

SCHOOL BULLYING, PSYCHOLOGICAL DISTRESS, AND ACADEMIC FUNCTIONING IN ADOLESCENTS: A SYSTEMATIC REVIEW OF EVIDENCE AND INTERVENTION APPROACHES

Kristanty Randa Arung¹

¹Universitas Megabuan Palopo

Email: kristantyarung@gmail.com

ABSTRAK

Pendahuluan: Perundungan di sekolah merupakan masalah kesehatan mental yang memengaruhi prestasi akademik dan kesejahteraan psikologis remaja. Baik korban maupun pelaku perundungan sering mengalami tekanan emosional, yang dapat menyebabkan perilaku berbahaya. **Metode:** Studi ini menggunakan metode Tinjauan Literatur Sistematis (SLR) dengan pedoman PRISMA. Pencarian literatur dilakukan dari Oktober hingga Desember 2025 melalui basis data jurnal internasional menggunakan kata kunci yang berkaitan dengan perundungan, kesehatan mental remaja, CBT, dan intervensi berbasis sekolah. Terdapat 200 artikel yang diidentifikasi, 35 artikel memenuhi kriteria inklusi dan dianalisis secara kualitatif. Desain penelitian yang ditinjau meliputi kuantitatif, longitudinal, kuasi-eksperimental, meta-analisis, tinjauan sistematis, dan protokol uji coba terkontrol secara acak. **Hasil:** Perundungan berdampak negatif pada motivasi belajar, fokus, dan keterlibatan akademik serta sangat terkait dengan tingkat kecemasan, depresi, gangguan perilaku, perilaku melukai diri sendiri, dan pikiran bunuh diri yang lebih tinggi. Terapi berbasis CBT secara efektif meningkatkan kontrol emosional, efikasi diri, ketegasan, dan kemampuan mengatasi masalah siswa. Dengan mengubah budaya institusional dan norma sosial, strategi seluruh sekolah telah berhasil dalam menumbuhkan lingkungan belajar yang aman dan mendukung. **Kesimpulan:** Perundungan adalah masalah kesehatan mental dan pendidikan yang saling terkait. Integrasi intervensi individual berbasis CBT dan intervensi berbasis sekolah melalui pendekatan seluruh sekolah telah menunjukkan dampak yang lebih luas untuk menciptakan lingkungan pendidikan yang aman dan mendukung.

Kata Kunci: Perundungan, Kesehatan Mental Remaja, Prestasi Akademik, CBT, Pendekatan Seluruh Sekolah.

ABSTRACT

Introduction: School bullying is a mental health problem that affects academic achievement and psychological well-being of adolescents. Both victims and perpetrators of bullying often experience emotional distress, which can lead to harmful behavior. Methods: This study used a Systematic Literature Review (SLR) method with PRISMA guidelines. A literature search was conducted from October to December 2025 through international journal databases using keywords related to bullying, adolescent mental health, CBT, and school-based interventions. A total of 200 articles were identified, 35 of which met the inclusion criteria and were analyzed qualitatively. The research designs analyzed included quantitative, longitudinal, quasi-experimental, meta-analyses, systematic observational, and randomized controlled trial protocols. Results: Bullying negatively impacts learning motivation, focus, and academic engagement and is strongly associated with higher levels of anxiety, depression, conduct disorder, self-injurious behavior, and suicidal thoughts. CBT-based therapy effectively improves students' emotional control, self-efficacy, assertiveness, and coping skills. By changing institutional culture and social norms, whole-school strategies have been successful in fostering safe and supportive learning environments. Conclusion: Bullying is an interconnected mental health and educational issue. The integration of individual CBT-based interventions and school-based interventions through a whole-school approach has demonstrated broader impact in creating safe and supportive educational environments.

Keywords: *Bullying, Adolescent Mental Health, Academic Achievement, CBT, Whole-School Approach.*

INTRODUCTION

Mental health has become a global concern in recent years, with mental disorders becoming the world's largest disease burden. According to the latest report from the World Health Organization (WHO), more than 450 million people suffered from mental disorders in 2020. WHO data also shows that suicide is one of the leading causes of death globally, with more than 800,000 cases of suicide each year. Indonesia ranks 5th in the world with a bullying rate of 41.1%. Surveys show that 3 out of 4 Indonesian teenagers have been bullied by their peers.

