

BULLYING RESEARCH TREND IN ELEMENTARY SCHOOL: BIBLIOMETRIC ANALYSIS

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Abstract: Researchers always find bullying interesting because it has become a global case that has not been resolved, and new things always emerge. This article uses bibliometric analysis to analyze research on bullying in primary schools. The results of data analysis show that publications about bullying experience an increasing trend every year. America is the most significant contributor to psychology and social science publications worldwide, with 216 articles published. Veenstra, R. from the University of Rijksuniversiteit Groningen is the most productive and has published 19 publications, followed by Salmivalli with 15 articles.

Keywords: bullying, bibliometric, elementary school, research trends.

1. INTRODUCTION

The discussion of bullying in schools is discussed and researched by many researchers both in the West and in Indonesia itself (Cao et al., 2020; Firmansyah, 2022; Gendron et al., 2011; Kartal & Bilgin, 2007; McCormac, 2014; Mendes, 2011; Quistgaard, 2008; Reyes-Rodríguez et al., 2021). There is also research on school approaches to preventing bullying, including a small group prosocial training approach through anger management (Quistgaard, 2008); experimental research that applies the Support Group Method to prevent child abuse (Putri, 2020); research on bullying behaviour prevention and intervention by providing school mental health centres (Nickerson, 2019); research on programs implemented in American schools with various interventions through a community approach (Rawlings & Stoddard, 2019); research using SEM analysis concluded that a positive school climate could counteract intimidating behaviour (Reyes-Rodríguez et al., 2021); research with PELITA evaluation for bullying prevention (Ahyani et al., 2019). However, no one has explored school policies to neutralize and prevent bullying in schools with research sites in Malaysia and Indonesia. With such research, we can see the practices in place and be considered for adoption on a larger scale to create bullying-free schools.

Bullying comes in many forms and is an example of intimidating behaviour. Verbal bullying is the most common, being a precursor to aggressive and intimidating behaviour. (Jamsai & Boonnak, 2023; Palade & Pascal, 2023). These actions include name-calling, insults, slander, criticism, sexual harassment, threats, etc. (Hartini, 2017; Hertinjung, 2013; Nur et al., 2022). The seeds of bullying start with

words, even though they are simple, but can damage students' self-esteem (Luo et al., 2022; Man et al., 2022; Sares-Jäske et al., 2023). Confirming the above findings, bullying is considered a negative action with the purpose of disturbing, carried out by one or a group against a weak party, over some time, violent, and hidden; the regulations also expressly prohibit placing, allowing, committing, ordering to commit, or participating in violence against children. (Blakey et al., 2023; Broutin et al., 2023; Cernelius & Dennhag, 2023).

There has been a significant increase in the prevalence of bullying, with nearly 246 million children experiencing it worldwide (Escuadra et al., 2023). His behaviour violates human rights and is an acute social problem, and at any time, can become a threat that disrupts the academic morale of students (Hidajat et al., 2023; Miller et al., 2019; Webber, 2017; Zhu et al., 2024). The violence stands out through physical, psychological, and mental control (J. K. Chen & Wu, 2023; Ellyson et al., 2023). Furthermore, the WHO (World Health Organization) report explains that bullying rates in each country vary, ranging from 1% to 36% for bullying and 2% to 32% for victimization (Escuadra et al., 2023).

Many studies on bullying in primary schools have been published in Scopus-indexed journals. However, the publication trend tends to fluctuate from year to year (Ishak et al., 2023). The results of the literature study describe the topic from several perspectives, such as the form of (Romera et al., 2019; Stubbs-Richardson & May, 2021; Wu et al., 2024; Zhao et al., 2023), and school strategies against bullying (Gizzarelli et al., 2023; Gómez-Tabares, 2021). The studies conducted by the experts above illustrate that bullying is an interesting theme and a severe concern for academics. However, not many have conducted trend research on bullying in primary schools.

This paper is based on bullying in primary schools over the last ten years, from 2014 to 2024. Given the importance of this theme, practitioners and academics are expected to gain valuable insights, so it is essential to understand the extent of the research trend. Researchers used Scopus data sources and analyzed them with Vosviewer to get a comprehensive picture.

