

The Role of Islamic Education Teachers in Preventing Bullying Behavior

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ABSTRACT

The research aims to investigate types of bullying behaviour, and to understand the Islamic education teachers' role, and the obstacles in bullying prevention. Employing field research and descriptive qualitative methodology in the Islamic Junior High School Muhammadiyah Mojolaban, interviews, observations, and documentation were conducted to collect the data. While the data analysis was carried out in 4 stages: data was collected, data were reduced, data were presented, and finally, conclusions were drawn, or the data was verified. In this study, to ensure data validity, the author used a combination of techniques, namely, extended participation, persistence, and triangulation. The results of the study were that the types of bullying done by students of SMP Muhammadiyah Mojolaban can be categorized into three types: verbal bullying, physical bullying, and relational bullying. 2) From the educational impact assessment, the role of the Islamic Religious Education (PAI) Teacher in tackling bullying behaviours at Muhammadiyah Middle School constituted the provision of educational services or socialization of the consequences of bullying, and the provision of counselling for students. 3) The positive elements supporting the PAI Teacher in the application of Religious Values, the PAI content of the teaching curriculum is abundant with Moral and Spiritual Values, and the adverse effects of the use of technology.

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Keywords:

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INTRODUCTION

Education constitutes the most significant sector in human life's journey. It is carried out by families, communities, and governments through the guidance, teaching, and training that occur in and out of a classroom in preparation for assuming diversified roles in the future (Rejeki, 2016). Education constitutes the most significant sector in human life's journey. It is carried out by families, communities, and governments through the guidance, teaching, and training that occur in and out of a classroom in preparation for assuming diversified roles in the future (Khoiri et al., 2017).

Islamic Religious Education (PAI), more colloquially referred to as religious education, together with its often-perceived inflexibility, warrants consideration within this Society 5.0, with its diverse innovations, so that it may further improve and offer new products and improvements that respond to global era challenges (Andriyadi et al, 2025). One key aspect of education is the teacher, as teachers are considered the vanguard of the national education system. Teachers are professional educators with the main responsibilities of educating, teaching, guiding, directing, training, assessing, and evaluating early childhood education within the formal primary and secondary schooling system (Mafidatul Alawiyah, A. & Busyairi, 2018). In the age of digitalisation, it is not only the responsibility of the teachers. Much more has to be done.

Not Now, educators have furthermore become learning facilitators who not only deliver information, but also assist students in grasping, analysing, and practicalising that information. Teachers nowadays are those who can transform, treat technology as an instrument rather than an objective, and establish and maintain positive emotional relationships with students. Certainly, teachers of the digital age can construct and facilitate unforgettable learning opportunities. They do not stick to traditional textbooks and printed materials, but rather complement them with innovative and varied digital materials, including but not limited to videos, online and offline interactive games, and virtual learning environments. The heart of

the matter is the willingness to evolve; educators must reinvent themselves in order to keep step with the rapid change of technology and the developing needs of the learners (Khosla et al., 2024). The design and implementation of innovative and effective instructional activities, which educators are accountable for, are aimed at stimulating positive change in learners (Azizah, 2023).

Bullying is defined as a systematic abuse of power or authority, wherein an individual or a collective deliberately inflicts harm upon others. This phenomenon manifests through various modalities, including physical, verbal, and psychological aggression (Yayasan Semai Jiwa Amini (SEJIWA), 2008). Given that these incidents can permeate any environment, ranging from classrooms and cafeterias to public spaces, bullying represents a pervasive threat that demands serious intervention. The fundamental mandate of a school is to foster an environment conducive to the development of a student's innate capabilities. A successful pedagogical process should ideally enhance a student's psychosocial, cognitive, emotional, and moral competencies. However, the prevalence of bullying behavior serves as a significant barrier to these developmental goals, effectively undermining the educational mission. Recent events in the Soloraya region highlight the lethal potential of unchecked peer aggression. On September 16, 2024, a tragic incident occurred at the Az Zayadiy Islamic Boarding School in Grogol, Sukoharjo. The victim, a student named Abdul Karim Putra Wibowo, was subjected to a violent assault by a senior student. The conflict reportedly originated from an exertion of "seniority," involving a demand for cigarettes, despite testimonies from the victim's parents stating he was a non-smoker. This interaction escalated into a brutal physical confrontation that resulted in the student's death, underscoring the urgent need for robust safeguarding protocols within residential educational settings (Hartanto, 2024).