Bullying behavior cannot be taken lightly, especially if it occurs in a school environment. Bullying can cause high social pressure for the victims, leading to issues related to children's mental health, such as depression, anxiety, emotional and behavioral disorders, and even increasing the risk of suicide in children.

According to a report obtained from the National Coordinator of the Indonesian Education Monitoring Network (JPPI), data collected until September 2024 recorded 293 cases of violence in schools. The type of violence is dominated by sexual violence, accounting for 42%. This is followed by bullying at 31%, physical violence at 10%, psychological violence at 11%, and policies containing violence at 6%. In cases of sexual violence, the majority of victims are female, making up 78%. The number of male victims is only 22%. However, when viewed from the perspective of the perpetrators, males are very dominant at 89%, while females account for 11%. In terms of numbers, there has been an increase in violence cases each year. In fact, the number of cases in 2024 has already exceeded the total number of cases in 2023, which was 285 cases (Sania Mashabi, 2024)

Bullying behavior has become a global issue, especially in Indonesia, and is often encountered among teenage boys and girls in various places such as educational environments, workplaces, schools, or playgrounds. According to data from the Indonesian Child Protection Commission (KPAI), there were 573 recorded cases of violence in educational environments in 2024, an increase of 100% compared to 285 cases in 2023, with 31% related to bullying. As much as 37.5% of the 2,500 complaints to KPAI were cases of bullying in schools, with the victims predominantly being male students. KPAI highlights the still weak mechanisms for preventing and addressing bullying in the school environment.

Many studies show that victims of bullying or cyberbullying are nearly twice as likely to report having attempted suicide. The frequent occurrence of bullying conditions needs special attention because the prevalence of bullying is increasing, leading to negative impacts on both victims and perpetrators of bullying. (J. Wang, 2023)

Previous studies have attempted to categorize the phenomenon of bullying into three main focuses, namely: (1). The impact of bullying on academic performance and mental health of adolescents, (2). The relationship between bullying and the risk of suicide and self-harm, and (3). The effectiveness of school-based interventions, particularly the Cognitive Behavioral Therapy (CBT) approach, in the prevention and handling of bullying.

Studies such as Ubom et al. (2025) highlight the impact of bullying on academic performance, while longitudinal research shows a significant relationship between experiences of bullying and an increased risk of suicidal behavior. Research by Wagenaar et al. (2025) also found a high prevalence of suicidal thoughts and behaviors among school-aged adolescents, as well as their association with experiences of psychosocial stress in the school environment. These findings indicate that bullying can be one of the significant risk factors within the broader spectrum of adolescent mental health issues.

On the other hand, various intervention studies emphasize the importance of a comprehensive whole-school approach as well as the use of cognitive-behavioral therapy (CBT) methods in both individual and group formats to enhance self-efficacy, assertiveness, self-control, and student resilience. Meta-analysis and systematic review also strengthen the evidence that CBT-based interventions and multi-component programs are effective in reducing bullying behavior and its psychological impact.