2. METHODOLOGY

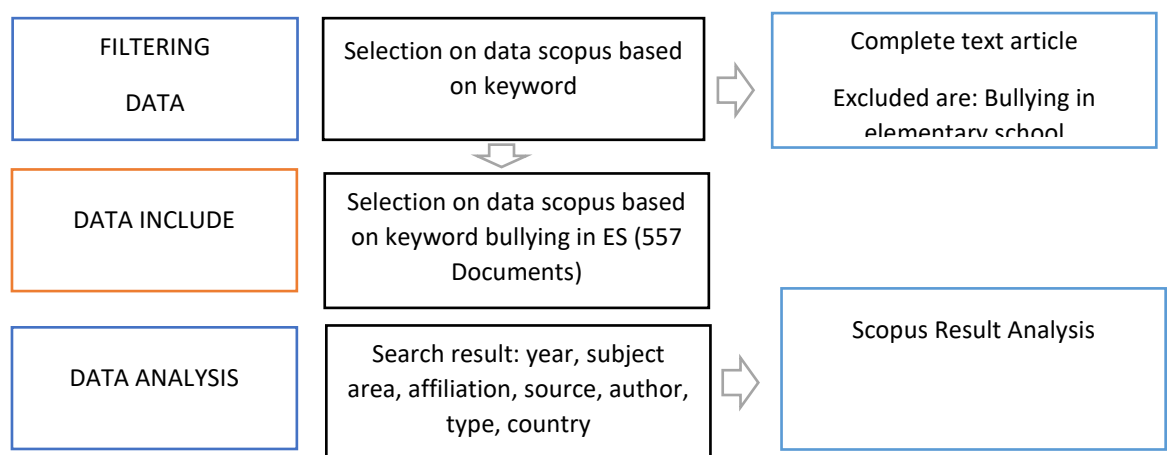
The bibliometric study in this research examines articles published in the Scopus database. The use of Scopus data allows access to data through searching, finding and analyzing, and downloading titles, abstracts, keywords, publication years, research

fields, and author affiliations, which are considered the largest sources (Elsevier B.V., 2020; Singh et al., 2021). As per Scopus 2020 guidelines, more than 1.7 billion are cited, so it can be concluded that it provides adequate citation references (Martín-Martín et al., 2021).

2.1 Search strategy

The bibliometric analysis in this study was conducted on the Scopus database as of May 2024. The search was conducted with the title Bullying in Elementary School in all languages. This is because the title is the point of concentration for readers (X. Chen et al., 2020).

Figure 1. Scopus-published article search strategy



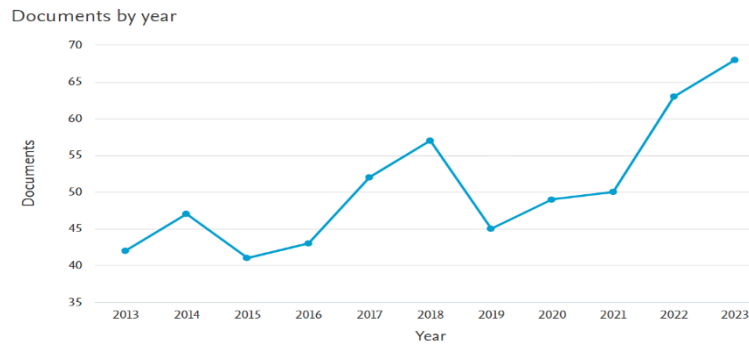
Source: author's data analyzed, 2024

3. RESULT AND DISCUSSION

The number of Scopus database documents related to bullying in primary schools consists of 90.1% articles, 4.3% conference papers, 2.8% book chapters, and others in the form of reviews, books, and book reviews. The documents are categorized into year, subject area, affiliation, source, author, type, and country.

3.1 Trends in Publications

The figure below presents the number of publications conducted in the last 10 years. The research started in 2014 and fluctuated. The theme of bullying increased significantly from 2021 (n=50), 2022 (n=63), and 2023 (68). Overall, the number of articles published increased.



3.2 Trends in document type

This study sought to determine bullying documents in primary schools by analyzing the document type and the language in which it was published. Table 1 shows that most of the publications on the topic were articles (n=492, 88.3%), conference papers (n=23, 4.1%), book chapters (n=20, 3.6%), reviews (n=12, 2.2%), books (n=8, 1.4%), conference reviews (n=1, 0.2%), and notes (Note=1, 0.2%).

Table 1: Document type

Document Type	Total Publication	Percentage (%)
Article	492	88,3%
Book chapter	20	3,6%
Review	12	2,2%
Book	8	1,4%
Conference review	1	0,2%
Note	1	0,2%

3.3 Publication by country

Table 3 shows the top 17 countries that published articles indexed by Scopus journals; almost 80% of articles on bullying in primary schools were published by European countries, and researchers from Asia published 20%. The United States holds the highest percentage, with 38.77%, followed by the Netherlands and Brazil, with 7.18% and 6%, respectively. The five countries with the lowest percentage are Indonesia, Italy, Mexico, Turkey, and the United Kingdom, with 2.3%.

