



Self-Efficacy with Bullying and Cyberbullying Prevention Efforts in Supporting Implementation SDGs: Literature Review

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Abstract

Bullying is any violent behaviour that is perpetrated repeatedly and intentionally against a person or group of weaker groups. Today, it has become a global problem that is often encountered and faced by many people, not only in the real world but also in the virtual world of cyberbullying. This is the cause of the increase in the number graph of people with mental health disorders, thus creating challenges for everyone to control self-awareness. Therefore, self-efficacy is one of the best treatments for each individual to prevent and recover victims because it can give confidence in their self-esteem and build confidence in each individual. This literature review examines the relationship between self-efficacy and efforts to prevent bullying and cyberbullying in support of implementing SDGs in Indonesia. The study used the literature review design by retrieving articles through an electronic database, namely Google Scholar and eResources. All journals were published around 2013–2023, with keywords used to search for articles: self-efficacy, prevention, bullying, cyberbullying, and SDGs. This method is done by analyzing narratives in journals that are found through several stages, which is to collect 659 articles or research results from international standard journals until 7 articles related to the topic are covered. The results of this study show that there is a link between self-efficacy and bullying prevention efforts and cyberbullying that are proven to improve mental health awareness. The implementation of self-efficacy should be done regularly through a sustainable and ongoing system promoted by collaborating with various parties, leading to improvements in mental health quality to lower the rate of mental health disorders.

Keywords: Self-Efficiency, Prevention, Bullying, Cyberbullying, SDGs

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1. BACKGROUND

Bullying is a significant problem in the current era, and bullying is a form of aggressive behaviour that occurs

repeatedly using physical and mental harm carried out by a child or group of children against other children (Sufriani & Sari, 2017). Bullying behaviour is divided into 4,

namely physical bullying, such as hitting, kicking, pinching and pushing, verbal bullying, including calling inappropriate names, insults, ridicule, verbal intimidation or harassment. Social bullying such as lying or spreading rumours, adverse facial or physical movements, and appearing threatening or insulting, includes intimidating behaviour using digital technology, such as computers, smartphones, social media or websites (Alanah & Madeline Foundation, 2019).

In 2023, the number of Internet users in Indonesia will reach 215.6 million, 78.19% of the total population (Association of Indonesian Internet Network Providers, 2023). One of the challenges that must be faced in increasing internet users is being vulnerable to becoming perpetrators or victims of cyberbullying. Cyberbullying is a behaviour or act of intimidation carried out through modern communication technology media which is aimed at humiliating, insulting, making fun of, or even threatening or intimidating an individual to control and regulate that individual. The social media most used today are WhatsApp, Instagram, Facebook and TikTok. The forms of cyberbullying experienced by victims are ridicule, slander, threats, and being the object of gossip.

The phenomenon of bullying behaviour and cyberbullying has now become a global problem that is often encountered and faced by many people and has had the effect of increasing the number of cases of people suffering from psychological or mental health disorders. The impact that occurs when someone or more engages in bullying or cyberbullying behaviour is that they tend to behave aggressively and become involved in groups and other delinquent activities. On the other hand, the impact felt by victims of bullying is having emotional or feeling problems, low self-esteem, depression, liking to be alone and feeling insecure (Indonesian Ministry of Health, 2018).

Self-efficacy is the feeling or belief of a person or individual regarding their ability to carry out a task, organize, and carry out an action. High and low self-efficacy is a combination of responsive and unresponsive environments. When low self-efficacy is combined with a responsive environment, a person will experience stress or depression because the individual sees that other people can solve problems well. Then, people will feel reluctant when a person's low self-efficacy is combined with an unresponsive environment, apathy, and helplessness (Feist & Feist, 2014). In Sufirmansyah (2015:140), Bandura states that "self-efficacy refers to confidence in

the ability to organize and take the actions necessary to manage the situation that will be faced".

Self-efficacy is one of the most influential aspects of self-knowledge in everyday human life. This is because self-efficacy influences individuals in determining the actions they will take to achieve a goal, including estimates of various events that will be faced. Even though many literature reviews have discussed bullying and cyberbullying, there are still many scientific studies that still need to review it in terms of its efficacy. Therefore, this review is evidence from various scientific sources regarding self-efficacy in preventing bullying and cyberbullying.