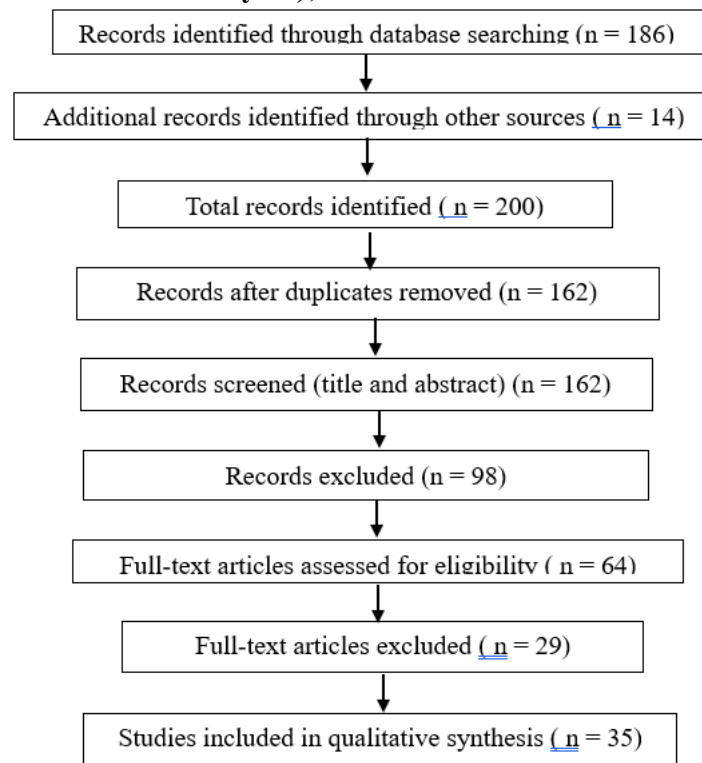
Other studies also shows that school-based interventions with a whole-school approach are effective in creating a safe, inclusive, and supportive school climate (Lin & Shih, 2024). Although various interventions have been developed, many studies also show variations in the effectiveness of interventions based on social, cultural, and educational system contexts. Therefore, this article is structured as a Systematic Literature Review with the aim of critically synthesizing empirical evidence related to bullying in school environments, its impact on academic achievement and the mental health of adolescents, as well as the effectiveness of school-based interventions and psychological approaches in prevention and management efforts.

RESEARCH METHODS

This Systematic Literature Review (SLR) is prepared using the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines. The literature search was conducted from several international journals with a combination of relevant keywords related to the impact of bullying, Cognitive-behavioral therapy (CBT) interventions, and whole-school approaches, carried out from October to December 2025. A total of 200 articles were identified in the initial stage of our search, and after the de-duplication process, 162 articles were filtered based on titles and abstracts. As many as 98 articles were eliminated because they did not align with the research focus. A total of 64 articles were reviewed in full-text and 29 articles were excluded because they did not meet the inclusion criteria. At the end of this process, 35 articles met all the criteria and were included in the qualitative synthesis.

The inclusion criteria in this systematic literature review included: (1). Articles discussing the impact of bullying on academic achievement and mental health in adolescents; (2). Articles discussing the effectiveness of cognitive-behavioral therapy (CBT) interventions; (3). Articles discussing the whole-school approach to preventing bullying in schools. The exclusion criteria were as follows : (1). Not directly discussing bullying in schools; (2). Not discussing the psychological and academic impacts and interventions related to the phenomenon of bullying; (3). Not focusing primarily on the school-age population; (4) Not available in full text. The PRISMA process used can be seen in Figure 1.

Figure 1. PRISMA Guidelines (Preferred Reporting Items for Systematic Reviews and Meta-Analyses); n = number of records



The types of this studies analyzed in this SLR are highly varied, including quantitative research with cross-sectional, longitudinal, and quasi-experimental designs; qualitative research, systematic reviews, meta-analyses, and randomized controlled trial study protocols. The variety of research designs allows for triangulation of evidence to strengthen the validity of the findings. For example, quantitative evidence on the impact of bullying on academic achievement was obtained from a correlational study by Ubom et al. (2025), while evidence on the effectiveness of CBT interventions was reinforced through a meta-analysis by Kim & Kim (2024). Research involving intervention implementation methods using protocol studies and controlled trials, such as that conducted by Wagenaar et al. (2025), used a cluster randomized controlled trial design and a hybrid effectiveness implementation approach to evaluate school-based interventions for the prevention of adolescent suicide. This research can explain the effectiveness of evidence-based interventions that can be adapted and implemented effectively in different social and cultural contexts, particularly in low- and middle-income countries, such as Indonesia.

RESULTS AND DISCUSSION

By using the analytical framework employed by J. Wang (2023) and X. Wang (2025), the findings from this Systematic Literature Review (SLR) are grouped into three main sections, namely: (1). The impact of bullying on adolescent academic achievement; (2). The relationship between bullying and mental health and risky behavior, including self-harm and suicidal ideation; and (3). The effectiveness of school-based interventions and CBT approaches in

preventing and addressing bullying. The classification of the findings of the Systematic Literature Review (SLR) is presented in Table 1 below.

