
Physical education learning methods to prevent and handle cases of bullying: systematic literature review

Muhammad Army Akbar¹, Mashud^{2,*}, Herita Warni³

^{1,2,3}Physical Education, Lambungmangkurat University, Banjarmasin 219, Indonesia

¹armyakbar92@gmail.com ; ² mashud@ulm.ac.id *; ³ h.warni@ulm.ac.id

*corresponding author

ABSTRACT

This study investigates the use of various learning methods in physical education to address and prevent bullying. Bullying is a significant issue in schools that negatively impacts students' physical and psychological well-being. It can disrupt learning, create an unsafe environment, and diminish the quality of education. Therefore, effective measures are crucial to prevent and address bullying in schools.

The goal of this research is to assess the effectiveness of different learning methods in physical education to tackle bullying in schools and provide recommendations for relevant and effective strategies. The PICO method was utilized as a framework to screen and select pertinent articles. This method helps to evaluate various learning methods for preventing and addressing bullying in schools. Data collection began by searching for relevant articles from Google Scholar, CrossRef, and Scopus databases using the "Publish or Perish" search engine. Out of 991 articles reviewed, up to 12 focused on the cooperative learning model, which is recommended for implementation in physical education. This model has demonstrated the ability to enhance social skills and provide practical experiences related to bullying.

Keywords: *bullying, physical education, learning method*

ARTICLE INFO

Article History:

Accepted : 19th May 2024

Approved : 15 August 2024

Available Online November 2024

Correspondence Address:

Mashud

Physical Education Master's Study Program

Lambungmangkurat University

E-mail: mashud@ulm.ac.id

INTRODUCTION

In the contemporary globalized landscape, we encounter a multitude of opportunities and obstacles. It is widely acknowledged that education plays a pivotal role in the holistic development of children, fostering their innate capabilities to ensure their well-being and contentment ([Pristiwanti et al., 2022](#)). Establishing a secure and conducive setting within educational institutions is imperative for the acquisition of knowledge. This necessitates a favorable outlook on education to fortify students' spirituality, self-discipline, character, intellect, and ethical values ([Law of the Republic of Indonesia Number 20 of 2003](#)). Furthermore, schools should actively promote the advancement of all students, with particular emphasis on the empowerment of female students ([Sari, 2022](#)). In the current educational environment, there has been a significant evolution in the way learning takes place. This shift towards a student-centered approach enables students to play a more active role in their learning process ([Mashud et al., 2022](#)). Education stands as a cornerstone for a nation's advancement ([Arifin et al., 2019](#)). Physical education is a vital component of the education system, dedicated

to nurturing health, critical thinking, emotional stability, and social skills through physical activities and sports ([Salasiah et al., 2020](#)). This form of education is instrumental in shaping students' character by focusing on knowledge, attitudes, and skills ([Fitri & Irianto, 2020](#)). Physical education, sports, and health must encompass cognitive, affective, and psychomotor aspects ([Akbar et al., 2020](#)). When students are prosperous, calm, and peaceful, they can effectively pursue their studies and activities ([Mashud et al., 2021](#)). The consistent provision of physical education is crucial to reflect students' intellectual, social, physical, and emotional experiences ([Lusiantri & Mashud, 2023](#)). The course on physical education philosophy serves as a powerful tool to cultivate logical thinking experiences ([Eko Nopiyanto, 2023](#))

In the current educational landscape, "Bullying" stands out as a significant concern, particularly concerning peer violence among children and adolescents, as highlighted by ([Syajuananda & Tirtayani, 2022](#)) and ([Nur et al., 2022](#)). Bullying encompasses verbal, physical, or psychological aggression, leading to feelings of depression, trauma, and helplessness in its victims. This critical issue warrants attention from educators and parents. Those subjected to bullying often endure suffering due to perceived weaknesses or differences, such as physical attributes that become the target of ridicule and insults ([Ramadhanti & Hidayat, 2022](#)). One underlying cause of bullying is the failure of teachers to recognize and address early signs of bullying, arising from a lack of information and limited understanding of this evolving phenomenon ([Ayuni, 2021](#)). Additional contributing factors include class distinctions, gender, school environment, feelings of revenge or jealousy, peer dynamics, and individual knowledge, all influencing the emergence of bullying behavior ([Pratiwi & Utami, 2021](#)).

