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Islamic Character-Based Anti-Bullying Research Trends in Support of SDG 4 and SDG 16: A Bibliometric Analysis (1982–2025)

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Abstract

Objective: This study aims to systematically map global research trends on Islamic character-based anti-bullying through a bibliometric analysis and to identify underexplored research gaps in the existing literature. **Theoretical framework:** The study is grounded in an integrative framework combining bullying theory, character education, and Islamic ethical values as a normative basis for bullying prevention and intervention in educational contexts. **Literature review:** Previous studies on anti-bullying are predominantly framed within psychological and social perspectives, while the explicit incorporation of Islamic character values remains limited in the global scholarly discourse. **Methods:** A bibliometric approach was employed to analyze 1,188 international publications published between 1982 and 2025, focusing on publication trends, keyword co-occurrence, influential authors, countries, institutional contributions, and core journals. **Results:** The findings indicate a substantial growth in anti-bullying research since 2015, with publications largely dominated by developed countries and an increasing emphasis on multidisciplinary themes such as mental health, character education, and Islamic values. **Implications:** This study provides a strategic reference for the development of culturally and religiously grounded anti-bullying frameworks and policies that support safe and inclusive education in alignment with SDGs 4 and 16. **Novelty:** The novelty of this research lies in its bibliometric mapping of the intersection between anti-bullying and Islamic character values, highlighting the scarcity of empirical studies and offering new directions for future research.

Keywords: anti-bullying, islamic character education, sdgs, character-based interventions, multicultural education.

INTRODUCTION

Bullying is an issue that has attracted widespread attention in the context of education and mental health, especially because of its impact on the psychological development of children and adolescents [1]–[6]. These phenomena include various forms of physical, verbal, and cyberbullying, which often hurt the victim's mental health, self-esteem, and academic achievement [7]–[11]. In the context of global development, practice is also a serious obstacle to realizing a safe, inclusive, and equitable learning environment, as emphasized in Sustainable Development Goal (SDG) 4: Quality Education.

As awareness of the long-term impacts of bullying increases, research in this area is experiencing rapid growth, especially in the development of effective prevention and intervention strategies [12]–[16]. In addition, the issue of bullying is also closely related to

efforts to build a peaceful and violence-free society, which is the focus of SDG 16: Peace, Justice, and Strong Institutions. Therefore, anti-bullying research is not only relevant in the realm of education but also has strategic implications for the achievement of sustainable development goals.

Although the anti-bullying literature has developed significantly, most studies are still dominated by general psychological and pedagogical approaches. The integration of religious values, especially Islam, as a framework for character formation and bullying prevention is still relatively limited in the global academic literature [17]–[20]. In fact, Islamic teachings place the formation of character and morals as the main foundation in building harmonious social relations and free from violence.

The increase in bullying incidents is driving the need for a more holistic, sustainable, and value-based approach, especially in the educational setting. In this context [21]–[23], Islamic Character, with its foundation of values such as rahmah, brotherhood (ukhuwah), and social responsibility (taklif), offers great potential in developing anti-bullying intervention methods that not only suppress aggressive behavior but also build empathy and social solidarity among students. This approach is believed to create a safer and conducive school atmosphere for learning [24]. This approach is in line with the principles of the SDGs, which emphasize the importance of character education to create a safe learning environment and a peaceful society.

Bibliometric data show that bullying-related studies have increased significantly since 1982, with an average annual growth of 11.51%. The United States, the United Kingdom, and Australia are the countries that dominate in the number of publications, indicating that this topic is a global issue that has attracted widespread attention. However, most research still focuses on general approaches to bullying prevention, without considering spiritual aspects or religious values.

Islamic approaches to anti-bullying research have the potential to expand the scope of existing interventions, especially in countries with Muslim-majority populations as well as in the context of multicultural education [25]–[28]. Therefore, this study aims to map the global trend of Islamic character-based anti-bullying research through a bibliometric analysis of the literature published in the period 1982–2025. In particular, the study analyzes the development of publications, key collaboration actors and networks, thematic clusters, and dominant keywords, and identifies conceptual and empirical gaps in Islamic values-based anti-bullying research. Thus, this research is expected to make a theoretical and practical contribution to the development of culturally relevant, sustainable anti-bullying approaches, and make a real contribution to the achievement of SDG 4 through safe and inclusive education, and SDG 16 through strengthening a culture of peace and just social relations.

LITERATURE REVIEW

Bullying has become one of the most widely studied issues in education because of its long-term effects on students' psychological well-being, academic achievement, and social development. Existing studies have primarily examined bullying through psychological, behavioral, and educational perspectives, emphasizing risk factors, victimization, intervention programs, and school climate. These investigations consistently demonstrate that effective anti-bullying strategies require comprehensive approaches involving teachers, parents, peers, and institutional policies rather than isolated disciplinary actions [25]–[28].

Recent scholarship has expanded its focus to include cyberbullying, digital citizenship, emotional resilience, and mental health promotion. School-based interventions increasingly emphasize empathy, social-emotional learning, restorative practices, and positive behavioral support as effective mechanisms for reducing

aggressive behavior and improving interpersonal relationships. Although these approaches have contributed significantly to bullying prevention, they often rely on universal psychological frameworks that may overlook the cultural and religious dimensions shaping students' moral behavior [25]–[28].

Within Islamic educational contexts, character formation is regarded as a fundamental objective of education. Islamic values such as rahmah (compassion), ukhuwah (brotherhood), 'adl (justice), honesty, respect, and mutual responsibility provide ethical principles that discourage violence and encourage harmonious social interactions. These values have considerable potential to strengthen anti-bullying initiatives by fostering empathy, self-discipline, and collective responsibility among students. Nevertheless, research explicitly integrating Islamic character education with bullying prevention remains relatively limited, particularly in international scholarly publications.

Furthermore, previous bibliometric studies have mapped global trends in bullying research but have rarely explored the intersection between anti-bullying, Islamic character education, and the Sustainable Development Goals (SDGs). Consequently, important knowledge gaps remain regarding publication growth, thematic evolution, collaboration networks, and emerging research directions. Addressing these gaps through bibliometric analysis offers a comprehensive understanding of the intellectual structure of the field while identifying opportunities for developing culturally relevant and value-based anti-bullying frameworks that support inclusive, peaceful, and sustainable educational environments [25]–[28].

