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A Systematic analysis of teachers' strategies for promoting resilience and mental health among elementary students following bullying

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Abstract

The phenomenon of bullying or violence often occurs anywhere, whether at home, in the workplace, or even in educational environments. A safe and peaceful life is a desire longed for by everyone; therefore, with a balanced life, harmonious relationships can be built. However, the reality is often different for those who become victims of bullying, resulting in serious negative impacts on quality of life and mental health. The method used in this study is a systematic literature review (SLR). Regarding this study, teachers must have strategies to overcome the impacts of bullying, which can disturb psychological well-being, such as causing trauma or even depression. Bullying, which in English is called 'bullying,' is often considered trivial and treated as a normal matter. Therefore, this study focuses on three essential aspects, namely, 1) various types of bullying, 2) strategies for teachers to prevent bullying and its consequences, and 3) causes of bullying and ways to maintain students' mental health after bullying. The articles in this research can be used systematically as references to enhance the resilience of students who experience negative impacts from bullying.

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1. Introduction

Schools are educational institutions that ideally serve as safe, comfortable, and conducive environments for teaching and learning, as well as for students' psychosocial development. However, in reality, numerous students face serious social challenges, one of which is bullying (Priyanto, 2025). The phenomenon of bullying in schools has become a public concern due to the increasing number of cases and its significant impact on students' lives, both psychologically and

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academically. Bullying refers to the abuse of power or authority in relationships through repeated verbal, physical, or social actions that cause physical and psychological harm (Tirmidziani et al., 2018).

Mental health and bullying prevention in school settings are critical issues that require a collaborative approach among various stakeholders (Pradipta et al., 2019). Educators have made numerous efforts to address bullying in schools, paying special attention to both perpetrators and victims. Building the self-confidence of bullying victims to accept others and accept help is a form of positive social interaction between students and their social environment. Various positive ways in which victims respond to bullying behavior have been extensively studied over the past few decades; however, several studies still lack direct confirmation that the positive responses victims exhibit toward bullying behavior are among the factors that enhance self-resilience in victims (Sofiah & Kusuma, 2024). Mental resilience is a crucial potential for all individuals, including children; the rising cases of depression and stress among students indicate that the current generation has weak mental resilience. Bullying is a serious issue that must be addressed immediately (Ardaniyah & Widiyono, 2023). Therefore, teachers play a vital role in creating a conducive and safe learning environment to ensure the smooth progression of classroom instruction (Ramadhanti & Hidayat, 2022).

Despite extensive studies on bullying, most previous research has focused on short-term psychological impacts or general identification of bullying types. There is still a gap in the literature regarding integrated teacher strategies in fostering long-term resilience among elementary students. Therefore, this study aims to fill this gap by conducting a systematic analysis that connects types of bullying, their causes, and practical teacher strategies for maintaining students' mental health.

2. Method

2.1 Research design

This study uses the Systematic Literature Review (SLR) method to analyze teachers' strategies in enhancing resilience and mental health among elementary students after bullying. SLR is a systematic, explicit, and reproducible approach to identifying, evaluating, and synthesizing relevant research findings.

2.2 Data sources and search procedures

Articles were identified through databases such as Google Scholar, Publish or Perish, Scopus, Sinta, and other indexed journals. The selection process followed PRISMA guidelines to ensure transparency and research quality. The articles were limited to publications from 2019 to 2025 using relevant keywords.

2.3 Inclusion and Exclusion Criteria

The inclusion criteria for this study are (1) scientific articles published between 2020 and 2025, (2) articles that specifically discuss teachers' strategies for addressing students' resilience and mental health, (3) the research subjects are elementary school students, (4) articles discussing the post-bullying context, (5) articles written in Indonesian or English, (6) articles employing qualitative, quantitative, or mixed-method research methods, and (7) articles published in accredited national or reputable international scientific journals that are fully accessible.