Bullying within educational settings is a significant concern that can manifest in different learning environments. Physical education, sports, and health are integral in mitigating such occurrences. As stated by [Muhajir \(2021\)](#) in a publication by the Ministry of Education and Culture, "Physical education, sports, and health are fundamental aspects of the education system, designed to foster the comprehensive development of students through physical involvement." Schools and teachers must acknowledge and tackle bullying, particularly in physical education, sports, and health lessons, where student competition and comparison may result in inappropriate behavior without adequate supervision.

METHODS

During the data collection phase, I procured articles from Google Scholar, Crossref, and

Scopus using the "Publish or Perish" search engine. The articles encompass the period from 2019 to 2024, and I also examined pertinent journal updates from the past 5 years. Utilizing the PICO method, I performed comprehensive searches to unearth discoveries as outlined by [\(Kuettel & Larsen, 2020\)](#) For further information regarding the PICO method, please refer to Table 1 below:

Table 1. PICO Method

PICO	Information
P (problem/ Population)	Bullying case in school.
I (Interevensi)	Implementation of learning methods for physical education subjects
C (Comparison)	Implementation of learning methods for subjects other than physical education
O (Outcome)	Methods that are relevant to preventing and handling cases of bullying in physical education at school

PICO METHOD

The utilization of the PICO method is crucial for identifying pertinent articles to support this research. By formulating precise questions and utilizing keywords such as "Physical Education," "Subjects other than Physical Education," "Students," and "Overcoming bullying," the author can efficiently search Google Scholar, Crossref, and Scopus to gather the necessary articles. Subsequently, employing inclusion and exclusion criteria ensures the data's specificity. Any articles not meeting the criteria will be disregarded [\(Ratih & Susanna, 2018\)](#). Detailed descriptions of the inclusion and exclusion criteria methods are outlined in Table 2.