METHODOLOGY

This study uses a bibliometric analysis approach to systematically map research trends related to Islamic character-based anti-bullying published in the period 1982–2025. The bibliometric approach was chosen because it can analyze the scientific literature on a large scale quantitatively and visually, to identify publication patterns, influential research actors, thematic structures, and research gaps that are relevant to the development of sustainable character education and in line with SDG 4 (Quality Education) and SDG 16 (Peace, Justice, and Strong Institutions).

Stage 1: Literature Study and Keyword Identification

In the initial stage, a literature study was conducted to build a conceptual foundation related to Islamic character and anti-bullying research. This stage aims to understand the scope of the study, identify key concepts, and determine relevant and representative keywords. The process of identifying keywords is carried out through brainstorming and iteratively refining based on terms that often appear in previous research.

Stage 2: Data Collection and Screening

The research data was collected from the Scopus database, which was chosen because of its reputation as an internationally reputable database with a wide scope in the fields of education, social sciences, and psychology. The data search process was carried out on November 4, 2025, at 20:22 using the Boolean operator in the TITLE-ABS-KEY column.

The initial lookup uses the following Boolean strings:

TITLE-ABS-KEY (“Islamic character” OR “anti-bullying” OR “Islamic education” OR attitudes)

This search yielded 1,188 documents as the initial dataset.

Furthermore, further screening was carried out by applying the following inclusion and exclusion criteria: Document type: journal article (DOCTYPE = ar), Publication stage: final

publication (PUBSTAGE = final), Document source: journal (SRCTYPE = j), Language: English.

The application of these criteria resulted in 806 final documents that were used as bibliometric analysis materials.

Stage 3: Data Analysis and Visualization

In the third stage, the analysis was carried out on the selected documents using Scopus Analyzer, R and RStudio, VOSviewer, and Microsoft Excel. Descriptive analysis is used to identify: the number of publications per year, the most productive journals, the most influential authors, the institution's affiliations, and the countries of the main contributors. Furthermore, network analysis was conducted to explore the relationship between the document and the research theme. Visualization of keyword co-occurrence analysis was carried out using VOSviewer to identify thematic clusters and emerging research trends in Islamic character-based anti-bullying studies. Microsoft Excel is used to support the processes of data processing, tabulation, and graphing.

Overall, the research procedure follows a three-stage bibliometric flow, as shown in Figure 1 of the flow chart. This systematic approach allows for a comprehensive mapping of the development, structure, and gaps of Islamic character-based anti-bullying research, as well as provides a conceptual basis for the development of culturally relevant bullying prevention strategies that contribute to the achievement of SDG 4 and SDG 16

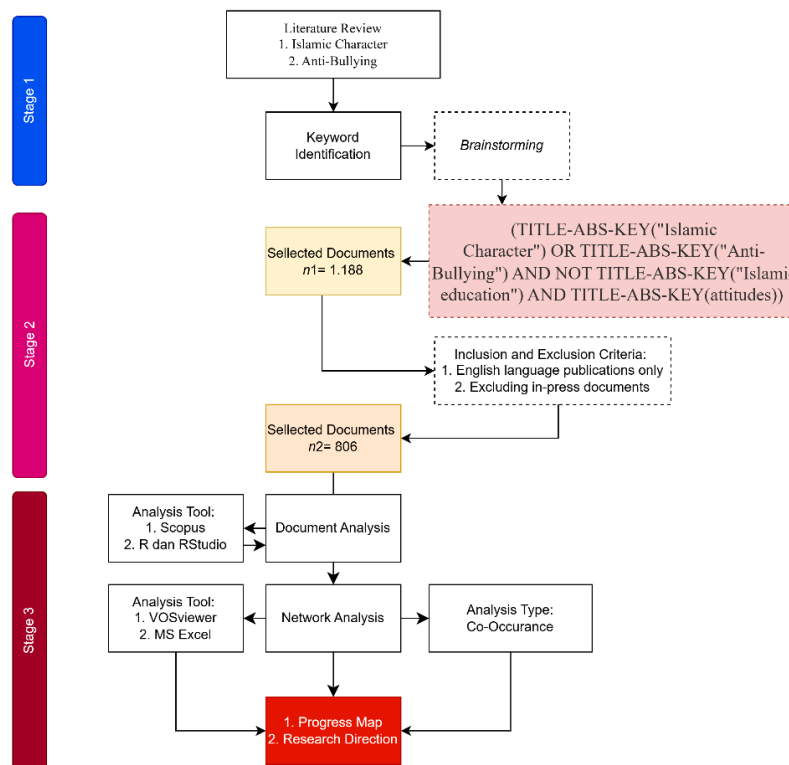


Figure 1. Flow Chart

RESULTS AND DISCUSSION

Document Analysis

Table 1 Key Information shows significant developments in the literature on a particular topic during the period 1982 to 2025. During this span of time, there were 1,188 published papers from 682 sources such as journals and books, with an average annual growth rate of 11.51%. This trend indicates increasing global attention to the issue of bullying as a serious

problem in the world of education and society, in line with the SDG 4 targets, especially in efforts to create a safe, inclusive, and violence-free learning environment.

The average age of the document of 7.82 years, which shows that the studies analyzed are relatively contemporary, so the findings and discourses that develop are still relevant to current educational challenges. This strengthens the position of the anti-bullying issue as a sustainable agenda in achieving quality education (SDG 4) and preventing structural violence in the educational environment, which is also closely related to SDG 16.

In terms of academic impact, an average of 25.23 citations per document reflects that research in this field has a strong scientific influence. The number of references reaching 50,290 shows that anti-bullying studies are supported by a broad theoretical and empirical foundation. This condition confirms that bullying prevention efforts cannot be separated from multidisciplinary approaches, including education, psychology, sociology, as well as moral and character values, which are relevant to the value-based character education approach in the context of SDG 4.7.

From the content aspect, the existence of 1,880 Keywords Plus and 2,219 Author's Keywords shows the breadth of the spectrum of topics explored, ranging from psychological, social, and educational policy aspects to value and character approaches. This diversity of keywords reflects that the issue of bullying is understood not only as individual behavior, but also as a structural phenomenon that requires systemic solutions, as emphasized in SDG 16 on strengthening peaceful and inclusive institutions.