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Meanwhile, the exclusion criteria include (1) articles discussing bullying at the elementary school (SD) level, (2) articles that only discuss the impact of bullying without including intervention strategies from teachers, (3) documents in the form of books, undergraduate theses, master's theses, dissertations, or popular articles that have not undergone a peer-review process; and (4) articles not available in full-text format (abstracts only).

2.4 Article selection procedure

The selection process followed the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines. Of the 80 articles identified in the initial search, a title and abstract screening was conducted, resulting in 45 articles. After reading the full texts and applying the inclusion and exclusion criteria, 25 articles were deemed suitable for analysis.

2.5 Data analysis techniques

Data analysis was conducted by reviewing, documenting, and synthesizing findings from the 80 selected articles into tables and narratives to systematically and objectively answer the research questions. The entire SLR process is illustrated in a flowchart showing the stages of identification, screening, eligibility, and inclusion of articles (n: number of articles). The corresponding visualization is presented in Figure 1.

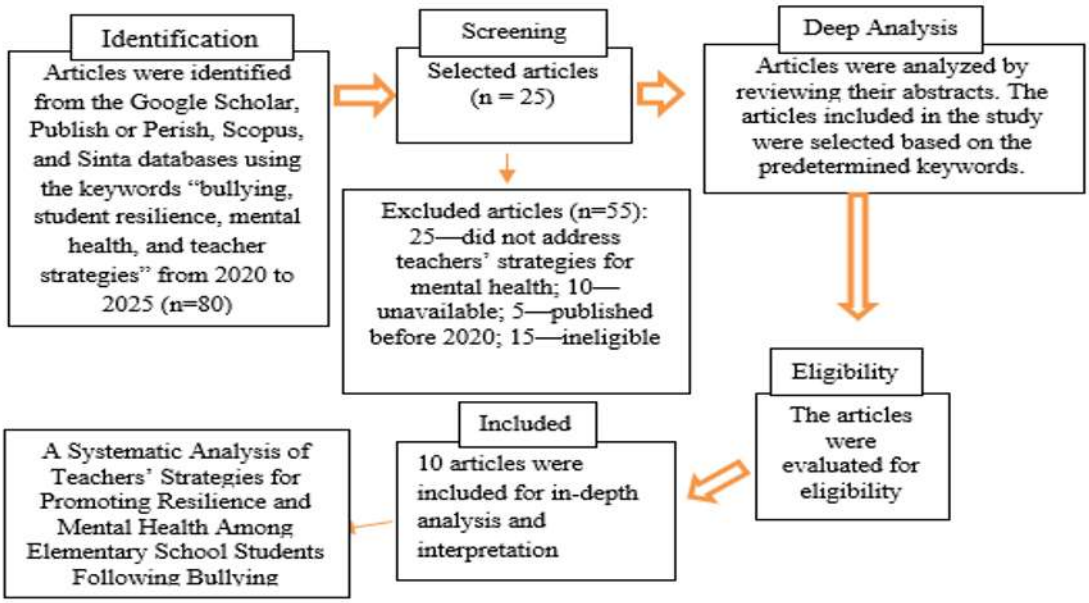

Figure 1. Flowchart of the article exclusion and inclusion process in the Systematic Literature Review stages (n = number of articles), source: Musdary et al. (2021)

An initial search of various databases successfully identifies relevant literature published between 2019 and 2026. This collection of articles is subsequently rigorously screened for topic relevance, language use, and duplicate documents. The final stage involves an in-depth assessment of the full-text articles to verify the accuracy of the methodology, the study's core, and the usefulness of the research findings for implementing the Teacher Strategy for Resilience and Mental Health of Elementary Students Post-Bullying.

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The final selection process yielded 25 articles that meet all inclusion criteria and are suitable for analysis. Articles that do not meet the criteria include those irrelevant to the context of the teacher strategy or those that do not discuss post-bullying mental health in detail. Thus, the articles used in this study are those that have undergone various systematic selection processes in accordance with established standards. This process aims to obtain a comprehensive perspective and formulate integrated conclusions from the reviewed literature.