Table 2. Inclusion and Exclusion Criteria

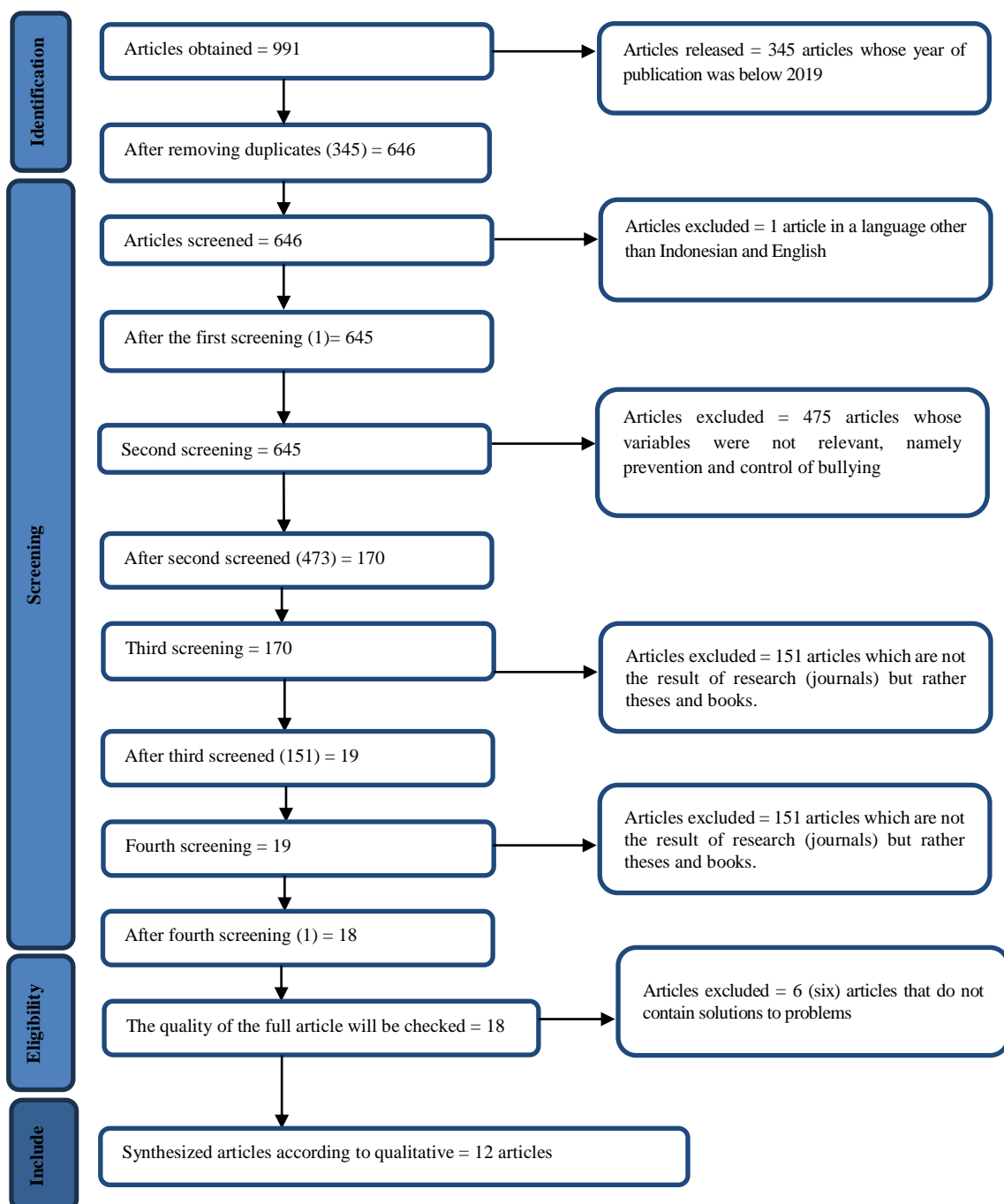
Type	Inclusion	Exclusion
Publication Year	2019-2024	Under 2019
Language	Indonesia & Inggris	Apart from Indonesian and English
Research variable	Overcoming cases of bullying at school	Overcoming bullying cases other than in educational institutions
Article type	Research/journal articles	Research report (thesis, thesis, dissertation)
Participant	Students, Education, Lecturers, Practitioners	Athletes and Coaches
Relevance	Contains solutions/handling bullying	Does not contain solutions/for handling bullying
Scope of discussion	Physical education and non Physical education (as comparison)	
Outcomes	Methods that are relevant to preventing and handling cases of bullying in physical education at school	

Identifications

The author meticulously identified 991 articles through comprehensive searches on Google Scholar, Crossref, and Scopus using Publish or Perish. The collected articles will undergo rigorous filtering to ensure the highest quality. Initially, 345 articles were excluded due to being published before 2019. Subsequently, 1 article was eliminated for not being in

Indonesian or English. Further scrutiny led to the removal of 475 articles that did not align with the specified variables, which focus on preventing cases of bullying in physical education learning. Additionally, 151 articles were disregarded as they were not research articles (journals) but rather books and theses. One more article was excluded as the participants did not include teachers and students. After further scrutiny, 6 articles were discarded because they did not address the desired variables. Ultimately, 12 articles met all the requirements and will be included as research data for review. For more details, refer to the information in the image below.

Figure 1. Prism Flowchart



RESULTS AND DISCUSSION

Results

The author carefully analyzed the articles step by step to identify those that fully met the criteria for inclusion in the research. It was found that 12 articles met the requirements, with 8 focusing on learning in Physical Education and 4 on learning in other subjects. The author's review of articles on physical education and other subjects is described in Table 1 and Table 2 below:

