Jurnal Pinang Masak (JPIMA) (e-ISSN: 3021-8055)
https://online-journal.unja.ac.id/jpima

The Effect of Supportive Combination Therapeutic Group Therapy on Self Efficacy and Bullying Behavior in Adolescents

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Article Info
Article received : June 25, 2026
Article revised : June 29, 2026
Article published : June 30, 2026

Abstract

Background: Adolescence is a transition period from childhood to adulthood which is faced with various challenges and developmental problems. Problems in development can form low self-efficacy and can lead to deviant behavior, one of which is bullying behavior among adolescents. Supportive combo group therapy is one of the therapies that can be done to increase self-efficacy and can help prevent bullying in adolescents.
Objective: To determine the effect of supportive combination group therapy on self-efficacy and prevention of bullying behavior in adolescents.
Methods: This research design is a quasi-experiment pre-post test with a control group design). The population in this study were all students at SMPIT Uswatun Hasanah Jambi with the exclusion criteria being adolescents who were sick and absent during the activity. The sample was 60 students consisting of 30 students for the control group and 30 students for the intervention group. The intervention was given in 4 sessions,each session with a duration of 45-60 minutes. Data were collected through questionnaires and analyzed using the man whitney test.
Results: In the intervention group and control group, there was a significant difference between self-efficacy and bullying behavior in adolescents before and after the intervention with a p value of 0.001 ($p < 0.005$).
Conclusion: Supportive combined therapeutic group therapy increases self-efficacy and can prevent bullying behavior in adolescents.

Keywords: adolescents; bullying; self-efficacy; supportive; therapeutic group therapy

Introduction

Adolescence is a transitional period from childhood to adulthood. An adolescent must know and be able to complete the developmental tasks at this phase, one of the most important developmental tasks for adolescents is the formation of self-identity. For adolescents, the development of self-identity is often accompanied by high self-esteem andclear life goals, knowing their own strengths and weaknesses, but on the other hand, changing self-identity increases their feelings of anxiety and involvement in negative behavior (1). According to Erikson (1968) adolescence is a critical period for identity formation and requires strong self-efficacy in adolescents. Whether a person is optimistic or pessimistic is influenced by their self-efficacy. Effective individuals believe that

challenges can be overcome through self-development and persistent effort. They continue to overcome challenges even at this stage, people strive to acquire a feeling of consistency and similarity with themselves and determine their place in society (2).

A person's belief in his or her ability to organize and implement the actions necessary to achieve accomplishment is called self-efficacy (3). Four predictive outcome variables are generated by combining high and low self-efficacy with a responsive or non-responsive environment. In a responsive environment, the outcome is more likely to be achieved. If low self-efficacy is combined with a responsive environment, people may become depressed seeing others successfully complete tasks that are too difficult for them. A person with high self-efficacy will usually try harder to change their environment when in a non-responsive situation. People may participate in demonstrations, become social activists, or even use force to initiate change, but when all efforts fail, they will give up and look for a new, more responsive environment. Finally, when low self-efficacy is combined with an unresponsive environment, people will feel apathetic, reluctant, and powerless (4). In addition, if adolescents cannot complete their developmental tasks, it can also lead to juvenile delinquency. Bullying behavior is one of the juvenile delinquencies that occurs in various environments including schools, bullying behavior is an aggressive behavior that is carried out freely with the aim of hurting others.

Bullying occurs when "a student is exposed, repeatedly and over time, to negative actions on the part of one or more other students". It is characterized by an imbalance of power between the bullying and the victim based on physical size, strength, age or social status (5). Bullying is the intentional and repeated infliction of harm or injury by peers and the victim is unable to avoid or stop the act (6). While such definitions are quite useful in empirical situations, they may be less useful for legal implementation. For the general public, official definitions of bullying are less influential than widely publicized cases involving tragic consequences for victims and bullies. The topic of bullying has become a very popular story in the media. The attention is particularly in tragic cases in the form of extreme bullying or in cases related to thesuicide of the victim or particularly retaliatory violence in schools.