3. Results

The analysis procedure was conducted by classifying the research findings into several core themes focused on teachers' efforts to build resilience and restore the mental health of elementary students after experiencing bullying. Through this approach, the researcher was able to formulate comprehensive, structured conclusions to analyze the various findings from the reviewed literature. The relevant data are presented in Table 1.

Table 1. Summary of a review of articles related to teachers' strategies for student resilience and mental health following bullying

No.	Authors (Year)	Article Titles	Summaries of Key Findings
1.	Garaigordobil & Machimbarrena (2019)	Victimization and perpetration of bullying and cyberbullying: the role of empathy and emotional intelligence	The study reveals that a lack of empathy and emotional intelligence has been shown to trigger cyberbullying behavior; thus, schools need to prioritize emotional intelligence training programs as an intervention measure.
2.	Hellfeldt & López-Romero, L Andershed (2020)	Cyberbullying and Psychological Well-being...: Mediation Effects of Social Support	The study indicates that social support from teachers and peers has been shown to be a crucial protective factor in mitigating the psychological impact of bullying victims
3.	Myers & Cowie (2019)	Cyberbullying across the Lifespan of Education: Issues and Interventions	Examining the continuity of educational interventions from elementary school through college, with a focus on the importance of sustained character education at every level.
4.	Niu et al. (2020)	Cyberbullying Victimization and Adolescent Depression... Moderating Role of Growth Mindset	The study reveals that a growth mindset effectively enhances students' resilience in coping with depression caused by cyberbullying
5.	Achuthan et al. (2023)	Cyberbullying research - Alignment to sustainable development... Bibliometrics analysis	This study aligns efforts to address cyberbullying with the global SDGs by integrating a curriculum focused on student well-being and a culture of peace in schools
6.	Sunanih et al. (2025)	An Analysis of the Effects of Bullying Behavior on Academic Achievement Among Elementary School Students	This study aims to analyze the impact of bullying on students' academic achievement in school
7.	Hanif (2025)	The Role of Teachers' Emotional Intelligence in Addressing Bullying	This study provides an in-depth examination of the essential role of teachers' emotional intelligence (EI) in efforts to prevent and address bullying in school settings
8.	Rahayu et al. (2025)	The Role of Teacher Communication in Preventing Bullying in Schools (A Case	This study aims to identify the persuasive strategies teachers use with students to prevent bullying

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No.	Authors (Year)	Article Titles	Summaries of Key Findings
		Study of SDN Sukasari 3, Tangerang City)	
9.	Lotulung & Kasingku (2024)	The Impact of Bullying on Students' Mental Development and Its Prevention	This study aims to investigate the impact of bullying on students' mental development and to understand its forms and ways to prevent it
10.	Yusuf (2025)	The Implementation of Anti-Bullying Policies in Schools from an Educational Law Perspective	This study aims to analyze the effectiveness of various methods for implementing anti-bullying policies in schools from an educational law perspective, identify success factors such as regulatory clarity, school governance readiness, and student-parent participation, and identify barriers such as a lack of legal literacy and monitoring systems.
11.	Oviyanti & Hendriani (2020)	Resilience Among Adolescents with Physical Disabilities Who Experience Bullying	This study aims to identify the factors that support resilience across each of these dimensions and to explore the mental resilience strategies developed by adolescents with physical disabilities in coping with bullying experiences
12.	Rahmatillah et al. (2024)	Case Study on School Bullying: Factors Influencing Student Behavior as Triggers of Bullying and Their Impact on Victims.	This study aims to identify the factors that influence bullying in elementary schools, focusing on the individual characteristics of perpetrators, family dynamics, and peer interactions.
13.	Lesmana et al. (2025)	The role of parenting styles in cyberbullying is mediated by adolescents' depressive tendencies. Journal of Indigenous Psychology.	This study aims to examine the mediating role of depressive tendencies in the relationship between parenting styles and cyberbullying behavior among adolescents as perpetrators
14.	Rachmawati (2024)	Bullying and its long-term links to violence and crime. JOIES (Journal of Islamic Education Studies)	This study aims to analyze the causal relationship between experiences of bullying during school years and patterns of violence and criminality in adulthood, using an in-depth literature review approach.
15.	Rahmadhanti (2025)	Analysis of Factors Contributing to Bullying Behavior at SMPN 18 Tangerang. Al-Isyraq: Journal of Islamic Guidance, Education, and Counseling	This study aims to analyze the factors contributing to bullying behavior at SMPN 18 Tangerang using a descriptive qualitative approach. It examines the influence of peer pressure, dysfunctional family dynamics, the desire for social dominance, and a lack of awareness of the negative impacts of bullying through in-depth interviews with four bullies.
16.	Rukmayana & Muthohar (2025)	Educators' Strategies for Preventing Bullying to Create Child-Friendly Schools	This study identifies and analyzes educators' strategies for preventing bullying among young children to create a child-friendly school environment that supports holistic development
17.	Fraguas et al. (2021)	Meta-analysis of School Anti-Bullying Interventions	This study aims to significantly reduce the incidence of bullying and cyberbullying (Effect Size -0.150) and improve students' mental health