2. METHODS

The design of this research is a literature review study. Determining the articles involved in this literature review study were selected based on inclusion and exclusion criteria. The inclusion criteria in this study were: 1) Articles written in Indonesian and or English, 2) Articles were published between January 2018 to November 2023, 3) The topic of the study is to identify the self-efficacy in preventing bullying and cyberbullying; describe self-efficacy in preventing bullying and

cyberbullying; identify the use of self-efficacy in preventing bullying and cyberbullying. The exclusion criteria in this study were: 1) Studies that are not in accordance with the topic of self-efficacy in preventing bullying and cyberbullying, 2) Articles that are not full-text, 3) Articles published in two or more different journals, 4) Articles are the result of proceedings or conferences, 5) Articles withdrawn from the journal due to ethical violations, 6) Articles from community services journals.

Article search strategies involve using the available databases in the e-resources of the National Library of the Republic of Indonesia, including ProQuest, ScienceDirect, PubMed, and Google Scholar. The search keywords employed include 'self-efficacy', 'prevention', 'bullying', 'cyberbullying', and 'SDGs', utilizing 'AND' and 'OR' as Boolean operators. The use of Boolean operators 'AND' and 'OR' is intended to combine different concepts and aspects as search keywords, thereby narrowing down the documents to be retrieved.

The article search process went through 4 stages based on the PRISMA flowchart (figure 1).

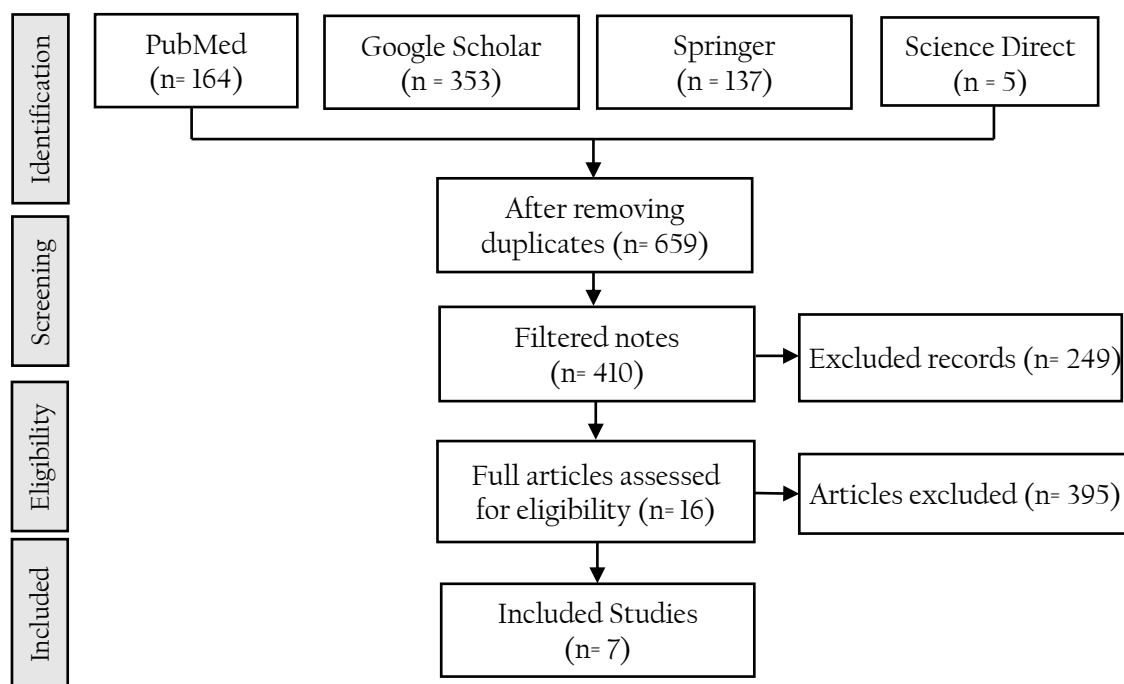


Figure 1. Flow chart of literature searches and screening results

3. RESULTS

The critical appraisal was conducted using the JBI's Evidence Synthesis Critical Appraisal Tools Assist in Assessing the Trustworthiness, Relevance and Results of

Published Papers. There were a total of 15 articles that met the inclusion criteria. The discussion of each article can be found in Table 1.

