

# The Effectiveness of Self-Help Groups for Bullying Victims at School A Scoping Review

Rizal Fajri<sup>1,\*</sup>), Iman Permana<sup>2</sup>

<sup>1,2</sup> Master of Nursing, Universitas Muhammadiyah Yogyakarta, Indonesia

## Abstract

*Self-help groups are a form of psychotherapy that provides social support and psychology by sharing feelings, care information, recurrence prevention, treatment, problem delivery and motivation and determining solutions for solving the problem, because research on this is rare. This research contributes to providing support for victims of bullying so that their mental health remains intact and strengthens the mental state of bullying victims. We conducted scoping review searches in December 2023 in the following databases: PubMed, Proquest, ScienceDirect and included studies on Self Help Group or Support Group Therapy AND Bullying published in English and Indonesian between 2018-2023. Two reviewers independently screened the identified study reports for eligibility and extracted data from the eligible studies. The extracted data were descriptively analysed, and research recommendations were drawn. Of the 1.711 research reports identified, there were 243 duplicate items; only 9 were included in the scoping review. Self-help groups or support group therapy are effective in helping to deal with the problems faced by victims of bullying, including being able to reduce the level of anxiety in victims of bullying and being able to improve the quality of life of victims of bullying at school.*

**Keywords:** *Bullying; Psychiatric Nursing; Self-Help Group.*

**Article info:** *Article info: Sending on December 03, 2024; Revision on August 16, 2025; Accepted on September 04, 2025*

---

\*) Corresponding author: Rizal Fajri  
E-mail: [rizalfajri176@gmail.com](mailto:rizalfajri176@gmail.com)

## 1. Introduction

Teenage life is a stage of development from children to adult. Teenagers also generally have positive behaviour that could be shown, but their tendency towards other negative behaviour, such as threatening, hitting, bullying, and other acts towards other people. Teenagers may be able to do these acts individually and in a group repeatedly. We called this action bullying ([Abdurakhman et al., 2022](#)). Bullying is a situation where a person or group carries out an abuse of power against a victim who is unable to defend themselves defend himself because he is physically and mentally weak. When this happens repeatedly and the victim feels afraid or intimidated, it can be said to be bullying behaviour ([Syavika et al., 2023](#)).

School is considered a part of a micro-system for children after home, which has a vital role in both social and emotional development. Bullying in schools has become a widespread problem that can have lifelong negative consequences for both the bully and the victim. Bullying and victimisation can have permanent effects on children and adolescents,

which persist until adulthood, like leaving school, physical damage, social and psychological problems such as depression, anxiety, suicide thoughts and behaviour, grief and sorrow, humiliation, lower self-rated health and reduction of self-esteem ([Shimaa Mohamed Eliwa et al., 2022](#)).

Currently, acts of bullying are increasing throughout the world. UNESCO found 246 million cases of bullying in schools in 2020, up from 32% in 2019 ([Muhopilah & Tentama, 2020](#)). This is an increase in cases of bullying of children and teenagers around the world. Meanwhile, research data Program for International Students Assessment (PISA) shows that the majority of students in Indonesia experience bullying at school. According to this data, Indonesia is in the fifth-highest position out of 78 countries, with victims of harassment receiving negative treatment, such as being teased at 22%, having the victim's belongings destroyed at 22%, spreading untrue rumours at 20%, being ostracised at 19%, beaten at 18%, and receiving a threat at 14%.