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No.	Authors (Year)	Article Titles	Summaries of Key Findings
18.	Gaffney et al. (2019)	Effectiveness of school-based programs to reduce bullying and cyberbullying	This study aims to reveal that school programs can reduce cyberbullying by 10–15%. The most effective components are social skills training and emotional management.
19.	Fonseca-Pedrero et al. (2022)	Risk and Protective Factors in Adolescent Suicidal Behavior	This study demonstrates that school engagement (students' connection to school) is a strong protective factor against the risk of suicide resulting from bullying
20.	Hellfeldt & López-Romero, L Andershed (2020)	Protective Mediation Effects of Social Support	This study examines the role of teachers; teacher support has been shown to effectively mitigate negative effects and make students feel safer at school.
21.	Giménez-Gualdo et al. (2020)	Parenting styles and cyberbullying	The purpose of this study is to involve parents. The effectiveness of school programs increases significantly when combined with training in parental monitoring at home.
22.	Niu et al. (2020)	Adolescent Depression... Moderating Role of Growth Mindset	This study aims to implement a cognitive intervention. Instilling a growth mindset in schools effectively makes victims more resilient to online verbal abuse.

The results of the literature review indicate that the implementation of the Teacher Strategy for Resilience and Mental Health of Elementary Students Following Bullying underscores that the phenomena of bullying and cyberbullying pose a serious threat with systemic impacts on declining academic performance, mental health disorders such as depression and suicide risk, and even trigger long-term criminal behavior in adulthood.

Based on an analysis of 25 articles published between 2019 and 2026, it was found that the effectiveness of addressing this issue depends on multidimensional integration involving teachers' emotional intelligence as the frontline in persuasive communication, the implementation of a student well-being-based curriculum, as well as the strengthening of resilience through the cultivation of a growth mindset and strong social support from peers and educators. Furthermore, synergistic collaboration between schools and parents through appropriate parenting practices and digital supervision (parental monitoring) has been shown to reduce cyberbullying rates by 10–15%, while the success of anti-bullying policies is largely determined by the clarity of educational laws and regulations and the readiness of school governance to create a sustainable child-friendly school environment from elementary school through higher education to support the global Sustainable Development Goals (SDGs).

Furthermore, the analysis identified four key points that dominate the research findings. First, the most common strategies or interventions used by elementary school teachers to support students who have experienced bullying by teachers tend to involve social skills training, emotional management, and ongoing character development. Second, strategies that enhance resilience through teachers' use of emotional intelligence help students manage their trauma. Third, the role of teacher support in school mental health interventions is statistically capable of improving students' mental health by providing a sense of safety and attachment. Fourth, successful recovery is supported by clear school policies, robust governance, and parental involvement, and is hindered by a lack of empathy in the environment, dysfunctional family dynamics, peer pressure, and a weak school monitoring system.