Table 3. Presentation of Physical Education Learning Article Review

No	Author name and year	Index	Relevance Article	Methods	Result
1	(Budiman et al., 2024)	Sinta S5	Development of social skills through the STAD cooperative learning model	Cooperative Learning (STAD)	The STAD cooperative learning model provides students with the opportunity to improve their interpersonal skills by interacting with their peers in their group. The STAD model allows students to find solutions to their problems. Students will learn to work together, respect each other, and appreciate the roles of others once they know what they are doing to help the group progress. The STAD model influences students' social skills.
2	(Putri, 2019)	Sinta S3	Prevent bullying deviant behavior by carrying out a series of HOC actions	House Of Care (HOC)	Preventive actions carried out by SMP Muhammadiyah 2 include creating a HOC (Host of Care) program, the school brings in the police, psychology, and law, then students are trained, they are given an understanding of bullying, the impact of bullying, the dangers of bullying, drugs, students who carry out bullying can subject to punishment and punishment.
3	(Wei & Graber, 2023)	Scopus	Preventing and overcoming bullying by adopting a social-ecological perspective	Social-ecological perspectives	The results of this study highlight the importance of adopting a social-ecological perspective to address bullying behavior and guide anti-bullying interventions in physical education. Physical activity that can potentially improve children's social-emotional learning is also needed to reduce and prevent bullying in physical education.
4	(Montero-Carretero & Cervelló, 2020)	Scopus	Prevention, prediction, and overcoming bullying with interpersonal teaching Styles	Interpersonal Style	Bullying was predicted positively by students' perceptions of a more controlling style and negatively by greater perceptions of an autonomy-supportive style in physical education classes.

No	Author name and year	Index	Relevance Article	Methods	Result
5	(Mierzwinski & Velija, 2020)	Scopus	Overcoming bullying through a sociological approach to male students (students)	Sociological approach	The social processes involved in bullying illustrate the different relationships and behaviors that young people must navigate and negotiate in an increasingly complex contemporary society In competitive single-sex sports environments, we show how young men are required to demonstrate higher levels of control over their emotional expression and behavior.
6	(Greco, 2021)	Scopus	Reducing bullying cases in schools by implementing multilateral teaching	Multilateral teaching	Multilateral teaching can increase adolescents' resilience and self-efficacy and reduce the likelihood that they will engage in aggressive or bullying behavior.
7	(Sağın et al., 2022)	Scopus	Handling bullying cases in physical education through anti-bullying programs.	anti-bullying programs	Physical education classes provide a suitable environment for peer bullying to emerge. Anti-bullying programs can effectively reduce bullying in schools by approximately 20%
8	(Juniar et al., 2023)	Sinta S2	Overcoming students' lack of social skills causes bullying by implementing cooperative and project-based learning.	Cooperative Learning Project Base Learning	Project-based and cooperative learning models are equally effective because both show significant improvements in the Social Skills of high school students in each group

Table 4. Presentation of review articles on learning other than physical education

N0	Author name and year	Index	Relevance Article	Methods	Result
1	(Uvaira Hasibuan et al., 2023)	Sinta S5	Handling bullying cases in schools through multicultural education	Multicultural Educations	Through this PKM activity, the actualization of multicultural education for children at SDN No. 066650 Medan Kota is believed to be able to reduce bullying among children in elementary schools. Students at SDN No.066650 have widely actualized bullying in their daily lives in multicultural education in elementary schools.
2	(Yosep et al., 2023)	Scopus	Reducing bullying cases in schools by implementing school-based nursing interventions.	school-based nursing interventions	School-based nursing interventions are divided into three methods, namely game programs, physical activity programs, training programs, and peer group programs. School-based nursing interventions can be an option in preventing and reducing bullying incidents among students at school.

No	Author name and year	Index	Relevance Article	Methods	Result
3	(Fadil, 2023)	Sinta S5	Application of the lecture method to prevent bullying cases.	Lecture method	The strategy for preventing verbal bullying behavior through PPKn learning for students at SDIT Kemuning is to intervene when two students are having problems and then have a conversation with them after they have been advised and given directions.
4	(Sudjiwanati, 2020)	Sinta S5	Counseling and psychotherapy approaches for addressing student bullying.	Counseling and psychotherapy	Handling of students who bully needs to be prevented and victims of bullying need to get help in the form of counseling and psychotherapy A suitable activity for teenagers is determining the right material for counseling about preventing bullying behavior at school.