Bullying is a major public health and social concern that continues to affect children and adolescents worldwide, with significant consequences for their physical, psychological, social, and academic well-being. It is characterized by repeated aggressive

behavior intended to harm, intimidate, or exert power over individuals who are perceived as less powerful or vulnerable (5). Bullying can occur in various settings, particularly in schools and online environments, making it a pervasive issue that requires comprehensive prevention and intervention efforts (7). Generally, bullying is classified into four main types: physical, verbal, relational, and cyberbullying. Physical bullying involves direct acts of physical aggression, such as hitting, punching, kicking, or pushing. Verbal bullying includes the use of harmful words or language, such as teasing, name-calling, insults, threats, or swearing. Relational bullying, also known as social exclusion bullying, aims to damage an individual's social relationships through behaviors such as spreading rumors, deliberately excluding others from social activities or peer groups, and manipulating or withholding friendships. Meanwhile, cyberbullying refers to peer aggression carried out through digital technologies, including text messages, emails, social networking sites, and other online communication platforms, enabling bullying behaviors to occur beyond face-to-face interactions and extending their reach across time and place (6).

According to the Federation of Indonesian Teachers' Unions (FSGI), there were 30 cases of bullying or bullying in schools throughout '2023'. An increase from 21 cases in the previous year. Of the 30 cases of bullying in 2023, 50%occurred at the junior high school / equivalent level, 30% at the elementary / equivalent level, 10% at the high school / equivalent level, and 10% at the vocational / equivalent level. Thirty of these cases are cases that have been reported to the authorities and processed. It is likely that there are still many cases of bullying that occur in schools but are notreported for various reasons, one of which is that the bullying is not too extreme (8).

Accurate measurement of bullying is essential for understanding its prevalence, identifying individuals at risk, and developing effective prevention and intervention strategies. However, assessing the occurrence of bullying remains a significant challenge because there is no universally accepted approach for measuring bullying experiences. Different perspectives in reporting bullying often result in inconsistent findings, largely due to the subjective nature of individual perceptions and experiences (9). A behavior perceived as bullying by one individual may not be interpreted in the same way by another, leading to discrepancies in reported prevalence and severity. Consequently, bullying is commonly assessed using multiple informants, including self-reports from students, peer nominations or peer reports, and teacher reports, each providing a unique perspective on

bullying behavior. Although these approaches contribute valuable information, they often produce inconsistent results because students, peers, and teachers may differ in their awareness, interpretation, and recognition of bullying incidents. Such variations can affect the accuracy of prevalence estimates and complicate comparisons across studies, highlighting the need for more comprehensive and reliable assessment methods that integrate multiple sources of information to better capture the complexity of bullying experiences.

Bullying occurs when a student is exposed repeatedly and over time, to negative actions on the part of one or more other students. Bullying is an intentional and repeated act of harm or injury perpetrated by peers, and the victim is unable to escape or stop the bullying. There are many negative impacts caused by bullying behavior on victims of bullying, the most common impact on bullying behavior is the mental health of the victim who is experiencing interference, the child becomes quiet and timid in carrying out his daily activities, and in certain situations the child will become impulsive because he constantly experiences unpleasant events against him. Bullying behavior has been around since the 1960s, but recently bullying has become a major topic of concern for society and the government. The impact of bullying on perpetrators and victims can be extensive, impacting schoolwork, family and peer relationships, mental health,and physical health. Therefore, schools seek to implement different intervention and prevention programs to address the issue of bullying. Various efforts have been made by schools to prevent bullying but the incidence of bullying still continues to occur, victims of bullying also vary in the impact it causes ranging from experiencing physical, mental health and even hampering the learning process at school. The intervention of Therapeutic Group Therapy CombinationSupportive to Self Efficacy and bullying Prevention in Adolescents has never been done to prevent bullying and the impact caused by bullying behavior. It is hoped that this intervention can overcome and prevent bullying behavior in adolescents at school. **The purpose of** this study was to determine the effect of Therapeutic Group Therapy Combination of Supportive on Self Efficacy and bullying Prevention in Adolescents.

Methods

Research Design

The design of this study was quasi-experimental (with pre-post test design, which reveals the causal relationship by involving control and intervention groups). The population in this study consisted of all female students at SMP IT Uswatun Hasanah Jambi. Participants were selected using a purposive sampling technique based on the predetermined inclusion and exclusion criteria relevant to the study objectives. The sample size was determined using the Cochran formula as described by Sulistiyoni (2017), resulting in a minimum required sample of 30 female students for each study group.

The inclusion criteria were female students enrolled at SMP IT Uswatun Hasanah Jambi, aged 12–15 years, able to understand and complete the study questionnaire independently, present at school during the data collection period, and willing to participate by providing informed assent and obtaining parental or guardian consent. The exclusion criteria included students who were ill during the data collection period, had physical disabilities or medical conditions that could interfere with participation, had cognitive or communication impairments that prevented them from completing the questionnaire, or submitted incomplete questionnaire responses.

