. Basically, bullying is a universal problem that needs more attention because the impact that occurs is very complex. This makes a great opportunity for researchers where the results of the review article can be a strong basis for research development ideas.

CONCLUSION

This review highlights that bullying prevention efforts have been implemented in both physical education and non-physical education subjects. In physical education, cooperative learning models are identified as effective strategies to minimize bullying. Meanwhile, in subjects such as Civics, Islamic Education, and Social Studies, prevention is carried out through the cultivation of affective values—particularly Islamic and Pancasila values—as well as the application of cooperative models such as NHT, STAD, and Jigsaw. However, research addressing bullying prevention within specific subjects, especially in the context of physical education, remains limited.

Overall, this study underscores that bullying is a harmful behavior in educational settings that requires structured and continuous prevention strategies to foster a safe learning environment. Beyond knowledge and skills acquisition, education must also prioritize the development of students' affective and social domains to strengthen positive character and interactions. Future research is strongly recommended to further explore and expand strategies for preventing bullying in physical education and other subjects, as bullying remains a universal issue with far-reaching consequences for student well-being and learning outcomes.

ACKNOWLEDGEMENTS

The authors declare no specific funding or institutional support for this research. All contributions are the result of the authors' independent efforts.

CONFLICT OF INTEREST

The authors declare no conflicts of interest related to the reported research.

REFERENCES

- Akbar, A. M., Rahmadi, & Warni, H. (2024). Deviant Behavior Bullying in Physical Education Muhammad. *MULTILATERAL: Jurnal Pendidikan Jasmani dan Olahraga*, 23(4), 104–109. <http://dx.doi.org/10.20527/multilateral.v23i4.20893>
- Andrews, N. C. Z., Cillessen, A. H. N., Craig, W., Dane, A. V., & Volk, A. A. (2023). Bullying and the Abuse of Power. *International Journal of Bullying Prevention*, 5(3), 261–270. <https://doi.org/10.1007/s42380-023-00170-0>
- Azzahra, A., Andini, W., Marlia, A., Khasanah, A. M., Sabrila, A. A., Safitri, M., Wahyuni, A. E., & Ferdiansyah, M. R. (2024). Peran Guru BK dan PAI Dalam Menyikapi Kasus Bullying di SMPN 08 Palembang. *Jurnal Nakula: Pusat Ilmu Pendidikan, Bahasa, dan Ilmu Sosial*, 2(1), 41–53. <https://doi.org/10.61132/nakula.v2i1.360>

- Bakhtiar, Gani, A. W., & Rahmayanti, S. N. (2023). Pencegahan Perilaku Bullying melalui Pembelajaran PPKn pada SMKN 3 Takalar. *Ash-Shahabah : Jurnal Pendidikan dan Studi Islam*, 9(1), 96–103. <https://doi.org/10.59638/ash.v10i1>
- Benítez-Sillero, J. D., Córdoba-Alcaide, F., Moyano, M., Rodríguez-Hidalgo, A. J., & Calmaestra, J. (2020). Prevention and Educational Intervention on Bullying: Physical Education As an Opportunity. *Movimento*, 26(v), 1–12. <https://doi.org/10.22456/1982-8918.105169>
- Benitez-Sillero, J. D., Corredor-Corredor, D., Córdoba-Alcaide, F., & Calmaestra, J. (2021). Intervention Programme to Prevent Bullying in Adolescents in Physical Education Classes (PREBULLPE): A Quasi-Experimental Study. *Physical Education and Sport Pedagogy*, 26(1), 36–50. <https://doi.org/10.1080/17408989.2020.1799968>
- Fadillah, M., Mashud, & Arifin, S. (2024). Bullying Behavior of Muhammadiyah 1 Banjarbaru Students in Physical Education Subjects. *MULTILATERAL: Jurnal Pendidikan Jasmani dan Olahraga*, 23(4), 185–196. <http://dx.doi.org/10.20527/multilateral.v23i4.20919>
- Haris, A., & Herlina. (2023). Peran Guru Pendidikan Agama Islam dalam Mengatasi Perilaku Bullying di SMPN 2 Takalar. *Educandum*, 9(4), 43–52. <https://doi.org/10.31969/educandum.v9i1>
- Herman, Fikri, M., & Purwaty. (2023). Exploration of Mental Health in Children Victims of Bullying. *Journal of Health and Nutrition Research*, 2(1), 21–26. <https://doi.org/10.56303/jhnresearch.v2i1.89>
- Hwang, J. Y. (2025). The Effects of Childhood Trauma on Bullying-Mental Health. *International Journal of Multidisciplinary Research Updates*, 9(1), 001–012. <https://doi.org/10.53430/ijmru.2025.9.1.0018>
- Jimenez-barbero, J. A., Jimenez-loaisa, A., Gonzalez-cutre, D., Betran-carrillo, vicente J., Llor-zaragoza, L., & Ruiz-hernandez, J. A. (2020). Physical Education and School Bullying: A Systematic Review. *Physical Education and Sport Pedagogy*, 25(1), 70–100. <https://doi.org/10.1080/17408989.2019.1688775>
- Karisma, N., Rofiah, A., Afifah, S. N., & Manik, Y. M. (2024). Kesehatan Mental Remaja dan Tren Bunuh Diri: Peran Masyarakat Mengatasi Kasus Bullying di Indonesia. *Edu Cendikia: Jurnal Ilmiah Kependidikan*, 3(03), 560–567. <https://doi.org/10.47709/educendikia.v3i03.3439>
- Koyanagi, A., Oh, H., Carvalho, A. F., Smith, L., Haro, J. M., Vancampfort, D., Stubbs, B., & DeVylder, J. E. (2019). Bullying Victimization and Suicide Attempt among Adolescents Aged 12–15 Years from 48 Countries. *Journal of the American Academy of Child and Adolescent Psychiatry*, 58(9), 907–918.e4. <https://doi.org/10.1016/j.jaac.2018.10.018>
- Kuettel, A., & Larsen, C. H. (2020). Risk and Protective Factors for Mental Health in Elite Athletes: A Scoping Review. *International Review of Sport and Exercise Psychology*, 13(1), 231–265. <https://doi.org/10.1080/1750984X.2019.1689574>
- Kumar, M. S., & Kumar, F. A. (2023). Provisions of Safe, Secure and Conducive Learning Environment in Schools. *International Journal of Indian Psychology*, 11(3), 2–7. <https://doi.org/10.25215/1103.340>