A. Bullying's Effect on Students' Academic Performance and Mental Health (13 Articles)

Table 1. Systematic Literature Review (SLR)

No	Authors	Research Design	Main Findings	The Research Gap
1	Ubom et al., (2025)	Quantitative correlational	Bullying behavior significantly affects the decline in students' academic performance, particularly their learning motivation and academic concentration.	The research only focuses on academic achievement, without examining: mental health aspects (depression, anxiety), other psychological aspects such as self-esteem. It is not using test interventions to reduce bullying. The Context limited to Nigeria, making it not yet relevant to other cultural contexts such as Indonesia
2	J. Wang, (2023)	Literature review	Bullying impacts mental and academic health; integrated school interventions are recommended.	The discussion of interventions is still general and conceptual and not based on strong empirical tests. The research does not compare the effectiveness of various types of interventions (e.g., CBT and school programs).
3	Zhu (2023)	Narrative review	Bullying is influenced by cognitive and emotional	Focus on cognitive and developmental perspectives, but not yet directly linked to

			development; prevention needs to be adjusted to developmental stages.	academic achievement, and has not yet examined practical interventions in schools. Theoretical/conceptual in nature, minimal empirical field evidence.
4	X. Wang, (2025)	Narrative review	Bullying affects the perpetrator, the victim, and bystanders; comprehensive intervention is urgently needed.	The research only focusing on mental health, without connecting it to academic achievement and less considering about school environmental factors, the role of teachers and family
5	Mital et al., (2025)	Cross-sectional quantitative	There is a strong relationship between bullying and emotional and behavioral disorders in adolescents.	The research only focuses on the victim (victimization), but does not examine the bullying perpetrator. It does not discuss interventions or handling programs Lacks exploration of cultural factors and social values
6	R. Riffle et al. (2021)	Longitudinal cohort	Both the perpetrator and the victim of bullying experience a decline in academic performance at school.	Not specifically focused on middle school students and does not explore psychological factors as mediator
7	D. Iordache et al. (2025)	Qualitative	Bullying in the school environment can lead to a decrease in interest in learning and academic achievement.	Limited to one region and not analyzed longitudinally

8	Durasa et al., (2024)	Phenomenological study	Collective moral values play an important role in preventing violence in schools.	Philosophical and theoretical in nature, thus not yet empirically tested in schools. Durkheim's moral approach has not yet been translated into concrete intervention programs. And there is no measurement of effectiveness in reducing bullying.
9	Stewart & Bernard (2023)	Intervention evaluation	Empowering bullying victims does not only depend on stopping the perpetrator's behavior, but also on strengthening the victims' internal capacity to face and manage social pressure.	Only focuses on the victims of bullying, not yet covering the bullies and the school environment. The program has not been extensively tested in various cultural contexts.
10	I. Zych, R. Ortega-Ruiz, and V. J. Llorent (2022)	Review	Effective prevention requires collaborative, preventive, and sustainable approaches.	The research does not differentiate between middle school and high school students in more detail.
11	Yan J. Liu et al (2022)	Quantitative (regression and survey)	Any involvement in bullying increases suicide risk; gender moderates the association.	The research only focusing on the students, but not looking at the perpetrators of bullying.
12	E. García and C. Weiss (2023)	Longitudinal	Bullying is linked with more severe psychological baseline conditions	The research variables are limited and do not explore other psychological factors.

			among suicidal adolescents.	
13	Kwan et al. (2022)	Quantitative profiling	Each bullying group has distinct risk profiles; psychological distress is a common risk factor.	only focuses on grouping individual characteristics in bullying without exploring the underlying psychological mechanisms. Furthermore, the roles of variables such as self-efficacy and emotion regulation, as well as the differences in responses of each profile to Cognitive Behavioral Therapy (CBT) interventions, have not yet been analyzed.

B. Cognitive behavioral therapy's (CBT) efficacy in treating bullying (14 articles)

No	Authors	Research Design	Main Findings	The Research Gap
14	Hikmat et al., (2024)	Scoping review	Empathy has been proven to play an important role in reducing bullying behavior and increasing prosocial behavior among students.	Not focused on direct empirical testing, the development of empathy-based interventions tailored to local contexts and cultures, and long-term analysis has not yet been conducted.
15	L. F. De Camargo et al. (2023)	Systematic review	CBT is effective in addressing negative thoughts and maladaptive	Still a conceptual model (not much direct experimental testing).