Table 1. Article results (Continue to page 367)

No	Title & Author	Method/design	Sample	Measurement	Findings
1	Teachers' Self-efficacy in Preventing and Intervening in School (Saskia M. Fischer, Nancy John, Ludwig Bilz, 2021)	Systematic review surveys existing literature	Thirty-six relevant publications based on 33 studies	Assessment of Quality Based on Cochrane's GRADE system. Assessment of Level of Conclusiveness followed the approach of the Green List of Prevention (Landespraeventionsrat Niedersachsen 2011) and was based on Veerman and Van Yperen	Consistent findings show that teachers generally feel confident in managing bullying and that teachers who are more confident intervene more often. Findings were mixed on the connections between teachers' self-efficacy and intervention strategies, and the prevention measures they used, as well as students' bullying behavior and experiences of victimization. It was also discovered that the connections between teachers' self-efficacy and their prevention measures, their students' bullying behavior, and collective efficacy in general have rarely been addressed in the literature.

No	Title & Author	Method/design	Sample	Measurement	Findings
2	Does High Self-Efficacy in Adolescents Minimize Cyber Bullying Behavior? (Adem Peker, Yuksel Eroglu, Melike Nebioglu Yildiz, 2021)	A Cross-sectional study	A total of 340 high school students participated in the study aged between 14 and 18 years	Research data was obtained with the Cyber Bullying and Internet Aggression Survey Scale, and the Self-Efficacy Scale. Correlation analysis was performed to determine the relationships between variables in the study. Hierarchical regression analysis based on the Hayes method was used to test the mediation effects in the study.	Results show that 42% of the participants were exposed to cyber bullying and 35% engaged in cyber bullying. The research revealed that there is a moderate, positive and significant relationship between cyber victimization and cyber bullying. As a result of mediation analysis, it was observed that self-efficacy affects the relationship between cyber victimization and cyber bullying.
3	The mediating role of self-efficacy in the relationship between workplace bullying, mental health and an intention to leave among nurses in Taiwan (Yu-Hui Hsieh, Hsiu-Hung Wang, Shu-Ching Ma, 2019)	A Cross-sectional study	385 nurses in Taiwan	Data were collected by means of self-report questionnaires, including the Negative Acts Questionnaire-Revised, the General Self-Efficacy Scale, the Chinese Health Questionnaire, and the Employee's Turnover Intentions and Job Destination Choices Scale. Analyzed with Pearson's correlation and hierarchical regression.	Bullying was found to negatively correlate with self-efficacy and mental health, and positively with an intention to leave. Self-efficacy positively correlated with mental health, and negatively with an intention to leave. Hierarchical regression showed that bullying and self-efficacy were significant predictors of both mental health and an intention to leave. Self-efficacy partially mediated the relationship between bullying and mental health, as well as an intention to leave.
4	Students' Willingness to Intervene in Bullying: Direct and Indirect Associations with Classroom Cohesion and Self-Efficacy (Sebastian Wachs, Ludwig Bilz, Saskia M. Fischer, Wilfried Schubarth, Michelle F. Wright, 2018)	Observational study	The final sample included 2071 participants. Overall, 581 students were not included in the study because they did not have written parental consent	The vignettes used to assess students' willingness to intervene in bullying was adopted from Yoon and Kerber. The scale is intended to capture self-efficacy expectations when dealing with social demands and conflicts. To assess the extent of cohesion and mutual sympathy among students in a class, as one facet of classroom climate, a scale consisting of three items was used	Results showed that between 43% and 48% of students reported that they would not intervene in bullying. A mediation test using the structural equation modeling framework revealed that classroom cohesion and self-efficacy in social conflicts were directly associated with students' willingness to intervene in bullying situations. Furthermore, classroom cohesion was indirectly associated with higher levels of students' willingness to intervene in bullying situations, due to self-efficacy in social conflicts
5	Associations between self-efficacy, bullying and health-related quality of life in	A cross-sectional study	723 adolescents (12-18 years) attending schools	HRQOL was measured using the KIDSCREEN-52, self-efficacy was measured with the GSE scale, and bullying was measured using the two	Of the 723 adolescents, 13% reported being bullied; there were no gender differences within this finding. However, more boys than girls reported that they had bullied others. Both being bullied, and bullying