Regarding author collaboration, there were 2,811 writers, with only 232 authors writing individually. An average of 3.16 authors per document shows a strong tendency towards scientific collaboration, including international collaboration of 19.19%. This pattern indicates that the issue of anti-bullying is seen as a global issue that requires cross-border and cross-disciplinary cooperation, in line with the spirit of SDG 17 (Partnerships for the Goals), although the main focus remains on SDG 4 and SDG 16.

Most of the documents analyzed were journal articles (876 articles), which affirmed that anti-bullying discourse has become an important part of the mainstream scientific literature. The dominance of journal articles also shows that there are ongoing efforts to provide empirical evidence and research-based policy recommendations to support the creation of a safe and equitable education system.

Table 1. Main of Information

Description	Results
MAIN INFORMATION ABOUT DATA	
Timespan	1982:2025
Sources (Journals, Books, etc.)	682
Documents	1188
Annual Growth Rate %	11,51
Document Average Age	7,82
Average citations per doc	25,23
References	50290
DOCUMENT CONTENTS	
Keywords Plus (ID)	1880
Author's Keywords (DE)	2219
AUTHORS	
Authors	2811

Authors of single-authored docs	232
AUTHORS COLLABORATION	
Single-authored docs	268
Co-Authors per Doc	3,16
International co-authorships %	19,19
DOCUMENT TYPES	
article	876

The bar chart in Figure 2. The 1-Year chart shows the distribution of the number of documents by country and collaboration patterns, namely Single Country Publication (SCP) and Multiple Country Publication (MCP). The United States is the country with the highest number of publications, followed by the United Kingdom and Australia. The dominance of SCPs in the United States demonstrates the strong capacity of domestic research on anti-bullying issues, while a significant proportion of MCPs reflects openness to international collaboration.

The United Kingdom and Australia show a similar pattern, but with relatively higher international collaboration contributions, particularly in the UK. This indicates the role of these countries as global knowledge production centers that are active in building cross-border research networks. Other countries, such as China, Ireland, Canada, Spain, Italy, the Netherlands, and Finland, also show SCP dominance with variations in MCP levels.

From the perspective of SDG 4 and SDG 16, these findings suggest that countries with well-established education systems tend to be more active in reviewing and developing bullying prevention strategies. However, the dominance of certain countries also opens up a space for discussion about the inequality of global knowledge production, especially the lack of contribution from developing countries, and the context of education based on local or religious values. This is an important research gap, especially to integrate a character education approach based on Islamic values as an alternative contribution to the achievement of peaceful and inclusive education.

Overall, these bibliometric results confirm that anti-bullying research has a strategic role in supporting the achievement of SDG 4 through strengthening a safe and characterful learning environment, as well as SDG 16 through the internalization of the values of peace, justice, and respect for human dignity. However, there is still a great opportunity to develop a bullying prevention model that is contextual, regionally value-based, and relevant to local culture, which has been relatively underexplored in the global literature.

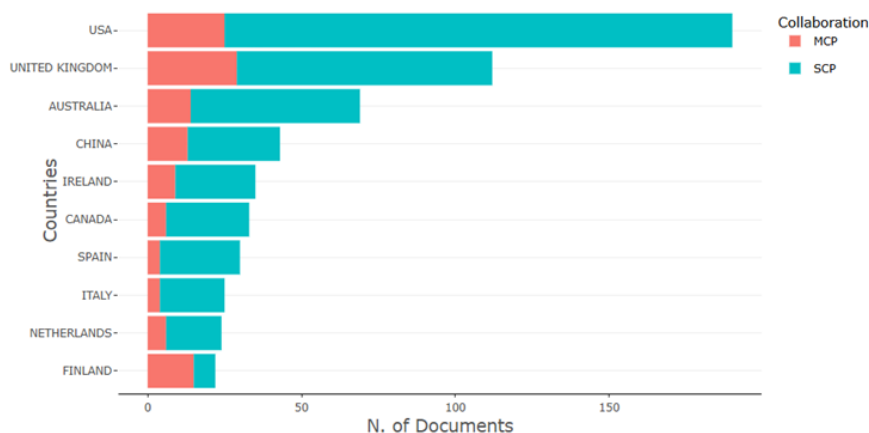


Figure 2. Year Chart

The graph in Figure 3. Three Field Plots shows Sankey's diagram of three field plots that connect journal sources (Source/SO), authors (Author/AU), and keywords (Descriptors/DE) in bullying research. This visualization provides a comprehensive overview of the intellectual and thematic structure of bullying research, as well as showing the direction of its contribution to the achievement of the Sustainable Development Goals (SDGs), especially SDG 4 (Quality Education) and SDG 16 (Peace, Justice, and Strong Institutions).

On the left side (SO), it can be seen that major journals such as Aggressive Behavior, International Journal of Environmental Research and Public Health, Journal of Adolescence, School Psychology International, and International Journal of Bullying Prevention are the dominant sources of publications. The dominance of these journals shows that bullying research is largely rooted in the study of aggressive behavior, adolescent developmental psychology, mental health, and school-based prevention policies. This focus is relevant to SDG 4, which emphasizes the importance of a safe learning environment and supports the psychosocial development of students, as well as SDG 16, which targets the reduction of all forms of violence, including violence in the educational environment.

In the middle section (AU), the diagram shows several key authors who have made significant contributions to the bullying research network, such as Menesini, E., Smith, P. K., Salmivalli, C., and Farrington, D. P. The interconnectedness of these authors to various major journals and keywords reflects their role in building globally influential theoretical frameworks and models of anti-bullying interventions. Their contributions primarily focus on victimization, school-based interventions, and bullying prevention, which directly support the goals of SDG 4 in creating inclusive education and SDG 16 in building a culture of peace and social justice from an early age.

Meanwhile, on the right (DE) side, the dominant keywords such as bullying, victimization, intervention, cyberbullying, prevention, and anti-bullying show that research in this area focuses not only on problem identification, but also on the development of sustainable prevention and intervention strategies. The emergence of the keyword cyberbullying indicates the adaptation of research to the challenges of the digital era, which is relevant to the context of modern education and child protection efforts in the online learning ecosystem, as mandated in SDG 4.