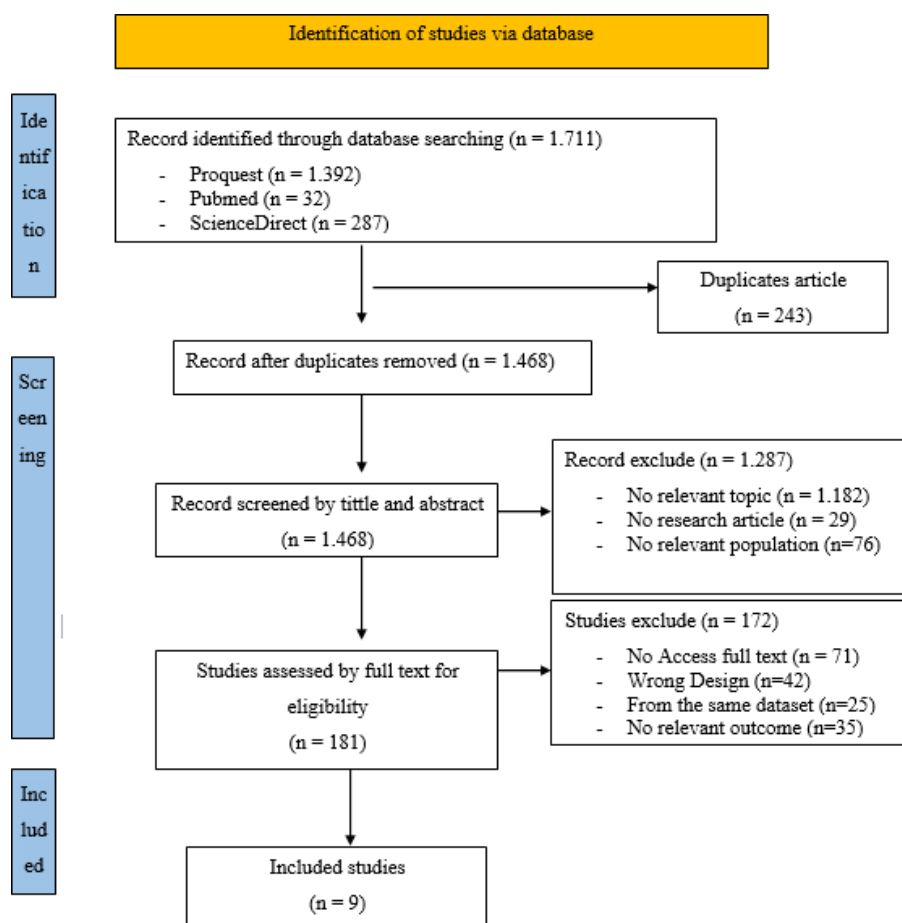
Anti-bullying interventions in schools are currently of critical importance, and those that have a whole-school approach, involving the participation of students, school staff or teachers, and parents. There are many effective strategies for both teachers and parents to stop bullying ([Shimaa Mohamed Eliwa et al., 2022](#)). Some of the more popular and researched programs include perhaps, the earliest, whole-school anti-bullying program, the Olweus Bullying Prevention Program designed to modify and improve the school environment to reduce and prevent bullying behavior partially through adults communicating warmth and positivity towards students including acting as positive and authoritative role models, stricter rules, regulations and consequences for anti-social student behavior, and the implementation of non-aggressive consequences for unacceptable behavior ([Stewart & Bernard, 2023](#)).

In accordance with the description of the problem above, appropriate treatment is needed, namely group psychotherapy through Support Group Therapy or Self Help Group because these two keywords have to same meaning. According to

[Salmiyati \(2018\)](#), Self self-help group is a form of psychotherapy that provides social and psychologically support by sharing feelings, treatment information, recurrence prevention, treatment, presenting problems and motivating and determining solutions to solve problems. This group therapy or self-help group is carried out in groups. It is aimed at a group of people who are experiencing the same problem, so that they can talk to each other about their concerns, provide support and assistance to each other, and share their experiences ([Kusumawardani et al., 2020](#); [Worrall et al., 2018](#)). This research contributes to providing support for victims of bullying so that their mental health remains intact and strengthens the mental state of bullying victims.

## 2. Method

**Study Design:** We utilised a well-established scoping review methodology comprising identifying relevant studies, selecting studies to include in the review, charting the data, collating, and summarising and reporting the results.