Adversarial behaviour stems from the term "bully," which defines individuals who target and intimidate those who are perceived as weaker. There is a wide spectrum of hierarchical behaviours that bullying encompasses, including hazing, oppression, exclusion, extortion, and more. The National Commission for Child Protection describes bullying as the sustained abuse of power, masked as long-term

physical and psychological violence perpetrated by an individual or a group against a person unable to defend themselves. School bullying is defined by the will and ability to injure and frighten a person, to make him or her feel depressed, traumatized, traumatized, and to render him or her hopeless (Fitria Chakrawati., 2022; Ulfah & Rohimah, 2024). According to the Indonesian Child Protection Commission, 35% from the total of 114 violence cases that happened in educational institutions involved 46 cases of suicide, 48% of which happened or involved school-aged children or those who were still in school uniform (Humas KPAI, 2024).

According to Pratisto, there are three main types of personnel in the school education system, namely teaching staff, guidance staff, and administrative staff. However, in general, elementary schools do not have guidance counselors, so classroom teachers must take on this role and equip themselves with the knowledge to guide students. The purpose of this research is 1) to determine the types of bullying experienced by students, 2) to analyze the PAI teachers' roles in preventing bullying, and 3) to analyze the facilitators and barriers (Afkar et al., 2025).

This research is expected to explain and describe the references related to the teacher's role in bullying. The previous research is the one conducted by Siti Hanifah with the research title "The Role of PAI Teachers in Character Building toward 10th Grade Students to Prevent Bullying Practices at SMA N 2 Grabag in the Academic Year 2023/2024," which is different in the aspect of the research subjects and the research site. The purpose of this research is 1) to determine types of bullying experienced by students, 2) to analyse the PAI teachers' roles in preventing bullying for SMP Muhammadiyah Mojolaban in the 2024/2025 academic year, and 3) to analyse the facilitators and barriers.

METHOD

A descriptive qualitative research methodology had been employed. Research methods that fall under the qualitative umbrella yield data that is expressed descriptively. Such data can be in the form of transcripts of speech, as well as documented accounts of observable action. Descriptive data, contrary to numerical

formats, is collected as text (Moleong, 2007). This methodology seeks to outline and explain the functions of teachers in the enactment of prevention strategies directed toward behaviors defined as bullying performed by students at the Muhammadiyah Mojolaban Junior High School, located in Mojolaban District, Sukoharjo Regency.

The main focus of the research is the subject of the research. That is the subject that captures the researcher's attention. (Suharsimi & Arikunto, 2006) This research subject was the Principal of SMP Muhammadiyah Mojolaban, Mojolaban District, Sukoharjo Regency. On the other hand, research informants are those who give information, particularly details about the information that the researcher is looking for (Suharsimi & Arikunto, 2006). The informants of this research were the teachers and the students of SMP Muhammadiyah Mojolaban, Mojolaban District, Sukoharjo Regency. In this research activity, the author used the following techniques of data collection: 1) documentation, 2) interviews, and 3) observation. For Miles and Huberman, there are 3 main parts of the interactive model of analysis: 1) data reduction, 2) data display, and 3) conclusion or verification (Miles et al, 2104).

RESULTS

Based on the information obtained regarding the steps taken by Islamic Education Teachers to deal with bullying behaviour at Muhammadiyah Mojolaban Junior High School, the following is a description of the research data.

Forms of Bullying

Bullying is defined as a hostile manifestation that can be perpetrated by various cohorts, including both adults and children. These incidents occur across diverse settings, notably within the school environment. This study identified several occurrences at SMP Muhammadiyah Mojolaban, specifically focusing on bullying dynamics. The identified cases are categorized into three distinct modalities: first, Verbal Bullying: This includes the use of derogatory epithets, persistent teasing, the application of disparaging aliases, and the employment of aggressive or profane linguistic expressions. Second, Physical Bullying: Beyond verbal aggression, physical manifestations were documented at Muhammadiyah Mojolaban Junior High School, including acts such as pinching, kicking, and the

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forceful pulling of hijabs. Third, Relational Bullying: This form of aggression involves social exclusion, deliberate isolation, and the systematic distancing of individuals from their peer groups.

Data obtained from interviews regarding these bullying typologies align with direct field observations. Observations conducted during unstructured periods, such as class intervals or breaks, revealed instances of students addressing peers using incorrect or socially inappropriate terms, with some utilizing offensive language. Furthermore, certain students reported feeling neglected or intentionally ignored by their peers. Perpetrators admitted to engaging in such conduct for personal amusement or as a reactionary measure for perceived grievances. Additionally, the broader social environment serves as a significant contributing factor to these behaviors. Consequently, perpetrators often perceive these actions as trivial within the context of peer interaction, viewing them as harmless jests or retaliatory acts. There is a notable lack of awareness regarding the psychological distress and discomfort these actions inflict upon the victims. Environmental determinants, specifically familial structures and social associations, remain highly influential in shaping these behavioral patterns.