Instrument

The instrument used in this study is the General Self Efficacy Scale questionnaire which is used to assess adolescents' belief in the ability they have in dealing with problems. which consists of 10 questions, while to assess bullying behavior a questionnaire developed by Nabila, 2023) was used. The instrument consists of 44 questions with categories, low bully behavior, moderate bullying behavior, and high bully behavior. For the bully behavior questionnaire, the validity test has been carried out with an r> 0.36 value and the reliability test with the Cronbach Alpha coefficient for thebullying behavior scale is 0.910.

Procedure

This therapeutic group activity therapy is divided into 2 large groups where one group totals 30 people. consideringthe number of each group is too much so that the implementation for the control and intervention groups is divided into 2 parallel groups consisting of 15 people each. this activity is carried out in 4 sessions where the duration of each activity is 45-60 minutes.

Data Analysis

The data analysis used in the study was descriptive analysis and inferential analysis (significance test) with the help of computer software. The test used is the Man Whitney test to analyze the effect of the intervention of therapeutic group therapy combination of supportive on self-efficacy and bullying behavior in adolescents.

Results

Table 1 Characteristics of respondents

Characteristics	Group				Total	%
	Intervention		Control			
	n	%	n	%		
Age						
10-12 Years	12	40	16	53,3	28	46,6
13-15 Years	16	53.3	14	46,7	30	50
16-19 Years	2	6.7	0	0	2	3,4
Male	-	-	-	-	-	-
Female	30	100	30	100	60	100

Table 1 shows that this study involved all female respondents. where the results obtained from respondents with an agerange of 10-12 years totaled 28 people, 13-15 years totaled 30 people and 16-19 years of age totaled 2 people.

Table 2. Pre and post test results in the intervention and control groups

Variables	Group	Average (pre test)+SD	Average (pre test)+SD
Self-efficacy	Intervention	29.37 +3,443	34,73 + 3,250
	Control	28,83 +3,260	31,17 + 3,141
Prevention of Bully Behavior	Intervention	25.07 +6,797	19.47 +SD 2.432
	Control	28,70 + 7,956	27.93 + SD 8.958

Table 2 shows that in the self efficacy variable there is a difference in value before and after being given therapeutic group therapy for 3 weeks (4 times) pre test value 29.37 and post test 34.73 while in the control group the results were obtained pre 28.83 and post 31.17, while in the variable Prevention of bullying behavior obtained pre value 25.07 and post (19.47).

Table 3. Results of Analysis of the Effect of Therapeutic Group Therapy combination of supportive with self-efficacy and prevention of bullying behavior

Variables	Group	Mean Difference (pre test)	Mean Difference (post test)	p-value
Self-efficacy	Intervention	0,54	3,56	0,001
	Control			
Prevention of Bullying Behavior	Intervention	3,63	8,46	0,001
	Control			

Table 3 shows the results of statistical tests with the Mann-Whitney test howing that the supportive therapy group therapy variable has a significant effect on the self-efficacy variable and the prevention of bullying behavior in adolescents.

Discussion

This study discusses the effect of therapeutic group therapy combination of supportive on self-efficacy and bullying behavior in adolescents before and after intervention in two groups, namely the control group and the intervention group. Adolescence is a transitional period from childhood to adulthood. In this vulnerable period, there will be many problems that must be faced. Adolescent problems are not only sexual violence and bullying. However, due to a lack of self-confidence in their abilities, they will create fear and anxiety in themselves. Such as reluctance to socialize, feeling humiliated because of appearance, worrying about getting bad grades etc (10).

Self Efficacy refers to an individual's belief in his or her capacity to carry out the behaviors necessary to produce certain performance achievements (11). In general, self-efficacy is a person's assessment of their ability to perform certain actions to achieve certain goals. Their sense of self-efficacy influences their activities, goals, effort and persistence. This in turn affects learning, sociability and performance.

Therapeutic Group Therapy works by relying on interactions between therapy and individuals while seeing the support system of fellow group members who explore aspects that must be achieved by an adolescent at each stage of development including biological / physical, psychosexual, cognitive, moral, spiritual, language, talent and creativityaspects (12). Therapeutic group therapy is combined with supportive which is an intervention that relies on support in a group in order to change behavior due to biopsychosocial factors.

Therapeutic Group Therapy combination of supportive therapy can increase self-efficacy in adolescents. In theTherapeutic Group Therapy activity material, the material can have a meaningful influence and increase confidence in adolescents in their potential (self-efficacy). In this material contains developmental stimulation in adolescence which includes biological, psychosexual, moral, spiritual, language, psychosocial, emotional, talent and creativity stimulation which is discussed in each session, during therapy each member also provides support. TGT combination ofsupportive is given 4 sessions), based on the results of previous research TGT combination of supportive given once for 4weeks has an impact on adolescents' self-confidence in conveying ideas, ideas, solving a challenge that can help adolescents have confidence in their potential in contrast to previous research.