**Figure 1.** Preferred Reporting Items for Systematic Reviews and Meta-Analyses Extension for Scoping Review (PRISMA-ScR) search flowchart

**Study Identification:** We conducted systematic searches in the following electronic databases using a comprehensive search strategy developed iteratively through a literature review and reviewing the results of initial scoping searches. We searched three electronic databases, such as PubMed, ProQuest, and ScienceDirect, to identify published studies that met the inclusion criteria. We searched using keywords developed based on our questions: “self-help group AND bullying,” “support group AND bullying.” We followed the Cochrane and Centre for Reviews and Dissemination guidelines in designing searches. Two reviewers who were not involved in building the search using the Peer Review of Electronic Search Strategies checklist reviewed the search strategies. The searches were reported per the Preferred Reporting Items for Systematic reviews and Meta-Analyses (PRISMA) literature search extension.

**Study Selection:** We used the Zotero software <https://www.zotero.org/download/> (accessed on 17 December 2023) to manage and screen the research reports retrieved from the searches. Two reviewers (IP and DR) independently screened each study for eligibility using a standardised study selection form based on the prespecified study eligibility criteria. The screening was done in two stages: screening titles and abstracts of all retrieved records after removing duplicates, and then screening the full texts of those studies identified in the first stage as potentially eligible. Any disagreements regarding study inclusion were resolved through discussion between the two reviewers.

Studies were eligible if they fit the inclusion criteria set by the researcher. The inclusion criteria were research on self-help groups and bullying, support groups and bullying, studies with all study design types except review articles, publication year 2018-2023, and published in English and Indonesian. Full-text articles were reviewed independently and then discussed to confirm if the full-text articles met the inclusion criteria. Any discrepancies between the two reviewers at any stage of the selection process were discussed and settled with a third reviewer.

**Data collating, Summarising and Reporting:** We conducted content analysis to identify and categorise various data items, and produced tables, graphs and narrative summaries that mapped the extent, range, and nature of research activity. We used these summaries to identify the key gaps in the existing literature and make recommendations for future research. We

also narratively synthesised study findings according to their study focus areas. The reporting of the scoping review followed the PRISMA extension for scoping reviews.

### 3. Results and Discussion

We found 1.711 studies during the literature search. After removing 243 duplicate articles, the remaining 1.468 articles were further examined based on inclusion criteria by titles and abstracts. In the title and abstract screening, articles that did not meet the inclusion criteria (Articles from the last 5 years max, use English language and Indonesian language, qualitative/quantitative method articles that strengthen interventions, research subjects are victims of bullying at school ) were removed. One hundred eighty-one full-text articles were screened independently and discussed to determine relevance. The research flow of articles through the identification of final papers is represented in Figure 1. General Characteristics of Studies: 9 papers were reviewed in the current scoping review (Table 1). The included studies were performed in four countries: Indonesia (n=5), Sweden (n=1), Egypt (n=1), South Africa (n=1), and Australia (n=1).

This review provides a comprehensive review of the research evidence regarding the effects of self-help groups on victims of bullying. Further analysis of each impact of self-help groups on bullying victims found in this study is explained below.

#### The effect of self-help groups on improving the quality of life of bullying victims

Victims of bullying can experience a poor quality of life if Negative treatment continues to be given. Victims of bullying usually experience heartache, guilt, and decreased enthusiasm for life. As a result, victims prefer to be gloomy, unhappy, and uninspired to participate in school activities, and feel that they have no advantages ([Dubey et al., 2022](#)). The first thing found in the included studies is the presence effect of self-help groups on improving the quality of life of bullying victims. This is linked to research by ([Yunita & Addiarto, 2023](#)), which explains that self-help groups or support group therapy can be used to increase the resilience of current bullying victims, because their effect is quite effective in improving the quality of life of bullying victims. This can happen because this therapy makes it easier for victims of bullying to survive and be able to live a good life because they feel support from other people around them.

**Table 1.** A total of 9 papers were reviewed in the current scoping review. The included studies were performed in four countries: Indonesia (n=5), Sweden (n=1), Egypt (n=1), South Africa (n=1), and Australia (n=1).