Table 3: Top 18 Contributor Publication

Document Type	Total Publication	Percentage (%)
United States	216	38,77%
Netherlands	40	7,18%
Brazil	35	6%
Canada	33	5%

China	27	4,84%%
South Korea	27	4,84%%
Japan	23	4,12%
Spain	20	3,59%
Finland	16	2,87%
Greece	15	2,69%
Sweden	15	2,69%
Taiwan	14	2,51%
Indonesia	13	2,3%
Itali	13	2,3%
Mexico	13	2,3%
Turki	13	2,3%
United Kingdom	13	2,3%

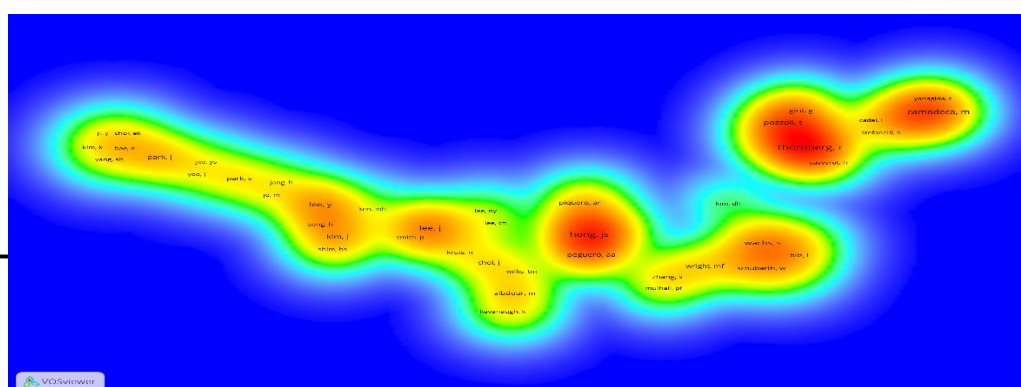
3.4 Publication by authors

Table 4 lists the authors who are most productive and involved in publications on bullying in elementary schools. Among the top 10 authors, Veenstra, R. is the most publicist (19 publications) affiliated with the Rijksuniversiteit Groningen University, followed by Salmivalli, C. (15 publications) affiliated with Turun elitist University; the rest have under 10 publications.

Table 4. Top 10 authors contributing to bullying in elementary school

Author's name	Affiliation	Country	TP
Veenstra, R.	Rijksuniversiteit Groningen	United States	19
Salmivalli, C.	Turun yliopisto	Netherlands	15
Williford, A.	Linköpings Universitet	Brazil	9
Thornberg, R.	University of Kansas	Canada	8
Verhulst, F.C.	University of Illinois Urbana-Champaign	China	8
Verlinden, M.	Erasmus MC	South Korea	8
Wang, C.	Arizona State University	Japan	8
Hong, J.S.	University of Maryland, College Park	Spain	7
Tiemeier, H.	Ministry of Education of the People's Republic of China	Finland	7
Yang, C.	University of Victoria	Greece	7

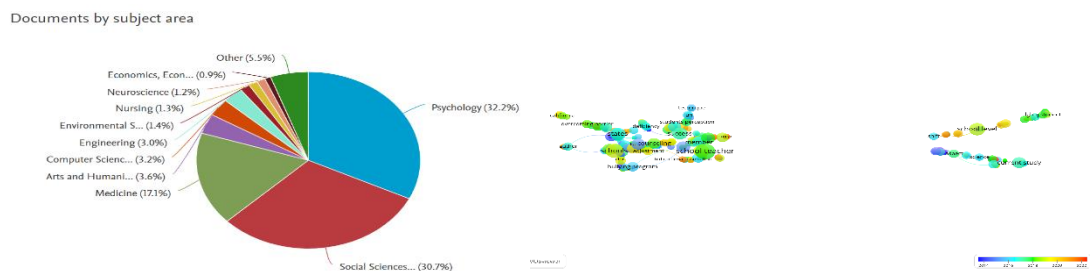
Picture 1: Distribution of author data



3.5 Publication by subject area

Data on subject areas that discuss bullying in elementary schools are primarily published in psychology and social science, as much as 32.2% and 30.7%. The other eight areas, economics, neuroscience, nursing, environmental, engineering, computer science, arts and humanities, and medicine, are below 5%.