Adolescents in the control group who only received regular lecture material about adolescent development, bullying and efficacy did not show significant changes in self-efficacy. It is expected that adolescents in the control group can stimulate each stage of development independently through the group therapy module. Adolescents can stimulate and support each other when discussing with peers so that it can also have a positive impact on adolescents in the control group.

Bullying behavior is one of the juvenile delinquencies that occurs in various environments including schools, bullying behavior is an aggressive behavior that is carried out freely with the aim of hurting others fully and continuously. Bullying behavior is a conscious, deliberate activity of harming and instilling fear through the threat of further aggression and intending to injure others.

Based on the results of the research that has been conducted, it is known that the level of bullying behavior in adolescents at SMPN Uswatun Hasanah Jambi City is in the low category Based on the results of the study, it is known that students of SMPN Uswatun Hasanah Jambi City commit bullying with most students admitting that the bullying behavior carried out by these students is caused by wanting to seek attention from their friends by considering that the action is a joke to make other people laugh and just for fun.

Adolescents in bullying are also influenced by other factors that encourage adolescents to behave bullying, namely family, school and peer environment factors. Family can also be a factor in causing adolescents to engage in bullying behavior. For example, a poor relationship between adolescents and their parents. Teenagers who may experiencea lack of attention from their parents at home make them seek attention at school

by showing their power over others who are weaker than them. In addition, violence experienced by a teenager at home can also trigger a person to become a bully.The bully may use bullying as an escape from a home environment that always oppresses him, making him feel helpless. This statement is supported by Widiarta & Megaputri (13) who found that family support with bullying behavior in adolescents is significantly related to the direction of the opposite relationship. The higher and better the family support given to adolescents, the lower the bullying behavior of these adolescents, and vice versa.

In adolescents, physical growth and development at each stage can have a major influence on the risk of bullying, because the body changes that occur often make adolescents embarrassed and vulnerable to the judgment of others. Through therapeutic group therapy, the combination of supportive adolescents is stimulated to convey the developmental growth in themselves that they consider as something abnormal or taboo which later when they cannot accept the changes that occur in themselves, this can become bullying material for their friends, besides that through therapeutic group therapy it is able to reduce and prevent bullying behavior, one of which is bullying. Providing education, motivation, sharing experiences among adolescents and group support can reduce bullying behavior.

Another factor that can cause adolescents to engage in bullying behavior can be the school itself. Schools that often ignore the existence of bullying will trigger their students as bullying perpetrators at school by getting reinforcement for their behavior to bullying their friends. Bullying thrives in the school environment can provide negative input to students, for example in the form of non-constructive punishment so as not to develop a sense of respect and respect between fellow school members. This statement is supported by Safitri, A (14) who found that there is a significant relationship between the school environment and the incidence of bullying behavior so that adolescents in bullying behavior can also be influenced or triggered by factors from their school environment.

Bullying behavior tends to occur due to negative influence through spreading ideas or inviting friends to do something. At this stage of their development, adolescents also have the willingness to not depend on the family and like to seek support from the outside environment. This adolescence is a phase of someone who socially likes to form groups and have many friends so that peer factors can influence the tendency of bullying behavior in adolescents. This statement is supported by research conducted by Bulu, Y.,

Maemunah, N and Sulasmini (5) which states that peer factors have a significant effect on the tendency of bullying behavior in adolescents at Setia Budi Christian Junior High School, Malang City. This is because at the age of adolescence which is a period of adolescence in search of self-identity by forming certain groups that have similarities, be it age, interests and so on, so that people who are outside the group or not the same as them are considered like people who are not worthy of being friends. This statement is also supported by Ilham, R., Hunawa, R,D and Hunta, F,I (16) which shows the results that the existence of most peers in the moderate category in bullying so that peer groups affect the occurrence of student bullying behavior at school, can be accepted and tested for meaning.

Conclusion

Supportive Combination Group Therapy was effective in improving adolescents self-efficacy and reducing bullying behavior compared with the control group. These findings suggest that this intervention can be implemented as a school-based mental health strategy to strengthen adolescents' confidence in dealing with social challenges while preventing bullying behavior. Further studies with larger samples and longer follow-up periods are recommended to confirm the long-term effectiveness of this intervention.

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