Discussion

PE learning models/methods can prevent and handle bullying

Table 5. Outcome models and pe learning methods that can prevent and handle bullying

N0	Learning Methods		Author	Article Overview	Subject
	Methods	Type			
1	Cooperative Learning (STAD)	STAD	(Budiman et al., 2024)	Development of social skills through the STAD cooperative learning model	Physical Education
2	House Of Care (HOC)	HOC	(Putri, 2019)	Prevent bullying deviant behavior by carrying out a series of HOC actions	Physical Education
3	Social-ecological perspectives	Social-ecological perspectives	(Wei & Graber, 2023)	Preventing and overcoming bullying by adopting a social-ecological perspective	Physical Education
4	Interpersonal Style		(Montero-Carretero & Cervelló, 2020)	Prevention, prediction, and overcoming bullying with interpersonal teaching Styles	Physical Education
5	Sociological approach		(Mierzwinski & Velija, 2020)	Overcoming bullying through a sociological approach to male students (students)	Physical Education
6	Multilateral teaching		(Greco, 2021)	Reducing bullying cases in schools by implementing multilateral teaching	Physical Education
7	Anti-bullying programs		(Sağın et al., 2022)	Handling bullying cases in physical education through anti-bullying programs.	Physical Education
8	Cooperative Learning, Project Base Learning		(Juniar et al., 2023)	Overcoming students' lack of social skills which causes bullying by implementing cooperative learning and project-based learning.	Physical Education

The author discovered eight articles that examine the utilization of physical education teaching techniques for the prevention and mitigation of bullying. Among them, two articles center on the cooperative learning approach, underscoring its favorable influence on students' social development. One of the articles specifically references the STAD cooperative learning model, while the other integrates the cooperative model with Project Based Learning. Both articles underscore the significance of employing cooperative learning to enhance social skills within the realm of physical education.

The findings from the remaining six articles are as follows; 1) [Wei & Grabe \(2023\)](#) emphasize the importance of adopting a social-ecological approach to tackle bullying and promote anti-bullying interventions in Physical Education. 2) [Montero-Carretero & Cervelló \(2020\)](#) discovered that bullying behavior was positively linked to students' perceptions of a more controlling style and negatively linked to perceptions of an autonomy-supportive style in physical education classes. 3) [Mierzwinski & Velija \(2020\)](#) demonstrate how young men in competitive single-sex sports environments are expected to display greater control over their emotional expression and behavior. 4) [Greco \(2021\)](#) proposes that multilateral teaching can improve adolescents' resilience and independence, thus reducing the likelihood of them engaging in aggressive or bullying behavior. 5) [Sağın et al \(2022\)](#) emphasize the significant role of the sports teacher in either decreasing or increasing peer bullying in the classroom while acknowledging that physical education classes can provide an environment conducive to peer bullying. 6) [Putri \(2019\)](#) describes the preventive measures implemented by Junior high school Muhammadiyah 2, including the establishment of an HOC (Host of Care) program.

These articles collectively center on bullying issues within the context of physical education or sports environments, addressing various aspects related to causes, influencing factors, and strategies for prevention or reduction. The six articles present diverse approaches and methods for comprehending and tackling bullying in both educational and sporting settings. These encompass a social-ecological approach, regression analysis, qualitative and quantitative research, statistical analysis, and the implementation of preventive measures. Despite their disparities, it is evident from the works of [Budiman et al \(2024\)](#) and [Juniar et al \(2023\)](#) the cooperative learning model emerges as a pertinent approach to addressing and preventing bullying.