			behaviors of bullying victims.	
16	Ferraz De Camargo et al. (2023)	Conceptual intervention model	CBT is proposed to be effective in reducing psychological trauma in teenage bullying victims.	Still a conceptual model that has not been empirically tested directly. Only focuses on the trauma of victims, not covering the perpetrators of bullying and the school environment. Does not measure the impact on the actual reduction of bullying behavior.
17	Kim & Kim, (2024)	Meta-analysis	CBT significantly improves the mental health and coping of bullying victims.	Characterized by secondary data synthesis, thus not providing specific contextual data Only focuses on: mental health, not yet on the bullying behavior itself Variations in studies within the meta-analysis have the potential to cause result heterogeneity
18	J J.-W. Kim and H.-S. Kim (2024)	Meta-analysis	CBT has a high effect size (≈ 1.00) → very effective	Only focuses on students in Korea and not specifically on middle school age. It does not focus on academic outcomes and provides a wide variety of interventions. It not specific to bullying

				(more generally on mental health)
19	C. Guzman-Holst et al. (2022)	Systematic review dan meta-regression	The CBT program is effective in reducing anxiety and depression in bullying victims.	Not directly focusing on bullying as the main variable
20	C. Cai et al. (2025)	Meta-analysis RCT	CBT interventions enhance students' resilience and coping mechanisms.	Not specific to bullying (more generally on mental health)
21	Suhaili & Majdi (2024)	Group counseling	CBT helps students identify cognitive distortions that justify bullying behavior and replace them with more rational and empathetic thinking.	Only focuses on the perpetrators of bullying, but has not yet examined the impact on the victims Does not measure long-term changes in bullying behavior Limited scope to small group counseling settings
22	Amelia & Lesmana (2022)	Group counseling	The group approach allows for the process of reflection, social feedback, and the reinforcement of positive behavior to occur together.	Not directly focusing on bullying as the main variable Not measuring the effectiveness in reducing bullying quantitatively Insufficient exploration of the psychological mechanisms of behavioral change
23	D. Velarde-Camaqui et al. (2026)	Systematic literature review	CBT is the most effective psychological intervention in addressing cases of bullying.	Not many longitudinal studies and less applicable in schools
24	Lydecker (2022)	Narrative literature review	Bullying should be viewed as a systemic problem, so	Conceptual in nature, thus not yet

			prevention and intervention must be layered and sustained.	empirically tested. Does not offer a measurable operational intervention model. Does not directly test the effectiveness of the systemic approach
25	Ferraz De Camargo et al. (2023)	Experimental	The CBT method can reduce cases of bullying in schools.	Only focuses on general outcomes, not explaining the mechanisms of how CBT works (e.g., thru empathy, coping, etc.) Does not examine the impact on mental health and academic performance Limitations in sample size and restricted locations
26	T. S. Dewy and N. Maulidah (2024)	Pre-experimental (one group pretest-posttest)	CBT enhances the self-efficacy of bullying victims.	No control group and the sample size is small (n = 20)
27	Yüks J. L. Solas-Martínez et al. (2025)	Cross-sectional	Bullying affects learning regulation, and the CBT method is relevant for cognitive intervention.	It did not directly test CBT method

C. Effectiveness of Whole-School-Based Interventions (8 Articles)

No	Authors	Research Design	Main Findings	The Research Gap
28	Wagenaar et al., (2025)	Study protocol (RCT klaster, hybrid effectiveness implementation)	Designing a combined intervention of safety planning and cross-diagnosis CBT expected to	Mainly focuses on the risk of suicide, not specifically on bullying. Does not examine the direct relationship between

			effectively reduce the risk of adolescent suicide.	bullying and suicidal behavior.
29	Ashworth et al. (2025)	Randomized controlled trial (study protocol)	Developing a school-based multimodal approach for the detection and prevention of suicide risk among high school students.	Still in the planning stage (protocol), no real implementation results yet. Only focuses on the detection and prevention of suicide, not specifically on bullying. Does not elaborate on the role of specific psychological approaches like CBT in depth.
30	Lin & Shih, (2024)	Review conceptual	Character education and life values are effective in preventing long-term bullying.	heoretical in nature, thus not yet empirically tested Does not explain the operational and measurable implementation mechanism Does not measure effectiveness quantitatively
31	D. Velarde-Camaqui et al. (2025)	Systematic Literature Review	School-based and social-cultural interventions (social-emotional learning) are effective in reducing bullying. CBT & socio-cultural approaches can improve emotional well-being and academic engagement	Lack of specific integration of local cultural contexts and minimal longitudinal studies
32	S. Pitri Yana et al. (2025)	Case study (school-based intervention)	School programs conducted to increase understanding of bullying and create a positive school culture to reduce the	They do not use experimental designs and do not measure long-term impacts.