- Lissitsa, S., & Kagan, M. (2024). The Enduring Echoes of Juvenile Bullying: The Role of Self-Esteem and Loneliness in the Relationship between Bullying and Social Media Addiction Across Generations X, Y, Z. *Frontiers in Psychology*, 15(August), 1–14. <https://doi.org/10.3389/fpsyg.2024.1446000>
- Marhaely, S., Purwanto, A., Aini, R. N., Asyanti, S. D., Sarjan, W., & Paramita, P. (2024). Literatur Review: Model Edukasi Upaya Pencegahan Bullying untuk Sekolah. 2024, 5(1), 826–834. <https://doi.org/10.31004/jkt.v5i1.25398>
- Mary, E., & Antony, A. (2022). Framing Childhood Resilience Through Bronfenbrenner's Ecological Systems Theory: A Discussion Paper. *Cambridge Educational Research E-Journal* |, 9, 2022. <https://doi.org/https://doi.org/10.17863/CAM.90564>
- Marzuenda, Asmarika, Deprizon, Wismanto, & Syafitri, R. (2022). Strategi Guru Pendidikan Agama Islam Dalam Meningkatkan Prestasi Belajar Peserta Didik Berbasis Strategi Discovery Learning. *Jurnal Pendidikan Islam*, 11(1), 204–226. <https://doi.org/10.55403/hikmah.v11i1>
- Mu'awanah, R., & Ashari, M. Y. (2024). Evaluasi BNSP dalam Penanganan Kasus Bullying di Sekolah. *Islamic Learning Journal*, 2(2), 423. <https://doi.org/10.54437/iljislamiclearningjournal.v2i2.1525>
- Ni'mah, Z. (2024). Habituaasi Toleransi sebagai Upaya Memperkuat Pendidikan Anti Bullying di Sekolah. *Peradaban Journal of Interdisciplinary Educational Research*, 2(1), 22–39. <https://doi.org/10.59001/pjier.v2i1.143>
- Oktaviani, D., & Ramadan, Z. H. (2023). Analisis Dampak Bullying Terhadap Psikologi Siswa Sekolah Dasar. *Jurnal Education*, 9(3), 1245–1251. <https://doi.org/10.31949/educatio.v9i3.5400>
- Oliveira, L. S., Oliveira, W. R., Filho, J. J., Borges, C. J., Oliveira, G. L. De, Oliveira, T. A., Silva, V. F. Da, & Valentim-Silva, J. R. (2017). Cooperative Games as a Pedagogical Strategy to Decrease Bullying in Physical Education: Notable Changes in Behavior Cooperative Games as a Pedagogical Strategy for Decreasing Bullying in Physical Education: Notable Changes in Behavior. *Journal of Physical Education and Sport*, 17(3), 1054–1060. <https://doi.org/10.7752/jpes.2017.03162>
- Pieper, D., & Puljak, L. (2021). Language Restrictions in Systematic Reviews Should Not Be Imposed in the Search Strategy but in the Eligibility Criteria if Necessary. *Journal of Clinical Epidemiology*, 132, 146–147. <https://doi.org/10.1016/j.jclinepi.2020.12.027>
- Prastiti, J. P., & Anshori, I. (2023). Efek Sosial dan Psikologis Perilaku Bullying terhadap Korban. *Jurnal Sains Sosio Humaniora*, 7(1), 69–77. <https://doi.org/10.22437/jssh.v7i1.23163>
- Prastowo, D. S., & Setyowati, R. N. (2022). Strategi Guru Pendidikan Pancasila dan Kewarganegaraan (PPKn) dalam Mencegah Cyberbullying di SMA Negeri 1 Sidoarjo. *Kajian Moral dan Kewarganegaraan*, 11(1), 206–221. <https://doi.org/10.26740/kmkn.v11n1.p206-221>
- Rahmawati, I. 2017. Identifikasi Perilaku Sosial dalam Pembelajaran Penjasorkes Pada Siswa Kelas III SD Negeri Minomartani 1 Kabupaten Sleman. [Skripsi]. Yogyakarta: Universitas Negeri Yogyakarta
- Ratih, S. P., & Susanna, D. (2018). Perceived Effectiveness of Pictorial Health Warnings on