Overall, the relationships between journal sources, authors, and keywords in this diagram illustrate a complex, collaborative, and multidisciplinary bullying research ecosystem. However, although this study has made a significant contribution to the achievement of the SDGs through psychological and general education approaches, this diagram also shows a lack of connection with religious values or religion-based characters, especially Islamic values.

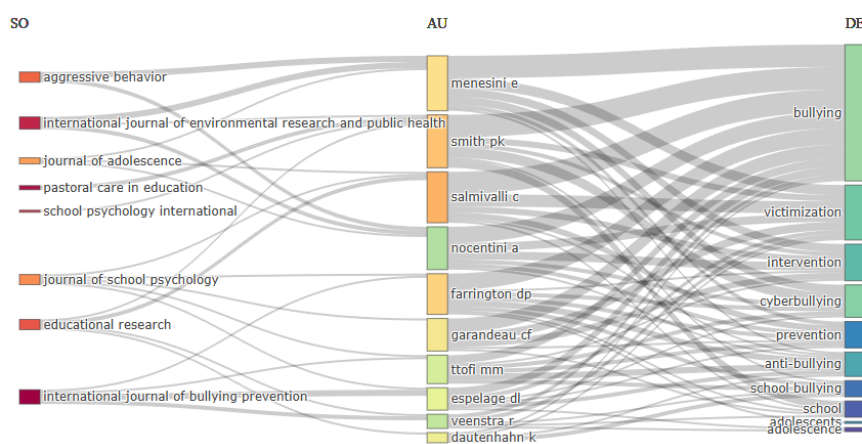


Figure 3. Three Field Plot

The data in Table 2, Most Global Cited Documents, present the key publications in the bullying study by year of publication, number of local citations (LC), global citations (Global Citations/GC), and LC/GC ratio. This indicator allows an analysis of the academic influence of a work both at the global level and in the specific thematic context analyzed in this research dataset.

The publication with the highest number of global citations is the work of Ttofi (2011) published in the Journal of Experimental Criminology, with 1,116 global citations and 134 local citations, resulting in an LC/GC ratio of 12.01%. These findings suggest that although the work has a very broad impact globally, its contribution in the context of the specific literature analyzed is relatively more limited. However, Ttofi's research focusing on the effectiveness of bullying prevention programs provides an important empirical foundation for the development of evidence-based policies, which are in line with SDG 16, particularly in efforts to reduce violence and build safe and equitable institutions, including educational institutions.

Meanwhile, Gaffney's (2021) work in the Journal of School Psychology shows a relatively high LC/GC ratio (21.90%), although the number of global citations is lower than that of classic publications. This high ratio indicates that the research has strong relevance in the context of recent studies, especially those related to school-based interventions and the psychosocial well-being of students. This focus directly supports SDG 4, which emphasizes the importance of a safe, inclusive learning environment that supports students' mental health.

The publication Nocentini (2016), published in Prevention Science, recorded the highest LC/GC ratio of 38.37%, indicating a very strong influence in a more specific research scope, although the number of global citations is not as high as other works. This indicates that the study makes a significant conceptual and methodological contribution to the development of bullying prevention strategies, particularly in the context of preventive interventions and character education. This contribution is relevant to the integration of SDG 4 and SDG 16, as it emphasizes a sustainable prevention approach and is oriented towards the formation of peaceful behavior in the educational environment.

Table 2. The Most Cited Documents Globally

Document	Year	Local Citations	Global Citations	LC/GC Ratio (%)
TTOFI MM, 2011, J EXP CRIM	2011	134	1116	12,01
GAFFNEY H, 2019, AGGRESSION VIOLENT BEHAV-a	2019	46	312	14,74
O'CONNELL P, 1999, J ADOLESC	1999	41	544	7,54
YEAGER DS, 2015, J APPL DEV PSYCHOL	2015	40	329	12,16
FERGUSON CJ, 2007, CRIM JUSTICE REV	2007	37	207	17,87
SALMIVALLI C, 2005, BR J EDUC PSYCHOL	2005	37	218	16,97
NOCENTINI A, 2016, PREV SCI	2016	33	86	38,37
GAFFNEY H, 2021, J SCH PSYCHOL	2021	30	137	21,90
TTOFI MM, 2011, CRIM BEHAV MENT HEALTH	2011	30	271	11,07
SMITH PK, 2000, CHILDHOOD	2000	30	321	9,35

The data in Table 3. Most Locally Cited Documents show the ten most cited articles in bullying-related research, including total citations, citations per year (TC per Year), and normalized citations (normalized TC). Ttofi's (2011) article in the *Journal of Experimental Criminology* occupies the top position with a total of 1,116 citations and an average citation per year of 79.71, indicating that this article is highly influential and a major reference in research related to bullying [29]–[33]. With a normalized TC value of 15.68, this work is also considered significant in a global context. The high impact of this article indicates an important contribution to the achievement of SDG 16, particularly in efforts to reduce violence and strengthen safe social institutions, including schools.

Classic articles such as O'Connell (1999) and Sutton (1999) also show a large number of citations, although the TC value per year is relatively lower. This reflects a shift in research focus from initial descriptive studies to a more interventional and evidence-based approach. This shift is in line with the SDG 4 agenda, which emphasizes the importance of innovation in education to create a safe and inclusive learning environment.

Meanwhile, the work of Bauman (2013) and Olweus (2012) shows a high value of TC per year, indicating its contemporary relevance and strong influence in academic discourse. Similarly, Gaffney's (2019) article, which has a high annual TC and large normalized TC values, shows that recent research focusing on the intervention and evaluation of anti-bullying programs is getting more attention. This shows the increasing global awareness of the importance of bullying prevention as part of sustainable development efforts in the field of education and the mental health of students.