Study	Purpose	Study Design	Country	Data Collection	Respondent Total	Results
<a href="#">(Azalia &amp; Sulistyarini, 2020)</a>	aims to improve the ability to regulate emotions in students through a self-help group	This study used an experimental method with the design of one-group pretest-posttest design. The purposive sampling method was used for sampling	Indonesia	The therapy of the self-help group was carried out in four meetings. Each meeting was run for 4 – 5 hours. Before conducting the treatment, the researcher will provide a pretest sheet that will be used as a benchmark for quantitative intervention.	Participants in this study were eight students of class X and XI MAN X, Muslim, male and female, who had suffered from bullying, as well as facing emotional regulatory problems.	Based on the results of this study, it can be concluded that there are significant differences in the regulation of emotions of students who are victims of bullying after being given an intervention self-help group. Therapy of self-help groups has been proven quantitatively and qualitatively to be one of group therapy, which is effective enough to be able to increase participants' emotional regulation. The positive response and enthusiasm shown by the participants created good reciprocal interaction, comfort and openness between them, making them close to each other. So a new support system between participants was forming. The participants got the solutions and insights on their problems as long as they help each other and get the latest points of view to support each other for channelling their feelings (not always be angry, sad, or run away when facing a new problem).
<a href="#">(Shimaa Mohamed Eliwa et al., 2022)</a>	The study aimed to evaluate the effect of a behavioural program in reducing bullying among primary school students	quasi-experimental pretest-and post-test	Mesir	An interview questionnaire sheet for data collecting is composed of two tools. Tool I: Socio-demographic of the studied sample. Tool II: Bullying scale among primary school students according to teacher opinion.	The subjects of this study consisted of 60 bullied students in primary school. The previously mentioned settings at the time of data collection were selected under the inclusion criteria : <ul style="list-style-type: none"> <li>- Age: ranging between 10 to 12 years old</li> <li>- Bullied students,</li> </ul>	The study results show that the intervention led to statistically significant improvement regarding the total mean bullying score, which was found after the program. Therefore, implementing a behaviour program successfully reduces bullying among primary school students.

according to  
 teachers'  
 opinion who  
 experience not  
 less than five  
 years

<a href="#">(Källmén &amp; Hallgren, 2021)</a>	We examined the effectiveness of Self-Help Plus as an indicated intervention to prevent the onset of mental disorder.	Survey	Swedia	Students completed the questionnaire during a school lesson, placed it in a sealed envelope and handed it to their teacher. Student were permitted the entire lesson (about 40 min) to complete the questionnaire and were informed that participation was voluntary (and that they were free to cancel their participation at any time without consequences). Students were also told that the Origo Group collected the data for the City of Stockholm.	students in lower secondary school (year 9— compulsory) and upper secondary school (year 11)	Pooling all data, reports of mental health problems were four times more prevalent among boys who had been victims of bullying compared to those who reported no experiences with bullying. The corresponding figure for girls was two and a half times as prevalent.
<a href="#">(Muthevhuli &amp; Obadire, 2021)</a>	This study investigated the causes and effects of bullying on primary school pupils in Waterval village in Limpopo Province, South Africa.	Qualitative method with purposive sampling was used as a subtype of non-probability sampling.	South Africa	The study interviewed the first eight participants available. They included school pupils from Djunane Primary School, Waterval area, who were between the ages of 7 and 13; their teachers, parents and community members in the study area. Permission for the underage pupils to participate in the research was received from SGB and teachers, who are the gatekeepers. This made it easy for the conclusion to be drawn based on the data collected in the study area. Data were analysed using thematic content analysis, which identifies and summarises message contents from respondents.	Participants in the study were parents, teachers, community members and the pupils with the permission from their School Governing Board (SGB).	<ol style="list-style-type: none"> <li>1. Causes of Bullying in Schools             <ul style="list-style-type: none"> <li>- Some of the behaviours are learnt from watching television</li> </ul> </li> <li>2. Effects of Bullying on Pupils             <ul style="list-style-type: none"> <li>- Bullying causes trauma and fear in a pupil's life</li> <li>- The findings in this study show that one of the effects of bullying is poor class attendance and poor performance at school.</li> <li>- Some of the pupils at Djunane Primary School are said to suffer from physical effects of bullying such as bruises, cuts, fever and injury from accidents.</li> <li>- Bullying not only causes physical effects but could also put pupils at risk of mental effects such as eating disorders as anorexia nervosa or bulimia, especially if that pupil is bullied because of their physical appearance.</li> </ul> </li> </ol>