- Changes in Smoking Behaviour in Asia: A Literature Review. *BMC Public Health*, 18(1), 1–16. <https://doi.org/10.1186/s12889-018-6072-7>
- Rico-gonzalez, M., Martinez-merino, N., Ardigo, L. P., & Goth, U. S. (2025). Using Physical Education Interventions to Prevent Bullying at School: A Systematic Review. *Journal of Research in Childhood Education*, 39(1), 12150. <https://doi.org/10.1080/02568543.2024.2369138>
- Rizqi, H., Inayati, H., Studi, P., Ners, P., & Wiraraja, U. (2019). Dampak Psikologis Bullying pada Remaja. *Wiraraja Medika: Jurnal Kesehatan*, 9(1), 31–35. <https://doi.org/10.24929/fik.v9i1.694>
- Sağın, A. E., Uğraş, S., & Güllü, M. (2022). Bullying in Physical Education: Awareness of Physical Education Teachers. *Physical Culture and Sport, Studies and Research*, 95(1), 40–53. <https://doi.org/10.2478/pcssr-2022-0010>
- Sari, A., & Muslihah, E. (2020). Peran Guru Pendidikan Agama Islam dan Bimbingan Konseling dalam Menangani Kasus Bullying. *Qathrunâ*, 7(1), 83–102. <https://doi.org/10.32678/qathruna.v7i1.3140>
- Setiani, A. P., Hidayah, L. N., Insan, U., & Utomo, B. (2024). Dampak Bullying Terhadap Kesehatan Psikologis Siswa. *Liberosis: Jurnal Psikologi dan Bimbingan Konseling*, 2(1), 41–50. <https://doi.org/10.3287/ljpGuidance and Counseling.v1i1.325>
- Sinclair, H. C., Wilson, K. J., & Stubbs-Richardson, M. (2022). Editorial: Advances in Youth Bullying Research. *Frontiers in Psychology*, 13(June), 1–3. <https://doi.org/10.3389/fpsyg.2022.860887>
- Soihae, K., & Waikhuntod, S. (2024). Operations Regarding Safe Educational Institutions of Educational Institutions under the Jurisdiction of the Saraburi Primary Educational Service Area Office 2. *Interdisciplinary Academic and Research Jurnal*, 4(5), 975–992. <https://doi.org/10.60027/iarj.2024.276412>
- Suryadi, D., Komaini, A., Suganda, M. A., Rubiyatno, R., Faridah, E., Fauzan, L. A., Fauziah, E., Putra, M. E., & Ayubi, N. (2024). Sports Health in Older Age: Prevalence and Risk Factors-Systematic Review. *Retos*, 53, 390–399. <https://doi.org/10.47197/retos.v53.102654>
- Suryadi, D., Nasrulloh, A., Haryanto, J., Samodra, Y. T. J., Wati, I. D. P., Suganda, M. A., Nugroho, S., Dafun Jr, P. B., Kushartanti, B. M. W., & Fauziah, E. (2024). What are physical exercise interventions in older age? Literature review for physical and cognitive function. *Pedagogy of Physical Culture and Sports*, 28(3 SE-Articles), 201–212.
- Suryadi, D., Nasrulloh, A., Yanti, N., Ramli, R., Fauzan, L. A., Kushartanti, B. W., Sumaryanti, S., Suhartini, B., Budayati, E. S., Arovah, N. I., Mashud, M., Suganda, M. A., Sumaryanto, S., Sutapa, P., Abdullah, N. M. bin, & Fauziah, E. (2024). Stimulation of motor skills through game models in early childhood and elementary school students: systematic review in Indonesia. *Retos*, 51, 1255–1261. <https://doi.org/10.47197/retos.v51.101743>
- Suryadi, D., Okilanda, A., Nofrizal, D., Anggara Suganda, M., Tulyakul, S., Ahmed, M., Hussain, I., Nasrulloh, A., Juni Samodra, Y. T., Puspita Wati, I. D., & Herdiyana Bastian, R. (2024). How does cooperative learning work with students? Literature review in physical education. *Retos*, 55, 527–535. <https://doi.org/10.47197/retos.v55.105256>