Learning methods other than physical education can prevent and reduce bullying

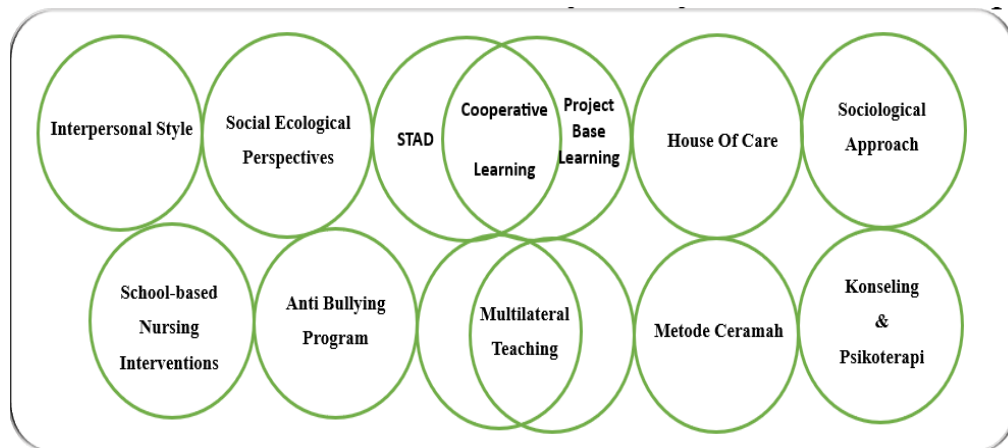
Table 6. Outcome Models and Non-Physical Education Learning Methods that can prevent and reduce bullying

NO	Learning Methods		Author	Article	Subject
	Methods	Type			
1	Multicultural Education		(Uvaira Hasibuan et al., 2023)	Handling bullying cases in schools through multicultural education	Indonesian language subjects
2	School-based nursing interventions		(Yosep et al., 2023)	Reducing bullying cases in schools by implementing school-based nursing interventions.	Counseling Education
3	Lecture method		(Fadil, 2023)	Application of the lecture method to prevent bullying cases.	Civic education
4	Counseling and psychotherapy.		(Sudjiwanati, 2020)	Counseling and psychotherapy approaches to dealing with students who bully.	Counseling Education

In the upcoming section, the author will present and analyze the findings of a review article focused on learning models and methods aimed at preventing and addressing incidents of student bullying in academic subjects other than physical education. The review identified four effective learning models and methods for addressing student bullying: 1) Implementation of activities to promote multicultural education at Public Elementary School Medan, which is shown to reduce bullying among elementary school children. 2) Utilizing school-based nursing interventions as a strategy to prevent and address bullying incidents among students. 3) Emphasizing the role of teachers in fostering an anti-bullying environment through individual and classroom guidance for all students. 4) Providing counseling and psychotherapy for bullying victims and implementing preventive measures for students who engage in bullying behavior. Based on the review article, it is concluded that the most relevant learning model for preventing and addressing bullying in non-physical education settings is the multicultural teaching model, as opposed to cooperative learning.

Based on an analysis of articles on learning models/methods that can prevent and reduce cases of bullying, the author concludes that: 1) The learning model relevant to preventing and overcoming bullying in physical education is more dominant than the cooperative learning model. 2) The learning model relevant to preventing and overcoming bullying in non-physical education learning is dominantly the Multicultural Teaching method. If presented in illustrative form, it would look like this:

Figure 3. Illustration of an article reviewing the application of learning models/methods in the 12 articles studied



The review article's conclusion, discussed in the preceding paragraph, outlines 11 learning methods/models for both physical education and non-physical education learning. These include Cooperative Learning STAD Type, HOC Socialization Method, Social-ecological perspectives intervention guidance method, Interpersonal Style, Sociological Approach, Multilateral Teaching, Method of implementing the "anti-bullying program", Project Base Learning, School-based nursing interventions, Lecture Method, and Counseling and psychotherapy. The article concludes by recommending the use of cooperative learning models to enhance social skills and competitive learning methods to provide real-life experiences related to bullying incidents. The findings suggest that implementing these methods can lead to a reduction in bullying cases, making learning more meaningful and enjoyable for all students. The article also suggests further research in physical education learning to address the issue of bullying, emphasizing the use of cooperative learning models to improve social skills and provide direct interaction between students to address bullying effectively.

CONCLUSION

According to the review of 991 articles, the author concluded that Cooperative Learning is an effective method in physical education for preventing and addressing bullying. Additionally, multicultural learning methods were found to be effective in preventing and addressing bullying in subjects other than physical education.