Figure 2: Top 10 documents by subject area



DISCUSSION

Behavior is a person's action that begins with a stimulus or stimuli that come into contact with him and does not appear without a cause. The reflections involved in human behavior include knowledge, perceptions, interests, desires, and attitudes (Talwar et al., 2021; van Dis et al., 2022). Things that influence a person's behavior can come from within themselves, internal factors, or from outside themselves and are driven by the activity of body systems and responses to stimuli (Laato et al., 2020; Root-Gutteridge et al., 2021). This response is then translated into destructive behavior in the form of bullying, described and shown as a condition where there has been an abuse of power or power carried out by individuals or groups and aimed at hurting other people. Abuse of power/power is carried out by solid parties not only physically but also mentally (Busby et al., 2022; Martin & Gillies, 2004; Milazzo et al., 2008). This behavior can occur due to external or internal factors in the child himself (Ahmed et al., 2022; Feijó et al., 2019; Zych et al., 2019).

Bullying is directed at weak victims, but not all victims of bullying are weak; there are also strong ones (Mahmud & Maing, 2023). In some places, bullying is considered a regular act; even most teachers see bullying as a regular thing (Salamn Almahasni, 2019). However, referring to the definition of bullying, it is categorized as bullying, intimidation, acts of violence carried out by individuals or groups of people against other people in order to gain recognition as superior, and victims who are bullied are considered inferior (Busby et al., 2022). However, bullying is an aggressive act, conscious hostility, balance or imbalance, whether planned or unplanned (Cornu et al., 2022).

Reflecting other opinions, bullying is a pattern of negative behaviour that is carried out repeatedly and has a negative aim (Ågotnes et al., 2021; Chui et al., 2022). This behaviour leads directly from one child to another because of an imbalance of power (Nakman et al., 2023; Sigursteinsdottir & Karlsdottir, 2022). Bullying behaviour is intimidation carried out by individuals or abusing their power against weaker people. Forms of bullying behaviour include physical bullying; the behaviour shown can include hitting, kicking, and pushing (Bilbrey et al., 2022; Useche et al., 2023; Winterman & Burton, 2023). In verbal bullying, the behaviour shown can include mocking, insulting, and offensive remarks (Amar & Cholik, 2023; Haslan et al., 2021). Indirect bullying, the behaviour shown can be in the form of spreading group stories physically, psychologically, socially, verbally, or emotionally, which is carried out continuously (Ade Tursina et al., 2022; Wulansari et al., 2021).

In implementing bullying, there are various efforts and strategies to overcome it. There is much debate about the concept of bullying; bullying can be a joke and not hurt; in other words, bullying has a standardized effect (da Costa Mezzalira et al., 2021). It is difficult to distinguish between playing, joking, being nosy, or wanting attention from friends. Hence, the definition of bullying needs to be specific so that not all actions that some people think are good have become a habit (Arrosih et al., 2023).

This research presents a biometric analysis of research entitled *Bullying in Elementary Schools over 10 Years (2014-2024)*. The research uses bibliometric procedures to focus on 557 articles published in Scopus-indexed journals. The theme of bullying was first published in 1996 and has increased until 2023 (Ishak et al., 2023). In 2019, the research trend on bullying decreased, but from 2020 to 2023, there was a significant upward trend, reaching almost 100%. Bibliometric analysis reflects trends characteristic of research on bullying in elementary schools.

America leads publications at 38%, higher than any other country. The resulting publications were articles (n=492, 88.3%), conference papers (n=23, 4.1%), book chapters (n=20, 3.6%), reviews (n=12, 2, 2%), books

(n=8, 1.4%), conference review (n=1, 0.2%), and Note (Note=1, 0.2%). The most productive writer is Veenstra, R., the publicist (19 publications) affiliated with the Rijksuniversiteit Groningen University, followed by Salmivalli, C. (15 publications) affiliated with Turun elitist University; the rest are under 10 publications.

CONCLUSION

Based on 557 publications in the Scopus database, this research describes trends regarding bullying in elementary schools. Publication has experienced growth over the last ten years and is expected to increase. We found that European countries dominate the topics studied, with America being the most dominant country. Psychology and social science subjects are the areas that publish the most, more than 50% compared to other areas. Of several authors, Veenstra, R. from the University of Rijksuniversiteit Groningen is the most productive, having published 19 publications, followed by Salmivalli with 15 publications.

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