						<p><b>3. Overcoming Bullying</b></p> <ul style="list-style-type: none"> <li>- Group formation and peer enlisting to help and look after one another may work.</li> </ul>
<a href="#">(Yani et al., 2023)</a>	The purpose of this research is to determine the effect of counselling groups towards the self-efficacy of victim bullying students.	quasi-experimental design with pretest and post-test group design	Indonesia	The data collecting of this study was obtained directly from respondents to assess self-efficacy following several stages, using a questionnaire and an Interview. The questionnaire used in this study was made by the researcher, referring to theoretical principles which consist of two parts, such as characteristics and self-efficacy, which the questionnaire has been tested for validity and reliability. Furthermore, the data is processed by the stages of Editing Data, Scoring Data, Tabulating Data, and Data Entry, then tested using the paired and independent sample t-test.	The sample of this research was 42 victim bullying students recorded in the counselling section and met the inclusion criteria.	The characteristics of victim bullying students are mostly female, with an average age of 13.86 years. Self-efficacy of victim bullying students has increased after counselling group treatment. There is a correlation between gender characteristics and self-efficacy at victim bullying victimised students with a p value of 0.000. There is an effect of the counselling group towards the self-efficacy of victim bullying students of Junior High School in Cirebon City.
<a href="#">(Stewart &amp; Bernard, 2023)</a>	The program is aimed at teaching students rational beliefs and coping skills they can employ to cope with various types of bullying	experimental or control condition.	Australia	Self-report data were collected pre- and post-test, measuring children's cognitive, behavioural and emotional coping responses to four written bullying vignettes. Measures of state and trait anxiety were also collected at pre- and post-tests	consisted of 115 participants (n = 55, experimental group; n = 60 in the control group), 57 males and 58 females, aged 10 to 14 years of age	Results revealed that students in the experimental group significantly improved in cognitive and emotional coping responses compared with students in the control group. Nonsignificant differences were found between males and females and between primary and secondary school students in their response to the program. State anxiety did not influence responsiveness to the program, but students with lower levels of trait anxiety (pretest) made significantly greater improvements on emotional coping responses compared to students with higher levels of trait anxiety.
<a href="#">(Yunita &amp; Addiarto, 2023)</a>	that support group therapy is effective in	The study is quasi-experimental with the	Indonesia	In the control group, respondents were given health education about bullying. The implementation of health education was carried out for one meeting with a	64 people (32 people in the control group, 32 people in the treatment group)	The results of this study can be followed up by conducting a combination of health education, which is usually done by conducting Support Group Therapy or group support therapy, which

	improving the quality of life of bullying victims	approach pre-post test design with a control group		duration of 45 minutes. Meanwhile, in the treatment group, respondents received support group therapy. The implementation of support group therapy was carried out 3 times a meeting session conducted week, with the duration for each meeting session for 45 minutes. Data collection using the World Health Organization Quality of Life BREF (WHOQOLBREF) questionnaire which has four domains of assessment indicators so that there are a total of 25 questions with an assessment using a Likert scale of 1-5 including very unsatisfactory (1), inadequate (2), ordinary (3), satisfactory (4), very satisfactory (5) which was carried out before and after the intervention in both the control and treatment groups.		can be used to increase the resilience of current bullying victims, because its effect is quite effective in improving the quality of life of bullying victims. This can happen because this therapy makes it easier for victims of bullying to survive and be able to live a good life. After all, they feel support by others around them.
<a href="#">(Putri, 2020)</a>	The purpose of this study was to look at the effect of the Support Group Method (TSGM) on the Prevention of Violent Behavior in Children in Primary Schools	Quasi-Experimental Pre Test Post Test With Control Group	Indonesia	by means of all populations being sampled or total sampling, which amounted to 62 people. Primary data collection in this study was carried out using interview guidelines (as a research instrument). Data analysis was processed with a computerised system and then analysed using Univariate and Bivariate analysis.	Sample size (N = 62) consisting of 31 control groups and 31 intervention groups	There is an influence between before and after being given action, both in the control and intervention groups, on the prevention of violent behaviour in elementary school students, including student knowledge about preventing violent behaviour, student attitudes towards violent behaviour, with a p-value <0.005, so it can be concluded that Ha is accepted and H0 is rejected..
<a href="#">(Bachry &amp; Annatagia, 2019)</a>	to determine the effectiveness of support	Experiment using a group pretest-posttest	Indonesia	This support group therapy consists of three meetings. Before carrying out therapy, researchers conducted a focus group discussion (FGD) and provided	The subjects of this research were 5 SMP X students who experienced bullying	Based on the evaluation results from the implementation of support group therapy it shows that this therapy is a form of intervention that is quite effective in reducing anxiety in