The Role of Islamic Education Teachers in Preventing Bullying

In addressing the complexities of peer aggression within the educational sphere, bullying is characterized as aggressive behaviour exhibited by minors, and educators utilize diverse methodologies to address these occurrences. Islamic Education teachers, however, occupy a particularly vital role in the moral and behavioural reformation of students, ensuring that intervention strategies are rooted in ethical and spiritual development. The following measures are implemented by Islamic Education teachers at Muhammadiyah Mojolaban Junior High School to mitigate bullying behaviour: a) providing comprehensive instruction regarding noble character (*Akhlaq*) and the ethical use of language to reshape student communication; b) offering persuasive moral guidance and advice to foster empathy and self-reflection; c) implementing structured religious programming that

reinforces prosocial values; d) demonstrating exemplary behaviour as a role model for students to emulate; e) facilitating and reinforcing anti-bullying initiatives through institutional collaboration; and f) administering proportional disciplinary sanctions to perpetrators to uphold accountability and maintain a safe learning environment.

Supporting and inhibiting factors in the role of Islamic Education teachers in preventing bullying among students at Muhammadiyah Mojolaban Junior High School, Mojolaban District, Sukoharjo Regency, Academic Year 2024/2025

The efficacy of these interventional steps is influenced by various internal and external factors. Supporting elements include institutional synergy among faculty and the integration of value-rich curriculum materials. Conversely, inhibiting factors involve the socio-economic and domestic backgrounds of students, negative peer influences, and the impact of non-educational media, all of which necessitate heightened coordination between the school and parental guardians.

Supporting and Inhibiting Factors in The Role of Islamic Education Teachers in Preventing Bullying

The Role of Islamic Education Teachers in Prevention of Students' Bullying at Muhammadiyah Mojolaban Junior High School, Mojolaban District, Sukoharjo Regency, Academic Year 2024/2025: Supporting and Inhibiting Factors. In every endeavor, challenges and obstacles are a given. Both are fundamental in achieving a certain goal. In the case of the Islamic Education Teacher's role in the bullying phenomenon at Muhammadiyah Mojolaban Junior High School, the challenges involved are the following supportive factors: a) The presence of strong teamwork among the Islamic Education Teachers and the other teachers, the counselor, and the other school staff. In addition to religious virtues, all Islamic Education teachers are mandated to support the students in comprehending religious values and practicing them. The second supportive factor is the modelling of positive behaviors, and b) the positive attitude of the students to self-regulation. In this case, teachers have set a good example for their students. c) The availability of Islamic Education teaching

resources that are value-laden will support the Islamic Education teachers in countering bullying. The teachers will be able to provide value-laden resources.

Several factors obstruct the contributory role of teachers of Islamic Education in the reduction of the phenomenon of bullying behavior: A) Background of the students' place of residence. i.e., the students' residential backgrounds can be diverse; some students may live in difficult settings where the use of abusive and offensive language becomes commonplace. B) Ecological components, be it from the pupil's family, peers, or detrimental associations. C) Adverse impact of technology, for instance, various non-educational videos. Hence, it is paramount to liaise with parents to regulate their children.

DISCUSSION

Following the completion of the field research and the presentation of findings in the preceding section, this chapter aims to describe and provide comprehensive resolutions to the formulated problems based on information synthesized through fieldwork, interviews, systematic observations, and documentation. The data obtained is analysed objectively and substantiated by existing scholarly theories to provide a rigorous academic framework.

Analysis of the Manifestations of Bullying Behaviour

Etymologically, the term "bullying" is derived from the English root "bull," referring to a male ox, which connotes the act of harassing or tormenting individuals perceived as weaker or possessing less power. In the Indonesian linguistic context, this phenomenon is often translated as *menyakat* (derived from *sakat*), while the perpetrators are identified as *penyakat*. Such actions encompass behaviors that disturb, harass, and systematically oppress others. According to the National Commission for Child Protection, bullying is defined as a sustained pattern of physical and psychological violence perpetrated by an individual or group against a target unable to provide an effective defense. These incidents manifest in situations characterized by a deliberate intent to inflict harm, instill fear, or induce states of depression, trauma, and helplessness (Fitria Chakrawati, 2022).

Findings at Muhammadiyah Mojolaban Junior High School indicate that educational institutions are inherently susceptible to deviant behaviors, including bullying. This research identified three specific modalities of bullying behavior practiced by students within the institution: verbal, physical, and relational aggression. Verbal bullying and aggression at Muhammadiyah Mojolaban Junior High School involve several distinct and documented behaviors. These include pseudonym usage, which involves addressing a peer by a name other than their legal identity; frequently, perpetrators substitute the victim's name with a nickname or, more commonly, the name of the victim's parent, a practice prevalent across various educational settings. Additionally, acts of mockery and ridicule are frequently documented, often triggered by a victim's perceived mistake or as a retaliatory measure for previous teasing. This verbal hostility is further compounded by the employment of profanity and coarse language, which is a recurrent manifestation; such inappropriate linguistic choices are largely influenced by the students' external residential environments.