			potential for bullying behavior.	
33	Wu & Jia (2023)	Systematic review	Innovative inclusivity-based programs effectively reduce ethnic bullying.	Literature synthesis, thus lacking direct empirical evidence in the field Limited focus on ethnic-based bullying, not yet covering other types of bullying Does not examine health impacts
34	Munir & Arjani (2023)	Research and development (R&D)	Counseling based on local wisdom and religious values reduces student bullying behavior.	Focus on model development has not been extensively tested with large-scale experiments. Does not compare effectiveness with other approaches (e.g., CBT). The context is very specific, so it needs to be tested on a broader population. Has not yet examined the impact on other variables (mental health, academic).
35	J. R. Badger et al. (2024)	Systematic review	School-based interventions are effective if they involve teachers, students, and the social environment within the school. The school climate approach is very important in reducing cases of bullying.	The high variation in programs makes it difficult to generalize and less focused on CBT as the main component.

Bullying's Effect on Academic Performance

A review of the studies featured in the journal synthesis above shows that the impact of bullying on academic achievement is not always direct and obvious. Some studies, such as those cited by Ubom et al. (2025), did not find a statistically significant decline in academic performance. However, upon further investigation, the experience of victimization has been shown to affect fundamental aspects of the learning process, such as motivation, concentration, and student engagement in class. This has an academic impact that often manifests itself through psychological mechanisms that are more subtle and gradual, making them difficult to see immediately, both by teachers at school and parents at home.

These findings are similar to research by Mital et al. (2025), which shows a strong relationship between bullying and emotional and behavioral disorders in adolescents. Unstable emotional conditions, such as anxiety and prolonged stress, can interfere with students' self-regulation and cognitive abilities. In fact, in a longitudinal study by Fisher et al. (2012), the experience of being a victim of bullying was associated with an increased risk of self-harm in early adolescence. This situation cannot be separated from the potential decline in academic performance, either through increased absenteeism or reduced active participation in learning. Yang et al. (2020) and King et al. (2013) also emphasize that involvement in bullying, either as a victim or perpetrator, is associated with a high risk of suicidal ideation, which indirectly weakens students' academic functioning.

Conversely, variations in research findings underscore the significant influence of contextual elements on the consequences of bullying, including familial support, the prevailing school culture, and the efficacy of the counseling infrastructure. Schools characterized by a supportive atmosphere might be capable of lessening the immediate academic repercussions, notwithstanding the persistence of emotional distress among students. Consequently, academic success is inextricably linked to psychological well-being and a sense of safety within the educational setting. This synthesis emphasizes that addressing bullying in Indonesia needs to be positioned not only as an issue of discipline or morality, but as an integral part of efforts to improve the quality of education and students' academic achievement in a sustainable manner.

Based on previous research, bullying has been proven to have a negative impact on students' academic performance. However, most studies are still general and have not specifically examined middle school students, particularly in the context of Indonesia. Moreover, previous research tends to use a quantitative approach without deeply examining mediating factors such as students' learning motivation and psychological conditions. Therefore, this research aims to fill that gap.

Bullying and Adolescent Mental Health

Based on the qualitative synthesis of the literature review above, several quantitative studies found that victims of bullying tend to experience increased anxiety, depression, behavioral disorders, and decreased self-esteem. Mital et al. (2025), for example, showed a significant correlation between victimization and emotional and behavioral problems in school adolescents. These findings are in line with Wang's (2025) narrative study, which confirms that the impact of bullying is felt not only by victims, but also by perpetrators and bystanders, albeit

in different ways. This means that bullying is a phenomenon that affects the overall psychological ecosystem of schools.