- Suryadi, D., Susanto, N., Faridah, E., Wahidi, R., Samodra, Y. T. J., Nasrulloh, A., Suganda, M. A., Wati, I. D. P., Sinulingga, A., Arovah, N. I., & Dewantara, J. (2024). Exercise for health in old age: Comprehensive review examining the benefits and efficacy of interventions. *Retos*, 55(SE-Revisiones teóricas, sistemáticas y/o metaanálisis), 88–98. <https://doi.org/10.47197/retos.v55.103771>
- Van Ryzin, M. J., & Roseth, C. J. (2018). Cooperative Learning in Middle School: A Means to Improve Peer Relations and Reduce Victimization, Bullying, and Related Outcome. *Journal of Educational Psychology*, 100(8), 1192–1201. <https://doi.org/10.1037/edu0000265>
- Wahyuni, I. W., & Azwar, S. (2022). Fostering Tolerance in Early Childhood in Islamic Perspectives and Social Learning Theory. *JECED: Journal of Early Childhood Education and Development*, 4(1), 1–24. <https://doi.org/10.15642/jeced.v4i1.1676>
- Wahyuningsih, S., Supriyatno, Tafiati, H., Syaifuddin, M. A., Sukei, D. A., Sumarsono, Rahma, A. N., & Arlym, R. U. (2021). *Stop Perundungan/Bullying Yuk*. In Direktorat Sekolah Dasar.
- Wang, Y. J., & Chen, I. H. (2023). A Multilevel Analysis of Factors Influencing School Bullying in 15-Year-Old Students. *Children*, 10(4), 1–23. <https://doi.org/10.3390/children10040653>
- Wei, M., & Graber, K. C. (2023). Bullying and Physical Education : A Scoping Review. *Kinesiology Review*, 12(3), 217–234. <https://doi.org/10.1123/kr.2022-0031>
- Wibowo, A., William, R. F., & Kacimaiai, P. (2022). The Implementation of Jigsaw Learning Model in Prevention of Bullying in Fourth Grade Students. *Elementary Educational Journal*, 1(2), 94–103. <https://doi.org/10.53088/eej.v1i2.294>
- Widyastuti, W., & Soesanto, E. (2023). Analisis Kasus Bullying pada Anak. *Capitalis: Journal of Social Sciences*, 1(1), 142–154.
- Wulandari, H., & Afifah, J. N. (2023). Bullying Hingga Kekerasan, Masa Depan Anak Usia Dini Mulai Terancam. *Jurnal Ilmiah Wahana Pendidikan*, 9(16), 325–336. <https://doi.org/10.5281/zenodo.8242146>
- Yevtushenko, N., & Tverdokhliebova, N. (2024). Integration of Personal Safety in Students Training on the Specialty “Civil Safety” at Technical Institutions of Higher Education. *Educational Challenges*, 29(2), 426–437. <https://doi.org/10.34142/2709-7986.2024.29.2.29>
- Zakaria, A. F. (2016). Studi Tentang Upaya Guru IPS dalam Mengembangkan Perilaku Prososial dan Mengurangi Perilaku Bullying Siswa di SMP. *Jurnal Pendidikan Ilmu Sosial*, 25(1), 117-124. <https://doi.org/10.17509/jpis.v25i1.3675>