No	Title & Author	Method/ design	Sample	Measurement	Findings
	a school sample of adolescents: a cross-sectional study (Kristin Haraldstad, Lisbeth G. Kvarme, Knut-Andreas Christophersen and Sølvi Helseth, 2019)		selected using randomized cluster sampling	global questions from the Olweus bullying questionnaire. Multiple regression analyses were performed to explore how being bullied, bullying, and GSE were associated with variations in self-reported HRQOL.	others, were associated with lower HRQOL; however, being bullied was associated with the lowest scores. Higher self-efficacy was associated with better HRQOL. Self-efficacy contributed significantly to predicting variation in HRQOL. Being involved in bullying, as a victim or a bully, is associated with lower HRQOL. The association between GSE and HRQOL indicates that self-efficacy might be a resource for increasing HRQOL among adolescents
6	Cyber Bullying: Media Use and Generalized Self-Efficacy among High School Adolescents in Gilgil Sub-County, Kenya (Racheal N Wanjohi, James Kay, James Awino, 2018)	Mixed method study; the quantitative approach utilized an ex post facto, cross-sectional survey design	Data was collected from 385 high school students from 6 schools	Data was collected using self-report questionnaires that included a scale on generalized self-efficacy items, demographic and cyberbullying items. The study adopted the New General Self-Efficacy Scale (NGSE) by Chen, Gully & Eden (2001)	Facebook and WhatsApp to be the popular media of cyber bullying. Findings indicated no statistically significant age or gender difference in the use of text messages, email, WhatsApp, Facebook and Chat rooms. The present study indicated that the use of certain media in cyber bullying affect the psychological wellbeing of the adolescents and sets a stage for future studies to be conducted to help eradicate cyber bullying.
7	The Relationship of Self-Efficiency and Social Support with Adolescent Bullying at Junior High School 2 Sepatan (Dwi Arini, Evin Novianti, 2021)	Cross-sectional study	127 respondents at SMPN 2 Sepatan obtained with simple random sampling technique	Data collected using instruments: The efficacy, the Multidimensional Scale of Perceived Social Support questionnaire, and The Revised Olweus Bully or Victim Questionnaire data analysis was carried out using the Spearman correlation statistical tes	There is a significant relationship between self-efficacy and bullying (p-value 0.031) and there is a significant relationship between social support and bullying (p-value 0.001). There is a relationship between self-efficacy and social support for victims of bullying in adolescents

4. DISCUSSION

Bullying behavior has an impact on both the perpetrator and the victim. The impact of bullying on the victim's mental health includes feelings of overwhelming anger, depression, low self-esteem, anxiety, decreased sleep quality, decreased

appetite, desire to hurt oneself, and even suicide. Bullying is part of aggressive behavior where there is an imbalance of power and authority between the perpetrators.

In research by Utami et al (2019) it was revealed that victims of bullying have a

high risk of experiencing depression, anxiety disorders, generalized anxiety disorder (chronic anxiety characterized by excessive worry and tension), and agoraphobia (a basic fear that comes from feeling trapped in a place). general, when someone finds it difficult to carry out themselves, and the fear that help will not be available if someone has a panic attack) in adulthood.

Based on the screening results, 7 articles were found in accordance with the PRISMA protocol. In one of the literature review studies explained that Self-efficacy is a person's level of confidence in their own ability to complete tasks and achieve goals. It has been proven to be an effective preventive factor for cases of bullying. In addition, as a global concern, self-efficacy in victims of bullying can provide confidence that they are able to overcome various psychological problems, such as aggression, self-harm and anxiety (Cao et al., 2018). The people closest to them and the environment around them are also expected to motivate self-efficacy in bullying victims who feel low self-esteem and can increase their self-confidence (Rahman et al., 2017).

Bullying victims often do not want to report bullying incidents because they are afraid of being labeled, they think it will

make the situation worse, or even those closest to them are unable to stop bullying and cyberbullying (Choi et al., 2015). If bullying behavior continues to occur, the impacts that bullying victims will experience are various kinds of disorders including low psychological well-being where victims of bullying feel depressed, uncomfortable, afraid, depressed, low self-esteem, and feel worthless, then move away. from his friends, becomes quiet, has difficulty sleeping soundly, and becomes a user of illegal drugs (Zakiyah, et al., 2019).

Individuals who have good self-efficacy will always stick to their goals, and vice versa, individuals who have poor self-efficacy will have low commitment to their goals. Kokkinos et al, in their review revealed that perceived self-efficacy can adjust the relationship between victims of bullying and how to overcome them. When someone is faced with a stressful situation, those who consider themselves capable and efficient will show greater efforts to overcome the problem, while those who consider themselves incapable and inefficient will easily give up, feel depressed, anxious, and hopeless and tend to use dysfunctional coping. (Kokkinos et al., 2015).