Several longitudinal studies, such as Ubom et al (2025), show that the effects of bullying can be long-term. Victims of bullying are at higher risk of self-harm and suicidal ideation, even after the bullying itself has ended. This research shows that experiences of intimidation during adolescence can leave deep psychological scars. In the context of adolescent development, which is still in the phase of identity search and self-concept formation, experiences of social rejection or humiliation can interfere with the development of emotional regulation and self-confidence.

Effectiveness of School-Based Interventions and Cognitive Behavioral Therapy (CBT)

Based on the results of the systematic literature review above, many studies support the use of CBT approaches for both victims and perpetrators of bullying. A number of studies show that CBT is effective in helping students recognize irrational thinking patterns, cognitive distortions, and maladaptive emotional responses. Studies such as Kim & Kim (2024) in their meta-analysis confirm that CBT-based interventions significantly improve mental health and coping skills in victims of bullying. Similar findings are seen in the studies by Stewart & Bernard (2023), which show an increase in self-efficacy, assertiveness, and self-control after participating in group CBT programs.

Interestingly, the effectiveness of CBT lies not only in its techniques but also in the process of cognitive reflection that occurs within students. When students are able to identify the relationship between thoughts, emotions, and behavior, they become more aware of responses that have been automatic. For bullying victims, this helps reduce the internalization of guilt or feelings of worthlessness. Meanwhile, for perpetrators, CBT helps correct cognitive justifications that justify aggressive actions. Thus, the changes produced are not merely superficial behaviors, but touch on the underlying thought structures.

On the other hand, the whole-school approach or comprehensive school-based intervention treats bullying as a systemic problem. Studies such as Suhaili & Majdi (2024) and Ferraz De Camargo et al. (2023) show that multi-component programs involving teachers, students, school policies, and institutional culture are more effective in reducing the prevalence of bullying than individual interventions alone. The whole-school approach is based on the assumption that bullying behavior is influenced by social norms, power relations, and school climate. Therefore, changes must be made at the structural level, not just at the individual level.

This approach is also often associated with strengthening empathy, character development, and promoting a harmonious school culture (Lin & Shih, 2024; Wu & Jia, 2023). In this context, bullying prevention is no longer reactive to cases but preventive and sustainable. Schools function as protective environments that foster psychological safety for all students.

In comparison, CBT tends to be more effective at the individual or small group level, especially in overcoming psychological impacts that have already occurred. In the meanwhile, the whole-school strategy is more effective at preventing problems and altering social norms. The literature reviewed shows that the most promising interventions are those that integrate both approaches: improving individual mindsets while building a supportive school system.

In the context of Indonesian education, where psychological counseling services are not yet evenly distributed and disciplinary approaches are still dominant in schools, the integration of CBT and school-based programs can be a more comprehensive alternative. Interventions should not only punish perpetrators, but also build cognitive awareness, empathy, and a consistent support system.

Overall, the literature shows that CBT-based and whole-school interventions are not only statistically effective but also conceptually relevant in addressing the complexity of the bullying phenomenon. The challenge is no longer proving their effectiveness but rather how to adapt and implement them contextually and sustainably in the school environment

CONCLUSION AND SUGGESTIONS

A review of 35 journals used in this Systematic Literature Review (SLR) shows that bullying has significant implications for students' mental health and academic functioning in school. The impact is not always directly visible in lower grades, but manifests itself through emotional disturbances, decreased motivation, low engagement in learning, and an increased risk of self-harm and suicidal ideation. The literature consistently affirms that psychosocial stress due to bullying plays an important role as a risk factor in adolescent mental development.

In terms of intervention, the Cognitive Behavioral Therapy (CBT) approach has been proven effective in improving the mindset, emotional regulation, and coping skills of students, both victims and perpetrators. In addition, school-based interventions through a whole-school approach have shown a broader impact in creating a safe and supportive school climate. This synthesis indicates that a combination of individual interventions and systemic changes is the most comprehensive strategy for preventing and addressing bullying.

Thus, bullying needs to be understood as a mental health and educational quality issue that requires an integrated and sustainable approach in the school environment.

In the context of education in Indonesia, research examining the relationship between bullying, mental health, and intervention strategies simultaneously is still relatively limited. Therefore, research that can bridge these three aspects is needed to produce more contextual and applicable recommendations for the school environment.

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