REFERENCES

Akbar, M. A., Rahmadi, R., & Mulhim, H. M. (2020). Instrumen penilaian harian aspek psikomotor Pendidikan jasmani olahraga dan kesehatan. *Stabilitas: Jurnal Pendidikan*

Jasmani Dan Olahraga, 1(1), 56–62.
<https://doi.org/https://doi.org/10.20527/mpj.v1i1.485>

Arifin, S., Hidayah, I., & Raya Tuwel, J. (2019). Unnes Journal of Mathematics Education Research The Analysis of Problem-Solving Ability in Terms of Cognitive Style in Problem-Based Learning Model with Diagnostic Assessment. *UJMER*, 8(2), 147–156.
<http://journal.unnes.ac.id/sju/index.php/ujmer>

Ayuni, D. (2021). Pencegahan Bullying dalam Pendidikan Anak Usia Dini. *Journal of Education Research*, 2(3), 93–100. <https://doi.org/https://doi.org/10.37985/jer.v2i3.55>

Budiman, B., Burhaein, E., & Rusmana, R. (2024). Mengembangkan Keterampilan Sosial melalui Model Pembelajaran Kooperatif dalam Pendidikan Jasmani. *Jurnal Pendidikan Tambusai*. <https://doi.org/https://doi.org/10.31004/jptam.v8i1.13702>

Eko Nopiyanto, Y. (2023). Improving the learning outcomes of physical education students through the application of the read, answer, discuss, and create (RADEC) learning model. *Altius: Jurnal Ilmu Olahraga Dan Kesehatan*, 12(2), 258–267.
<https://doi.org/10.36706/altius.v12i2.22243>

Fadil, K. (2023). Peran guru dalam penanaman sikap anti bullying verbal dalam pembelajaran PKN di sekolah dasar. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*.
<https://doi.org/https://doi.org/10.54069/attadrib.v6i1.411>

Fitri, M., & Irianto, T. (2020). Design of Cooperative Learning Models in Physical Education Learning in Elementary School. *Atlantis Press SARL.*, 107, 147–149.
<https://doi.org/https://doi.org/10.2991/assehr.k.200219.043>

Greco, G. (2021). Multilateral teaching in physical education improves resilience and self-efficacy in adolescents and could help reduce bullying behaviors. *Physical Culture and Sport, Studies and Research*, 90(1), 1–9. <https://doi.org/10.2478/pcssr-2021-0008>

Indonesia, D. P. R. R., & Indonesia, P. R. (2003). *Sistem pendidikan nasional*.

Juniar, D. T., Suherman, A., Tarigan, B., & Mahendra, A. (2023). Effects of Project-Based Learning Model and Cooperative Learning Model in Improving Student Social Skills in Physical Education. *Jurnal Pendidikan Jasmani Dan Olahraga*, 8(1), 49–57.
<https://doi.org/10.17509/jpjo.v8i1.56156>

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>

Lusiantri, L., & Mashud, M. (2023). Integrasi model pembelajaran PjBL dengan inklusi dalam pembelajaran lompat jauh. *Multilateral: Jurnal Pendidikan Jasmani Dan Olahraga*, 22(4), 45. <https://doi.org/10.20527/multilateral.v22i4.16318>