One component that can play a role in preventing and handling bullying and

cyberbullying behavior is the teacher. If bullying and cyberbullying behavior occurs in the school environment, the first step that can be taken is to increase understanding about bullying and victimization while simultaneously paying attention to the phenomenon of bullying. Second, teachers must develop their knowledge and skills on how to take action effectively when bullying occurs in the classroom. Additionally, encouraging teachers and supervising the process may be important to help them truly believe in their own abilities. Teachers need opportunities to practice bullying intervention skills, practice specific techniques, watch others successfully intervene, and be exposed to positive prevention messages to build self-efficacy, according to Bandura (Bandura, 1994). Teachers can adapt their skills and techniques positively by confronting direct and successful experiences, exchanging best practices, and implementing policies for reacting to bullying situations "on the safe side." Teachers can use this opportunity to gain first-hand knowledge as a resource to help them feel more aware and comfortable in handling bullying situations in the classroom.

The use of certain media in cyber bullying affected to the psychological

wellbeing of the adolescents and sets a stage for future studies to be conducted to help eradicate cyber bullying (Racheal, 2018). Cyber-attacks targeting children have become an alarming concern in today's digital age. As young individuals increasingly access the internet and various online platforms, they become vulnerable targets for cybercriminals. These attacks encompass a wide range of threats, from online harassment and cyberbullying to more severe issues such as identity theft and exploitation.

Cyberbullying is a form of harassment that includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. To mitigate these threats, it's crucial for parents and guardians to educate children about online safety.

The use of certain media in cyberbullying impacts the psychological well-being of adolescents and forms the basis for future research to help eradicate cyberbullying (Racheal, 2018). Parents play a very important role in preventing the impact of bullying that may occur on their children.

Some ways that will help parents protect their children from cyberbullying are: Review social media privacy settings and limit them to known family and friends; Educate children about password security; Check and monitor children's social media accounts. Also, don't accept "Friend Requests" from strangers on social media. If bullying occurs, remove from the site, save chats/messages/emails, and inform trusted parents/teachers/elders. Apart from that, teaching them to be kind to other people online will help children to move on.

The results of research by Arini & Novianti (2021) show that there is a relationship between social support and bullying in teenagers in junior high school. Another research by Puspita (2019), that there is a significant relationship between peer social support and bullying. In addition, conducted research on the relationship between family support and bullying behavior in adolescents. The results of the research show that there is a relationship between family support and bullying behavior in teenagers at secondary school, with a weak and significant relationship in the same direction between family support and bullying behavior (Nur, 2021). This can be explained by the fact that teenagers who receive strong support

from their families, especially their parents, tend to be less involved in bullying, both as perpetrators and as victims. As an effort to prevent and deal with bullying in teenagers, they need to improve their self-efficacy skills by trying to be more confident in participating in activities at school such as extracurricular activities and other organizations, making friends with friends who have a positive influence. Schools can guide victims and perpetrators of bullying. It would be better if teachers collaborate and communicate with parents to further increase support from the family. Mental health nurses provide assistance against bullying and provide counseling for teenagers who experience bullying problems.

This literature review has many limitations, including the fact that the scale taken does not limit countries or continents, limiting the number of samples, so the results provide too high heterogeneity. Apart from that, the author does not limit the quantitative study design to obtain more information that can be extracted. The implications of this review help overcome children's mental health problems experienced by victims of bullying after experiencing bullying, such as violence, being ridiculed by peers, and threats. Some of the impacts of bullying

incidents experienced by victims of bullying on their psychology include being often moody, children becoming quieter, isolating themselves, crying after coming home from school, having difficulty sleeping, constantly feeling anxious, depressed and even committing suicide if not dealt with quickly. Therefore, self-efficacy has an essential role in solving the mental health of bullying victims. Nurses are expected to be counsellors for victims of bullying to increase self-efficacy so that the individual can be more confident and adopt appropriate coping mechanisms. High self-efficacy has the belief that he can overcome the bullying problem he experiences.

5. CONCLUSION

To prevent bullying and cyberbullying, which is proven by the increase in mental health awareness that is formed. The application of self-efficacy must be carried out routinely through a sustainable and ongoing system promoted in collaboration with various parties, which will lead to improving the quality of mental health and achieving Sustainable Development Goals (SDGs) to reduce the trend of increasing numbers of people suffering from mental health disorders.

AUTHOR CONTRIBUTIONS

Substantial contributions to conceptualization, data curation, analysis and manuscript revisions: Luthfi Nazillatul Fitri, Iva Elfina and Syaputra Dwi Santoso. Supervision, review and editing: Syaputra Dwi Santoso, Shanti Rosmaharani.

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CONFLICT OF INTEREST

The authors declare no conflict of interest for this publication.

DATA AVAILABILITY STATEMENT

The data that support the findings of this study are available from the corresponding author upon reasonable request.

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