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4. Discussion

Various literature reviews synthesizing the results of systematic analyses indicate that teacher strategies are a determining factor in restoring the psychological well-being of elementary students who are victims of bullying. Teachers do not merely serve as educators but also as agents of recovery, building students' resilience—their ability to bounce back from mental stress. Various literature reviews synthesize that teacher interventions focused on emotional support and the creation of a safe environment can reduce trauma and anxiety levels in students (Zhao et al., 2024).

The primary strategy emerging from the literature is the Trauma-Informed Care (TIC) approach. In this approach, teachers validate students' feelings and provide a safe space for communication. These findings align with the research by Salim & Sarajar (2024), which states that social support from teachers has a very strong positive correlation with the resilience of students who are victims of bullying. Teachers who apply active listening and empathy techniques help students rebuild their self-confidence, which may have been shattered.

In addition to individual support, classroom-level strategies are also crucial. Teachers who proactively integrate values of tolerance and empathy into their instruction can minimize the risk of repeated bullying. Research by Salim & Sarajar (2024), confirms that a supportive and inclusive school environment significantly improves students' psychological well-being. When teachers successfully create a classroom culture of mutual respect, students who have been bullied feel more accepted and motivated to interact with their peers again without fear.

Based on a critical perspective, the effectiveness of teachers' strategies heavily depends on their competence in recognizing signs of post-traumatic mental health issues. Often, the restoration of resilience is hindered, as teachers lack an understanding of conflict management techniques that are sensitive to victims' needs. However, when teachers collaborate with parents and school counselors, the process of restoring students' mental health becomes more holistic. This is affirmed by Salim & Sarajar (2024), who found that synergy between classroom strategies and external support significantly accelerates the strengthening of children's resilience.

4.1 Intervention strategies used by elementary school teachers in the recovery of students following bullying

The research findings indicate that interventions focused on social support and restorative practices are the most frequently used and effective strategies employed by elementary school teachers in addressing students who have been bullied. Conceptually, post-bullying recovery aims to restore students' self-confidence and reduce the impact of psychological trauma that hinders the learning process. This strategy involves creating a safe classroom climate in which teachers act as emotional facilitators for victims.

In an operational context, teachers often apply individual counseling and peer support group techniques. Findings from various articles indicate that positive peer involvement can accelerate the process of the victim's social reintegration into their group, thereby reducing the social isolation often experienced following bullying. This aligns with the view that trauma recovery in children is highly dependent on the quality of interpersonal relationships within their immediate environment.

In line with developmental ecology theory, teacher interventions not only affect student behavior but also strengthen protective structures within the school. Restorative justice-based programs have proven to be more effective than punitive approaches, as they focus on repairing relationships and providing a sense of safety for victims. Furthermore, a meta-analysis indicates

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that teachers who integrate character development and empathy into daily instruction are able to significantly reduce victims' anxiety levels (Gaffney et al., 2019).

From a critical-analysis perspective, the effectiveness of these interventions depends heavily on teachers' pedagogical and emotional competencies. Teachers who are highly attuned to changes in student behavior tend to be quicker in conducting early detection and crisis intervention. However, a major challenge that frequently arises is the limited time and administrative workload of teachers, which hinders the intensity of in-depth psychological support.

4.2 The effectiveness of these teacher strategies in enhancing resilience

Teacher strategies for mitigating the effects of bullying focus not only on stopping aggressive behavior but also on strengthening students' resilience or psychological resilience. Resilience is an individual's capacity to bounce back from traumatic experiences and adapt positively to challenges. In the school context, the teacher's role is crucial, encompassing a comprehensive approach that ranges from emotional support to strengthening the social environment.