Table 3. Most Local Cited Document

Paper	Total Citations	TC per Year	Normalized TC
TTOFI MM, 2011, J EXP CRIM	1116	79,71	15,68
O'CONNELL P, 1999, J ADOLESC	544	20,92	3,05
BAUMAN S, 2013, J ADOLESC	484	40,33	14,70
OLWEUS D, 2012, EUR J DEV PSYCHOL	469	36,08	10,43
SWEARER SM, 2010, EDUC RES	445	29,67	8,59
SUTTON J, 1999, SOC DEV	416	16,00	2,33
FEKKES M, 2005, HEALTH EDUC RES	370	18,50	3,81
YEAGER DS, 2015, J APPL DEV PSYCHOL	329	32,90	9,16
SMITH PK, 2000, CHILDHOOD	321	12,84	3,90
GAFFNEY H, 2019, AGGRESSION VIOLENT BEHAV-a	312	52,00	11,42

Bar graph in Figure 4. The 3-Year chart shows the trend in the number of annual publications related to a particular topic from 1995 to 2023. This data shows a significant increase in the number of publications over time, reflecting the increasing interest and academic attention to the topic. In the early period (1995–2005), the number of publications was relatively low and stable, with only a few articles per year. For example, in 1995 there were 3 publications, while in 2001 there were 6 publications. An increase began to be seen in 2009 with 21 publications, and this trend continued.

After 2013, there was a more stable and consistent increase, with the number of publications ranging from 33 to 43 each year. This suggests that the topic is starting to become a wider concern among researchers. A significant surge has occurred since 2019,

with publications reaching 52 articles. This upward trend continued to peak in 2022 with 76 publications. Although it decreased slightly in 2023 to 61 publications, the figure remains higher than in previous years, showing that the issue of bullying is still a global priority and relevant in the context of sustainable development.

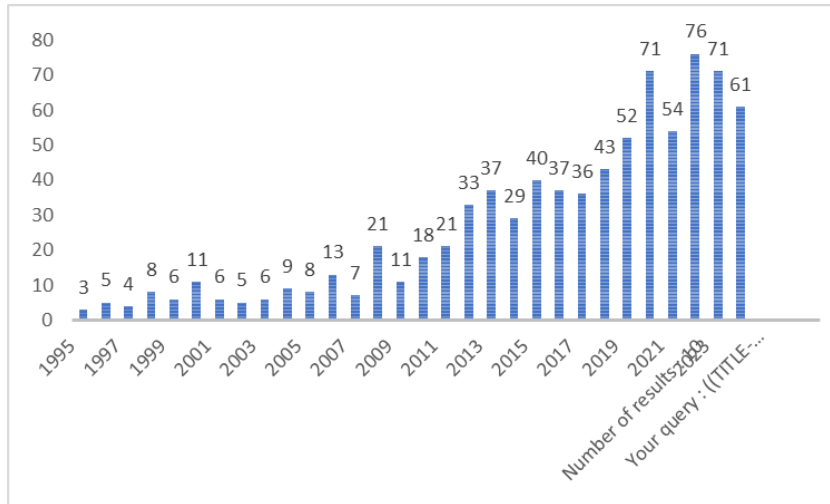


Figure 4. Year Chart

The graph in Figure 5. Source Chart shows that bullying research publications are concentrated in specific journals, such as the International Journal of Environmental Research and Public Health, Pastoral Care in Education, and School Psychology International. The dominance of these journals indicates that the issue of bullying is widely studied in the framework of public health, educational psychology, and student welfare.

The concentration of publications in these journals shows that bullying research contributes directly to the goals of SDG 4, through strengthening educational practices that pay attention to the psychosocial aspects of students, as well as SDG 3 (Good Health and Well-being) in the context of mental health. However, the limitations of publication in certain journals also present an opportunity to expand the study to journals that focus on character education, religious values, and social ethics.

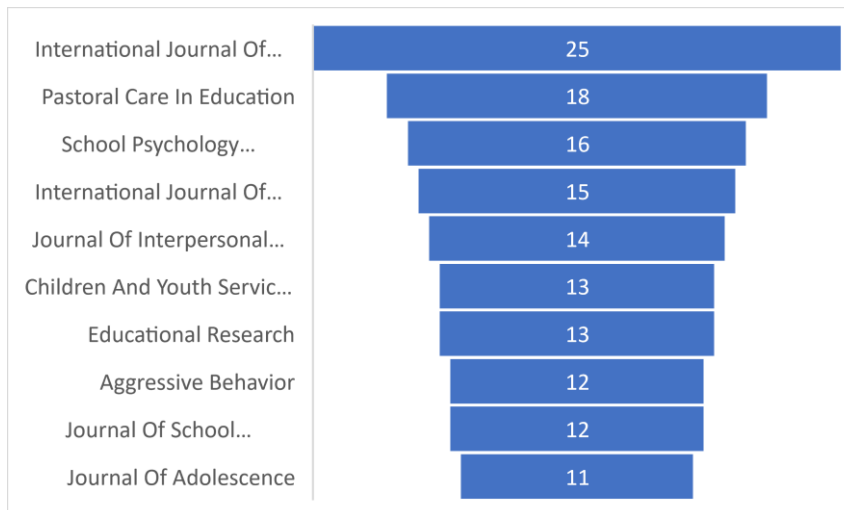


Figure 5. Source Chart

Graph in Figure 6. The Author Name Chart indicates the number of publications produced by multiple researchers or authors, with "Salmivalli, C" in the top position with 19 publications [34]–[40]. This is followed by "Smith, P.K with 15 publications [41]–[47], and "Menesini, E," [48]–[50], and " R," each has 11 publications [51]. Some other authors,

such as "Cross, D.", "Garandean, C.F.", "Nocentini, A.", "Puhl, R.M.", "Strohmeier, D", and "Campbell, M.", have a smaller number of publications, i.e., between 8 and 9 publications.

It can be seen that Salmivalli, C., Smith, P.K., and Menesini, E. are the most prolific and influential writers in bullying research. The high number of their publications shows a central role in shaping the research paradigm, particularly related to school-based interventions and bullying prevention. The dominance of these authors also confirms that the global discourse is still dominated by Western psychological and educational approaches. This opens up opportunities to enrich literature with perspectives based on local values and cultures, including Islamic values, which can make a contextual contribution to the achievement of SDG 4 and SDG 16, especially in countries with different social and religious backgrounds.