---

group therapy reducing anxiety students who experience bullying	control group in design	BAI sheets as a pretest to determine the anxiety scores of subjects who would participate in treatment. At each meeting, the subjects can share time and respond to problems felt by other subjects. At the last meeting, subjects were asked to evaluate themselves before and after doing support group therapy. After that, the researcher gave the BAI sheet as a post-test and carried out a termination.	and were in the high anxiety category.	subjects who have experienced bullying.
---	-------------------------------	--	--	---

---

According to [Sulistiyowati & Sulistiyowati \(2019\)](#) stated that SHGs are becoming a psychotherapy is important psychotherapy to provide support to individuals experiencing stress, psychological or mental. Through SHGs, individuals gather with a group of people with the same characteristic problem, making accepting their presence easy. Situation: This makes the individual feel less alone, so they can freely share their experiences and feelings. Conditions like this make the individual feel more empowered, not just as an individual but also socially, because they get a source of strength and community support bigger than before.

Other research says that through the implementation of SHG, individuals get support from peers who have had a similar problem, so they can make the individual more adaptive and able to accept everything conditions wisely. Besides that, SHGs can also help individuals develop feelings of empathy with each other to give reinforcement and motivation. This condition creates negative emotions in individuals decreases so that it can stimulate adaptive coping ([Yunita et al., 2021](#)).

The Contact Theory found in a journal ([Hikmat et al., 2024](#)) states that more intensive interaction and positive contact between individuals from diverse backgrounds can reduce prejudice and improve intergroup relations. Intergroup contact, cooperation, and communication among students from various ethnic backgrounds are integrated as part of the intervention design to create a more inclusive school environment, creating a pleasant atmosphere for students.

### **The Effect of Self-Help Groups on Reducing the Anxiety of Bullying Victims**

Anxiety is an emergent condition when someone experiences stress with symptoms such as feelings of tension, anxiety, worry, and physical responses. Anxiety is a form of accompanied fear, unclear worries experienced by someone ([Fitria & Ifdil, 2020](#)). The first thing found in the included studies is the presence effect of self-help groups to reduce the anxiety of bullying victims. This is linked to research by [Bachry & Annatagia \(2019\)](#), which explains that self-help group or support group therapy, based on the evaluation results from the implementation of support group therapy, shows that this therapy is a form of intervention that is quite effective in reducing anxiety in subjects who have experienced bullying. The results of this therapy are known to reduce anxiety scores in subjects. After this therapy was completed, the subjects experienced a decrease in scores, although they were still in the high category and also a decline in scores to the low anxiety category. Apart from that, the subjects also provided mutual support and feedback between

group members. Establishing mutually supportive relationships indirectly strengthens the subjects because they feel they are not alone in facing similar problems.

Other research says that their unperceived behaviour indicates decreased anxiety experienced by victims of bullying. Excessive worry when meeting with bullies, physical complaints reduced, unable to avoid so that the perpetrator is not bullied again, capable of ignoring or reproach and dare to report it to the school or parents after being intimidated. And able to make students feel like themselves, not alone or isolated, self-confidence increases, has a role towards others and can observe and follow instructions provided by the researcher ([Syah, 2018](#)).