Research findings indicate that teacher strategies integrating Cognitive Behavioral Approach techniques and self-efficacy enhancement have proven effective in boosting the mental resilience of students who are victims of bullying. Teachers who provide a safe space for students to regulate their negative emotions help them shift their self-perception from "victim" to that of an empowered individual. According to research by Eisenberg et al. (2011), teacher interventions focused on developing self-control and optimism can significantly reduce levels of social anxiety in bullying survivors. This aligns with resilience theory, which emphasizes that an individual's internal strength is the primary pillar in coping with environmental pressures.

Critically, student resilience does not develop in isolation but is influenced by the quality of interactions within the school environment. Teachers' strategies for establishing a Peer Support System are key to rebuilding students' shattered self-confidence. Teachers who can orchestrate an inclusive classroom dynamic enable students who have been bullied to feel accepted back into their community. Research by Sayeed et al. (2020) confirms that teacher-mediated social support acts as a buffer against post-traumatic stress, thereby giving students the courage to re-engage actively in academic activities.

The implementation of restorative practices by teachers, compared to merely punitive approaches (punishment), has a more sustainable impact on student resilience. By involving victims in the dialogue process, teachers provide them with an opportunity to voice their needs and pain, which is part of their psychological healing. This strategy fosters a sense of justice and safety, which is essential for students' emotional stability (Bradshaw & Johnson, 2021).

4.3 The strategic role of teacher support in students' psychological recovery following bullying

Teacher support plays a crucial role as a protective factor in mitigating the negative psychological impacts of bullying, such as chronic anxiety, depressive symptoms, and trauma among elementary students. The findings indicate that empathetic and responsive teacher interventions significantly reduce students' psychological distress and accelerate the emotional recovery process (Ten Bokkel et al., 2021). Teachers serve not only as educators but also as psychosocial mentors who create a "safe space" for students to process their traumatic experiences.

The microsystem has a direct influence on individual development. The presence of teachers who provide emotional support helps students rebuild the self-confidence that had been

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shattered by verbal or physical violence. An inclusive and supportive classroom environment helps students feel protected, which physiologically reduces stress hormone levels and increases their comfort participating in academic activities.

The effectiveness of students' mental recovery following bullying depends heavily on teachers' social-emotional competencies. Teachers with high sensitivity can detect early signs of depression, such as withdrawal or a decline in academic performance (Radez et al., 2021). Through a personalized approach and emotional validation, teachers serve as catalysts in building students' resilience; hence, they can recover from the traumatic impact.

4.4 Factors contributing to teachers' success in implementing recovery strategies for students who are victims of bullying

Addressing bullying cases in school settings still faces various serious obstacles, ranging from structural to cultural issues. Key challenges include teachers' limited competence in early detection, budget constraints for prevention programs, and parental resistance to mediation efforts. These obstacles are exacerbated by the phenomenon of a "silence culture" among students, which, according to Sayeed et al. (2020) reflects a school social climate that does not yet provide a sense of safety for victims to report incidents. Additionally, individual student factors—such as a reserved personality and a tendency to avoid intense social interaction—often contribute to vulnerability, as peers perceive them as different.

On the other hand, the success of bullying mitigation depends heavily on strong social support and religious values (Oviyanti & Hendriani 2020). Rahmatillah et al. (2024) emphasize that family involvement through positive parenting and emotional support is key to minimizing the risk of children becoming either perpetrators or victims. This synergy is reinforced by strong interpersonal relationships between teachers and students, in which an atmosphere of mutual trust enables cases to be addressed earlier and more effectively. In line with this, Arslan (2021) highlight that victims' resilience can be enhanced through collective support, ranging from the immediate environment to institutional bodies. Based on a systematic review of the relevant literature, a teacher's success in implementing recovery strategies for students who are victims of bullying is influenced by the interplay of interrelated inhibiting and supporting factors. The primary barrier that frequently arises is a lack of teachers' technical competence, with insufficient training in early detection of bullying resulting in suboptimal intervention. Additionally, the effectiveness of these strategies is often hindered by sociocultural barriers, such as a "culture of silence" within the school environment, which prevents students from reporting incidents openly. This issue is further complicated by external factors such as parental resistance to mediation processes and budget constraints.