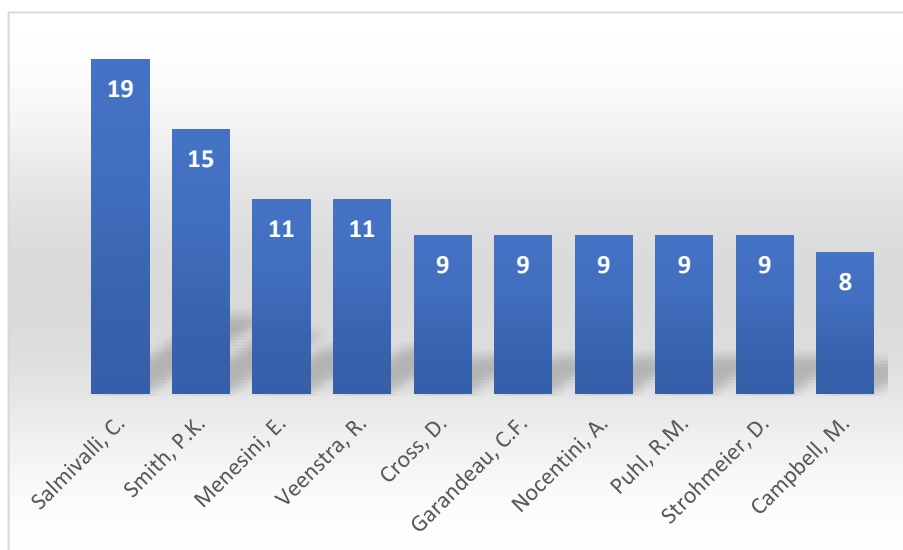


Figure 6. Author's Name Chart

The graph in Figure 7. The Affiliate Chart shows the number of publications from several colleges involved in a field of research. "Down Yliopisto," or the University of Turku in Finland, is in the top position with 26 publications, signifying a significant contribution to this research. Below it, "Goldsmiths, University of London" has 17 publications, followed by "Universitetet i Stavanger" with 16 publications, and "Rijksuniversiteit Groningen" and "Trinity College Dublin", with 14 publications each.

Several other universities, such as "Queensland University of Technology, "University College London, "University of Cambridge, and "The University of Western Australia, have the same number of publications, which is 12 publications. Meanwhile, the "Università degli Studi di Firenze" is at the bottom with 11 publications. The data show that the University of Turku has a greater role or influence in this research topic, compared to other universities. Universities with fewer publications may be involved in research, but on a lower scope or frequency. This graph provides an overview of which universities are most active in publications, which can be a reference for researchers to seek collaboration or find out which institutions are at the center of research in the field. These findings indicate a geographical gap in research contributions, which has implications for the limitations of a global perspective. Therefore, strengthening research from developing countries and countries with large Muslim populations is important to support the achievement of the SDGs that are inclusive and universal.

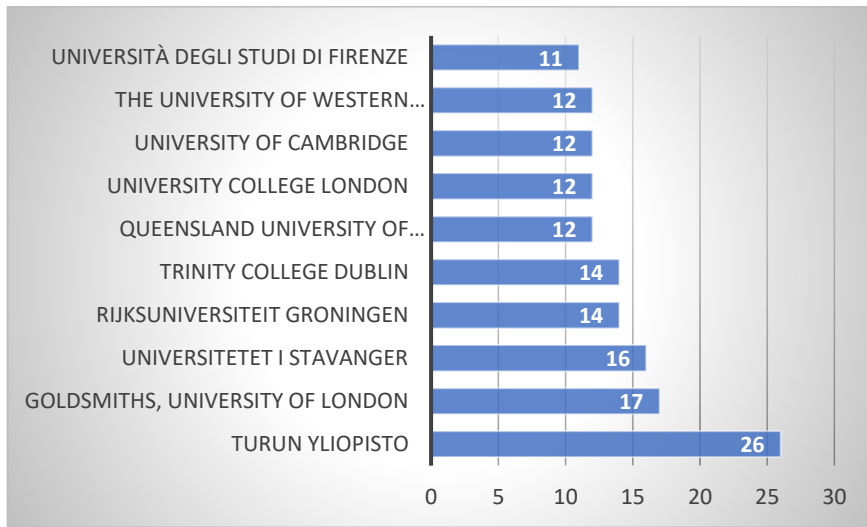


Figure 7. Affiliation Chart

Pie chart Figure 8. The 7 Country Chart shows the distribution of research contributions or publications by country. "The United States" has the largest contribution with 30%, followed by "United Kingdom" with 21%, and "Australia" with 12%. These three countries as a whole accounted for more than half of the total contributions, demonstrating their dominance in research in this area. Other countries such as "Canada" (7%), "China" (6%), "Ireland" (6%), and "Netherlands" (5%) also contributed, but with a smaller percentage. The countries with the least contribution are "Italy" and "Norway", with 4% each.

These data suggest that the study tends to be dominated by English-speaking countries, with the United States and the United Kingdom being the main centers. Contributions from other countries, despite their existence, are much smaller. This may describe a more research-intensive trend or focus in certain countries, as well as the possibility of more resources or support for research in those countries. In the context of SDG 16, these findings underscore the importance of more inclusive international collaboration so that bullying prevention solutions can be implemented fairly and contextually across different countries and cultures.

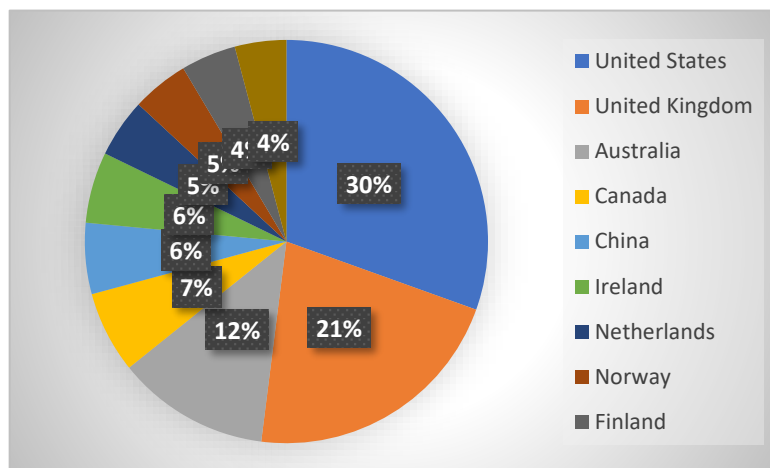


Figure 8. Country Chart

The pie chart in Figure 9. The Area Chart shows the distribution of fields of knowledge in research contributions or publications. The field of "Social Sciences" dominates with the largest contribution of 36%, followed by "Psychology" with 29%, and "Medicine" with 17%. These three areas accounted for more than 80% of the total contributions, indicating the primary focus of research on the social sciences, psychology, and medicine. Other fields

such as "Arts and Humanities" (6%), "Business, Management and Accounting" (3%), as well as "Nursing", "Environmental Sciences", "Neuroscience", "Economics, Econometrics and Finance", and "Engineering" each have smaller contributions, which are between 1-2%.