### **4. Conclusions and Suggestions**

Self-help groups or support group therapy are effective in helping to deal with the problems faced by victims of bullying, including being able to reduce the level of anxiety in victims of bullying and being able to improve the quality of life of victims of bullying at school. Many interventions can be one to overcome bullying problems, one of which is self-help groups. According to researchers, self-help groups are an appropriate intervention because the target population or respondents have the same issues. And rarely used self-help group therapy to overcome bullying, which can involve teachers and parents in the technical implementation of self-help groups.

### **5. Acknowledgments**

The author would like to thank the editors and editorial team, as well as the anonymous reviewers, for their input from the submission stage to publication.

### **6. Reference**

- Abdurakhman, R. N., Lawej, A. I., & Herlina, N. (2022). The Influence of Project-Based Outdoor Learning Activities on Children's Independence Development. *International Journal of Educational Qualitative Quantitative Research*, 1(2), 1–5. <https://doi.org/10.58418/ijeqq.v1i2.15>
- Azalia, L., & Sulistyarini, R. I. (2020). Self-Help Group as a Method to Improve Emotion Regulation in Bullied Students. *JURNAL PSIKOLOGI MALAYSIA*, 33(3). <https://spaj.ukm.my/ppppm/jpm/article/view/469>
- Bachry, P. N., & Annatagia, L. (2019). Support Group Therapy untuk Menurunkan Kecemasan Pada Siswa yang Mengalami Bullying. *Jurnal Psikologi Klinis Indonesia*, 4(1), 89–89.