- Mashud, M., Muhammad, R., Mu'arifin, M., Didik, P., Afri, T., & Wulandari, A. (2022). Model Pembelajaran Pendidikan Jasmani Untuk Meningkatkan Kecakapan Kolaborasi Siswa di Indonesia: Article Review. *Jendela Olahraga*, 7(2), 78–94. <https://doi.org/10.26877/jo.v7i2.11973>
- Mashud, M., Warni, H., Arifin, S., Ferry, M., Pebriyandi, P., & Advendi Kristiyandaru. (2021). The application of discord as an effort to increase students' wellbeing in physical education learning during the COVID-19 emergency. *Journal Sport Area*, 6(3), 335-348. [https://doi.org/https://doi.org/10.25299/sportarea.2021vol6\(3\).6612](https://doi.org/https://doi.org/10.25299/sportarea.2021vol6(3).6612)
- Mierzwinski, M., & Velija, P. (2020). Bullying in male physical education: a figurational sociological analysis. *Sport in Society*, 23(10), 1630–1644. <https://doi.org/10.1080/17430437.2020.1814575>
- Montero-Carretero, C., & Cervelló, E. (2020). Teaching styles in physical education: A new approach to predicting resilience and bullying. *International Journal of Environmental Research and Public Health*, 17(1). <https://doi.org/10.3390/ijerph17010076>
- Muhajir, M. (2021). *Buku Panduan Guru Pendidikan Jasmani, Olahraga, dan Kesehatan KEMDIKBUDRISTEK*. <http://buku.kemdikbud.go.id>
- Nur, M., Yasriuddin, Y., & Azijah, N. (2022). Identifikasi Perilaku Bullying Di Sekolah (Sebuah Upaya Preventif). *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, 6(3), 685–691. <https://doi.org/10.35931/am.v6i3.1054>
- Pratiwi, I., & Utami, T. G. (2021). Gambaran Perilaku Bullying Verbal Pada Siswa Sekolah Dasar : Literature Review. *JKEP*, 6(1), 51–68. <https://doi.org/https://doi.org/10.32668/jkep.v6i1.436>
- Pristiwanti, D., Badariah, B., Hidayat, S., & Dewi, R. S. (2022). Pengertian Pendidikan. *Jurnal Pendidikan Dan Konseling*, 4(6), 7911–7915. <https://doi.org/https://doi.org/10.31004/jpdk.v4i6.9498>
- Putri, W. T. (2019). Tindakan sekolah dalam mencegah perilaku bullying di SMP Muhammadiyah 2 dan SMP Ngaglik Sleman. *Jurnal Bimbingan Dan Konseling*, 4(1). <https://doi.org/https://doi.org/10.31316/g.couns.v4i1.448>
- Ramadhanti, R., & Hidayat, M. T. (2022). Strategi Guru dalam Mengatasi Perilaku Bullying Siswa di Sekolah Dasar. *Jurnal Basicedu*, 6(3), 4566–4573. <https://doi.org/10.31004/basicedu.v6i3.2892>
- Ratih, S. P., & Susanna, D. (2018). Perceived effectiveness of pictorial health warnings on changes in smoking behavior in Asia: A literature review. In *BMC Public Health* (Vol. 18, Issue 1). BioMed Central Ltd. <https://doi.org/10.1186/s12889-018-6072-7>
- 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>

- Salasiah, S., Rahmadi, R., & Irianto, T. (2020). Instrumen penilaian harian aspek kognitif Pendidikan jasmani olahraga dan kesehatan. *Stabilitas: Jurnal Pendidikan Jasmani Dan Olahraga*, 1(1), 25–31. <https://doi.org/https://doi.org/10.20527/mpj.v1i1.476>
- Sari, D. V. (2022). The Correlationship Of School Age Children Characteristics In Bullying Occurrence At Sd Negeri 2 Cot Girek, Aceh Utara Regency. *Jurnal Kesehatan Akimal*, 2(1), 1–11. <https://doi.org/https://doi.org/10.58435/jka.v1i2.49>
- Sudjiwanati, S. (2020). Mencegah perilaku bullying di sekolah menengah. *PEDULI: Jurnal Ilmiah Pengabdian Pada Masyarakat*, 4(1), 79–83. <https://doi.org/https://doi.org/10.31004/jh.v3i4>
- Syajuananda, D. P., & Tirtayani, L. A. (2022). Survei Pengetahuan Guru Mengenai Tindakan Bullying di Taman Kanak-Kanak. *Jurnal Pendidikan Anak Usia Dini Undiksha*, 10(2), 246–254. <https://doi.org/doi.org/10.23887/paud.v10i2.48857>
- Uvaira Hasibuan, V., Lestari, W., Yani, F., & Martha Lova, S. (2023). Edukasi Bullying Pada Anak Sekolah Dasar Dalam Pendidikan Multikultural. *Journal of Human And Education*, 3(4), 117–125. <https://doi.org/https://doi.org/10.31004/jh.v3i4.430>
- 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>
- Yosep, I., Hikmat, R., & Mardhiyah, A. (2023). School-Based Nursing Interventions for Preventing Bullying and Reducing Its Incidence on Students: A Scoping Review. *International Journal of Environmental Research and Public Health*, 20(2). <https://doi.org/10.3390/ijerph20021577>