This data shows that bullying research is dominated by the social sciences, Psychology, and Medicine, which collectively account for more than 80% of publications. This dominance shows that the issue of bullying is understood primarily as a social, behavioral, and mental health problem.

However, the relatively low contribution from the fields of Arts and Humanities, including the study of values, ethics, and religion, shows that there is a research space that has not been optimally worked on. The integration of Islamic character perspectives and moral values has the potential to enrich this multidisciplinary approach and make a strategic contribution to the achievement of SDG 4 (character education) and SDG 16 (a culture of peace and non-violence).

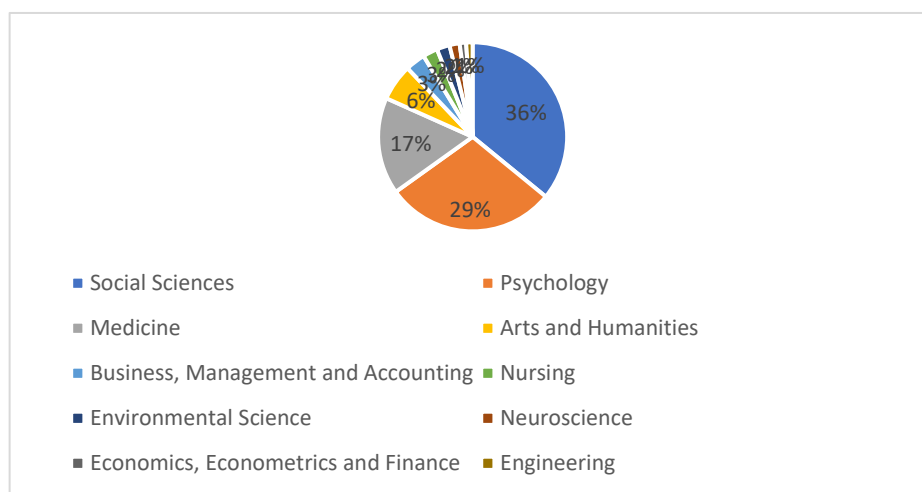


Figure 9. Area Chart

Network Analysis

The visualization in Figure 10. Network Visualization shows a map of the relationships between various research topics, especially those related to bullying, mental health, and human behavior. This map is created using VOSviewer, which depicts topics of various sizes and colors to reflect their frequency and relevance.

Larger nodes or points, such as bullying, humans, men, and schools, show the topics that come up most frequently in the study. The lines connecting the nodes indicate the relationship between the topics, with the thickness of the lines reflecting how closely the two topics are related.

The map is divided into color groups: Green; Topics that focus on bullying, cyberbullying, victimization, schools, and students. This shows that research often discusses cases of bullying in the school environment and its relationship with the victim. Red: The cluster covers topics related to psychology, mental health, depression, anxiety, and cross-sectional studies. This shows a focus on mental health aspects and research methods used to study the effects of bullying. Blue: This cluster focuses on human behavior, aggression, social behavior, and longitudinal studies. This leads to the study of human behavior and aggression factors in social contexts. From this visualization, it can be seen that the topic of bullying is not only related to educational (school) and psychological (mental health) aspects, but also to the study of social behavior. It demonstrates a multidisciplinary approach in research on bullying, which includes education, psychology, and the social sciences.

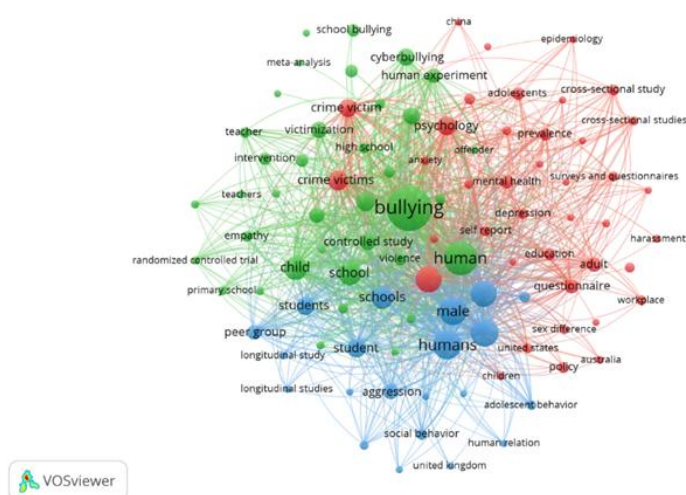


Figure 10. Network Visualisation

The graph in Figure 11. Overlay visualization is a network visualization using VOSviewer that shows the relationship between various keywords related to bullying research and related themes. The size of the circle reflects the frequency with which a particular keyword appears, while the color indicates the year of publication with a color scale from blue (2015) to yellow (2020). For example, keywords such as bullying, "human," "male," and "school" have large circles, indicating that these words appear frequently and are a major topic in research.

It can be seen that "bullying" is related to topics such as "cyberbullying", "victimization", "mental health", and "violence", which shows a focus on the impact of bullying on mental states and violence. Other topics such as "adolescence", "anxiety", and "depression" also emerged, highlighting the impact of bullying on adolescent mental health. In addition, topics such as "questionnaires" and "cross-sectional studies" indicate that many studies use survey methods and cross-sectional studies to understand this phenomenon. This visualization shows that bullying research focuses on mental, social, and educational issues, with strong links between psychological and behavioral aspects in school contexts, particularly for adolescents and children.