- <https://jurnal.ipkindonesia.or.id/index.php/jpki/article/view/jpki-4-1-2019-89>
- Dubey, V. P., Kievišienė, J., Rauckiene-Michealsson, A., Norkiene, S., Razbadauskas, A., & Agostinis-Sobrinho, C. (2022). Bullying and Health Related Quality of Life among Adolescents-A Systematic Review. *Children (Basel, Switzerland)*, 9(6). <https://doi.org/10.3390/children9060766>
- Fitria, L., & Ifdil, I. (2020). Kecemasan remaja pada masa pandemi Covid-19. *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia*, 6(1), 1. <https://doi.org/10.29210/120202592>
- Hikmat, R., Yosep, I., Hernawaty, T., & Mardhiyah, A. (2024). A Scoping Review of Anti-Bullying Interventions: Reducing Traumatic Effect of Bullying Among Adolescents. *Journal of Multidisciplinary Healthcare, Volume 17*, 289–304. <https://doi.org/10.2147/JMDH.S443841>
- Källmén, H., & Hallgren, M. (2021). Bullying at school and mental health problems among adolescents: A repeated cross-sectional study. *Child and Adolescent Psychiatry and Mental Health*, 15, 1–7. ProQuest Central; Publicly Available Content Database. <https://doi.org/10.1186/s13034-021-00425-y>
- Khoirunnisa, M., Hikmatul Maula, L., & Arwen, D. (2018). Hubungan Tindakan Bullying Dengan Tingkat Kecemasan Pada Pelajar Sekolah Menengah Kejuruan (Smk) Pgr 1 Tangerang. *Jurnal JKFT*, 3, 59. <https://doi.org/10.31000/jkft.v3i2.1286>
- Kusumawardani, W., Nursalam, N., & Nihayati, H. (2020). The Effect of a Combination of Group Therapy and Support on the Self-Efficacy and Deviant Behavior of Adolescents. *Jurnal Ners*, 15, 548–552. <https://doi.org/10.20473/jn.v15i1Sp.20531>
- Muhopilah, P., & Tentama, F. (2020). *BULLYING SCALE: A PSYCHOMETRIC STUDY FOR BULLYING PERPETRATORS IN JUNIOR HIGH SCHOOL*. <https://doi.org/10.46827/ejes.v7i7.3158>
- Muthevhuli, B. J., & Obadire, O. S. (2021). Exploring the Effects of Bullying on Primary School Pupils in South Africa. *African Journal of Development Studies*, 11(1), 209–228. ProQuest Central. <https://doi.org/10.31920/2634-3649/2021/v11n1a10>
- Putri, M. (2020). Pengaruh Pendekatan Metode The Support Group Method (Tsgm) Terhadap Pencegahan Perilaku Kekerasan Pada Anak Di Sekolah Dasar. *Menara Ilmu*, 14(1). <https://doi.org/10.31869/mi.v14i1.1918>
- Salmiyati, S. (2018). Pengaruh Self Help Group terhadap Pengetahuan tentang Hipertensi. *Journal of Health Studies*, 2, 75–83. <https://doi.org/10.31101/jhes.428>
- Shimaa Mohamed Eliwa, Salwa Abbas Ali Hassan, & Ehab Abdulaziz Al-Beblawy Gamalat Mustafa Abd El-Ghany. (2022). Effectiveness of behavioural programs in reducing bullying among primary school students. *NeuroQuantology*, 20(10), 4612–4624. ProQuest Central. <https://doi.org/10.14704/nq.2022.20.10.NQ55441>
- Stewart, J., & Bernard, M. E. (2023). EMPOWERING THE VICTIMS OF BULLYING: THE “BULLYING: THE POWER TO COPE” PROGRAM. *Journal of Evidence - Based Psychotherapies*, 23(2), 147–172. ProQuest Central. <https://doi.org/10.24193/jebp.2023.2.15>
- Sulistyowati, E., & Sulistyowati, D. (2019). Pemberdayaan Pasien Dengan Pendekatan Self Help Group Terhadap Perubahan Mekanisme Koping Pada Pasien Gangguan Jiwa Skizoprenia Di RSJD Dr Arif Z Surakarta. *Interest : Jurnal Ilmu Kesehatan*, 8. <https://doi.org/10.37341/interest.v8i1.123>
- Syah, M. E. (2018). Rational Emotive Behavior Therapy Untuk Menurunkan Kecemasan Korban Bullying Pada Siswa SMA. *Tajdidikasi: Jurnal Penelitian Dan Kajian Pendidikan Islam*, 7(2), 155–164. <https://dx.doi.org/10.47736/tajdidikasi.v7i2.102>
- Syavika, N., Pratiwi, R., Sahputra, D., Saragih, M. P. D., & Daulay, A. A. (2023). Bentuk Emosi Bullying dan Korban Bullying di Sekolah (Studi Kasus SMP Negeri 27 Medan). *Jurnal Ilmiah Universitas Batanghari Jambi*, 23(1), 741–745. <http://dx.doi.org/10.33087/jiubj.v23i1.3093>
- Worrall, H., Schweizer, R., Marks, E., Yuan, L., Lloyd, C., & Ramjan, R. (2018). The effectiveness of support groups: A literature review. *Mental Health and Social Inclusion*, 22, 85–93. <https://doi.org/10.1108/MHSI-12-2017-0055>
- Yani, R., Mustikasari, M., & Imelisa, R. (2023). The Effect of Counselling Groups towards Self-efficacy of Victim Bullying Students. *International Journal of Social Science And Human Research*, 06. <https://doi.org/10.47191/ijsshr/v6-i1-69>

Yunita, R., & Addiarso, W. (2023). Peningkatan Kualitas Hidup Korban Bullying Melalui Support Group Therapy Di Pondok Pesantren. *Prosiding Conference on Research and Community Services*, 5(1), 401–408.  
<https://ejournal.stkipjb.ac.id/index.php/CO RCYS/article/view/3282>

Yunita, R., Isnawati, I., & Addiarso, W. (2021). Pengaruh *Self Help Group* Untuk Meningkatkan Kualitas Hidup Keluarga Dalam Merawat Pasien Skizofrenia. *Jurnal Kesehatan Mesencephalon*, 6. <https://doi.org/10.36053/mesencephalon.v6i2.237>