On the other hand, there are crucial factors that can accelerate improvements in students' resilience following bullying. Multidimensional social support, arising from synergy among individuals, families, peers, and educational institutions, serves as the primary foundation for recovery. Internally, teachers' level of religiosity and emotional intelligence also play a vital role in creating a safe learning environment and helping students recover from traumatic experiences. Thus, teachers' success in supporting students' mental health recovery is largely determined by active collaboration between the school and the students' social environment to reduce existing barriers and strengthen psychological support factors for victims.

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5. Conclusion and implications

Teacher intervention strategies for student recovery following bullying focus on integrating social support, restorative practices, and individual counseling techniques aimed at rebuilding survivors' resilience and self-efficacy. The success of this psychological recovery is significantly driven by the creation of a safe classroom climate and the optimization of a peer support system, which serve as protective factors against emotional distress while transforming students' self-perception from victims to empowered individuals. Although the effectiveness of interventions depends heavily on teachers' sociopsychological competence in conducting early detection and validating emotions, their implementation still faces structural challenges, including a culture of silence, limited technical competence, and administrative barriers. Therefore, multidimensional collaborative synergy between schools, families, and the social environment is a key determinant in reducing traumatic impacts and ensuring the sustainability of students' mental stability within the educational environment.

6. Limitation

This study has several limitations that should be acknowledged. First, the review was limited to articles retrieved from selected databases, including Google Scholar, Publish or Perish, Scopus, SINTA, and other indexed journals, which may have resulted in the omission of relevant studies available in other sources. Second, only articles published in English and Indonesian between 2019 and 2025 were included, potentially restricting the comprehensiveness of the findings and introducing language bias. Third, as a Systematic Literature Review (SLR), this study relied on the quality, scope, and methodological rigor of the selected publications. Fourth, the review primarily focused on teachers' strategies for promoting resilience and mental health among elementary students following bullying, while the contributions of other stakeholders, such as school counselors, families, communities, and policymakers, were not examined in depth. Future research is recommended to incorporate a broader range of databases, include studies from diverse educational contexts, and explore multidisciplinary approaches to post-bullying recovery and mental health promotion.

Declaration and Statement

CRediT Authorship Contribution Statement

Annisa Adelia contributed to the conceptualization of the study, data collection and analysis, and the preparation of the original manuscript draft. Claresta Cleo Sagita contributed to the development of the research methodology, data validation, and substantive revision of the manuscript. Shifa Putri Azzahra contributed to data processing, interpretation of findings, and manuscript refinement. Ningrum Perwitasari provided academic supervision, conceptual guidance, critical review, and overall evaluation of the manuscript. All authors reviewed and approved the final version of the manuscript

Declaration of Competing Interest

The authors declare that they have no known financial, professional, or personal relationships that could be perceived as influencing the objectivity, integrity, or interpretation of the findings presented in this study.

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Data Availability Statement
The data supporting the findings of this study are derived from published scientific articles identified and selected through a systematic review process in accordance with the PRISMA guidelines. All sources included in the review are listed in the reference section and are accessible through their respective databases and publishers. The extracted and synthesized data used in this study are available from the corresponding author upon reasonable request.

Ethical Declaration
This study utilized publicly available secondary data obtained from previously published scientific literature and did not involve direct interaction with human participants or the collection of personal information. Therefore, ethical approval was not required for this research.

Informed Consent Statement
The authors did not provide information regarding informed consent.

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Declaration of Generative AI and AI-Assisted Technologies
During the preparation of this manuscript, the authors used ChatGPT (OpenAI) solely to support language editing, grammatical refinement, and improvement of academic writing clarity. The AI tool was not used to generate research data, conduct analyses, develop interpretations, or formulate scientific conclusions. All content was critically reviewed, revised, and validated by the authors, who retain full responsibility for the accuracy, integrity, and originality of the manuscript.

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