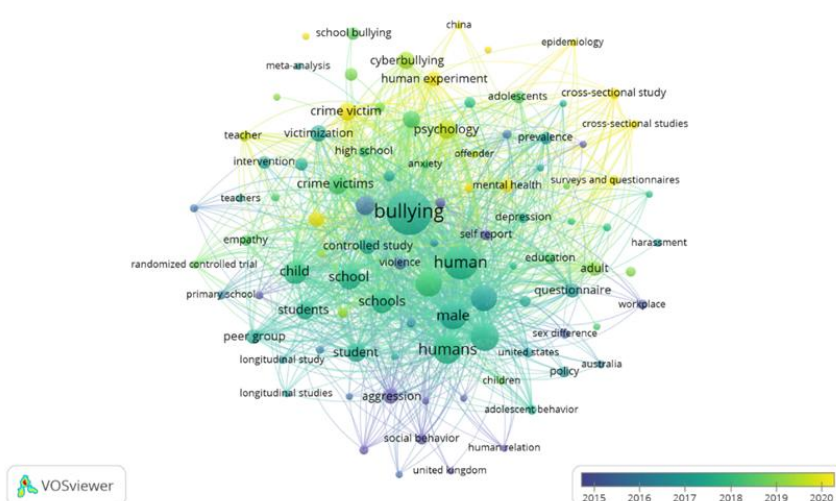


Figure 11. Overlay Visualisation

3. Total Link Strength: Bullying has a relationship strength of 4663, showing how often this concept is associated with other themes such as school, children, and victims.
4. Theme: This cluster focuses on bullying and its impact on children and the school environment, as well as how victims are often the focus of attention in this study.

Cluster 3: Gender and Student Identity

1. Item: Human, Man, Woman, School, Students
2. Incident: The term "Human" appears 246 times and has a strong relationship with other terms.
3. Total Link Strength: The relationship between the concept of "Human" and the rest is quite significant, reaching a power of 3634.
4. Theme: This cluster focuses on the role of gender (male and female) in the context of education, especially in relation to how students in schools interact and experience problems.

Overall, the main themes of this data are:

1. Adolescent Mental Health (Cluster 1), with a focus on victims of crime and depression.
2. Bullying in schools (Cluster 2), especially its impact on children and the school environment.
3. Gender Differences in the Context of Education (Cluster 3) examines student interaction by gender.

Table 4. Keyword of VOSViewer Visualisation

No	Item	Occurrence	Total link strength	Cluster
1.	Psychology	108	1733	
2.	Crime Victims	122	2038	
3.	Adolescent	213	3140	1
4.	Mental Health	55	733	
5.	Depression	37	527	
1.	Bullying	604	4663	
2.	Human	355	4605	
3.	School	168	2156	2
4.	Child	165	2478	
5.	Victim	105	1451	
1.	Humans	246	3634	
2.	Male	238	3598	
3.	Female	237	3554	3
4.	Schools	145	2028	
5.	Student	94	1401	

CONCLUSION

Research on bullying, particularly related to education and mental health, is a highly relevant and strategic issue in the context of global sustainable development. The focus of the study includes the impact of bullying on psychological, social, and behavioral aspects, especially in children and adolescents. Dominant themes such as cyberbullying, victimization, mental health, and violence show that bullying is no longer understood solely as a physical or verbal act, but as a mental and social health issue that has long-term impacts. These findings are directly related to the Sustainable Development Goals (SDGs), especially SDG 3 (Good Health and Well-Being), which emphasizes the importance of mental health, and SDG 4 (Quality Education), which targets the creation of a safe, inclusive, and violence-free learning environment. In terms of scientific productivity, the authors with the highest contributions to bullying research include Salmivalli, C., Smith, P.K., Menesini, E., and Veenstra, R. The dominance of these researchers shows a strong academic influence in the development of theories, intervention models, and bullying prevention policies. Geographically, the United States, the United Kingdom, and Australia are the countries with the highest number of publications, reflecting the high level of attention and research investment on bullying issues, especially in English-speaking countries. This dominance also highlights the gap in contributions from developing countries, which is relevant to SDG 10 (Reduced Inequalities), especially in the equitable distribution of global knowledge production. Based on scientific areas, the majority of research is in the fields of Social Sciences (36%), Psychology (29%), and Medicine (17%). This confirms that bullying is understood as a multidimensional phenomenon that is closely related to human behavior, mental health, and social well-being. However, the low contribution from other fields, such as Engineering and Environmental Science, shows an opportunity to develop a cross-disciplinary approach, in line with the spirit of SDG 17 (Partnerships for the Goals), which encourages collaboration between fields and across sectors. The journals with the highest number of publications, such as *Aggressive Behavior*, the *International Journal of Environmental Research and Public Health*, and the *Journal of Adolescence*, show the primary focus of research on aggressive behavior, public health, and adolescent development. In terms of bibliometric data, there are 1,188 documents from 682 sources published between 1982 and 2024, with an average annual growth rate of 11.51%. The average citation per document stands at 25.23, signifying a strong academic impact, with Ttofi's (2011) article in the *Journal of Experimental Criminology* being one of the most influential works. The international collaboration rate of 19.19% also shows that there is a global collective effort in addressing bullying issues, which are relevant to SDG 16 (Peace, Justice, and Strong Institutions), especially in creating a safe and peaceful social environment. From a methodological perspective, the dominance of the use of surveys, questionnaires, and cross-sectional studies shows that the quantitative approach is still the main method in understanding the phenomenon of bullying. However, these bibliometric findings also reveal future research opportunities, especially in the development of value-based interventions and cultural contexts. One of the prominent research gaps is the lack of studies that explicitly integrate the Islamic character approach in the prevention and handling of bullying. In fact, Islamic values such as *rahmah* (compassion), *ukhuwah* (brotherhood), *'adl* (justice), and social responsibility have great potential to support the achievement of SDG 4 (Quality Education) and SDG 16 (Peaceful and Inclusive Societies). Therefore, future research needs to develop an Islamic character-based model of anti-bullying intervention that is not only oriented towards the reduction of negative behaviors, but also on the formation of character, mental well-being, and sustainable social harmony.

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Author Contribution

All authors equally contributed to conceptualization, analysis, writing, revision, and approval of the final manuscript

Conflicts of Interest

All authors do not have any conflicts of interest related to this article.

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