Physical manifestations of aggression observed at the institution are equally concerning. These include tripping, a behavior predominantly observed among male students that is often justified as a form of entertainment, despite being objectively unjustifiable due to the potential for fatal physical consequences or injury resulting from falls. Furthermore, as a faith-based institution, SMP Muhammadiyah Mojolaban mandates the hijab for female students; however, acts of hijab displacement, such as pulling or shifting the garment, are frequently carried out by female peers and often dismissed as pranks or jests despite the underlying aggression. More severe incidents of assault and battery, including hitting and kicking, were also recorded, motivated by desires for revenge, the pursuit of perceived dominance (the "desire to be strong"), or categorized as high-intensity "joking."

Finally, relational bullying serves as a subtle yet impactful form of social bullying within the school. This includes ostracization, where the social exclusion of peers frequently occurs due to divergent principles or differing social alignments. It

also manifests as social avoidance, involving the termination of social bonds often used as a punitive measure. For example, victims may be avoided if they refuse to facilitate academic dishonesty, such as sharing answers during examinations or assignments.

Analysis of the aforementioned data confirms that student behavior at SMP Muhammadiyah Mojolaban encompasses a spectrum of verbal, physical, and relational aggression. Verbal bullying emerges as the most pervasive modality, specifically through the use of parental names as epithets, mockery, and the use of profanity. This aligns with the theoretical framework proposed by Riauskina, Djuwita, and Soesetio, who define verbal bullying as including threats, humiliation, belittling, name-calling, sarcasm, mockery, and the dissemination of rumors. In contrast, while physical and relational bullying, such as hitting, kicking, and ostracization, occur with less frequency at Muhammadiyah Mojolaban Junior High School, they remain significant factors that disrupt the psychological and social harmony of the student body.

Analysis of the Strategic Role of Islamic Religious Education (PAI) Educators in Mitigating Bullying

The professional mandate of an educator encompasses a diverse array of responsibilities essential to the pedagogical process. These primary duties involve instructing, assessing, educating, guiding, training, and evaluating students to facilitate the systematic transfer of knowledge from academic resources to the learner (Fitriani et al., 2022). At SMP Muhammadiyah Mojolaban, Islamic Religious Education (PAI) practitioners have demonstrated an optimal commitment to these duties, consistently integrating educational guidance with targeted interventions designed to address student aggression. Within this institutional framework, PAI educators employ specific strategic methodologies to manage and mitigate bullying behaviours.

Dissemination of Conceptual Understanding and Socialization

The initial intervention strategy involves providing students with a comprehensive understanding of the psychological and social risks associated with bullying. During instructional periods, educators emphasize the importance of prosocial attitudes and the internalization of positive moral values (*akhlak*). This is particularly reinforced by teachers specializing in Moral Beliefs (*Aqidah Akhlak*), who embed ethical principles into the core curriculum to prevent deviant social interactions.

Implementation of Constructive Advisory Measures

In addressing identified instances of aggression, PAI educators at SMP Muhammadiyah Mojolaban utilize persuasive counselling. The advisory provided to perpetrators is designed to be constructive and restorative, encouraging students to recognize the ethical implications of their conduct. This psychological approach aims to reduce the recidivism of bullying behaviour by fostering self-awareness and moral accountability.

Integration of Structured Religious Programming

The institutional culture at SMP Muhammadiyah Mojolaban is reinforced by various religious activities intended to minimize deviant behaviour through habituation. PAI educators encourage student participation in daily spiritual routines, such as the communal recitation of the Qur'an prior to the commencement of academic instruction and the performance of the *Dhuha* prayer. These programs serve as a preventive mechanism, anchoring student behaviour in spiritual discipline.

Provision of Psychosocial Support for Victims

The management of bullying cases extends beyond the reformation of perpetrators to include the psychological welfare of the victims. Islamic Education teachers provide motivational support and encouragement to ensure that targeted students recover from states of anxiety or fear. This supportive role is crucial in restoring the victim's sense of security within the educational environment.

Application of Educational Sanctions

The final tier of intervention involves the imposition of disciplinary measures. At SMP Muhammadiyah Mojolaban, a progressive disciplinary system is utilized; initial offenses are met with advisory warnings, whereas persistent or severe bullying leads to intensified sanctions. Such measures may include the summoning of parental guardians for formal consultations. It is essential to note that the sanctions applied are strictly educational in nature, such as the requirement to transcribe religious texts or complete memorization tasks, designed to deter future aggression through academic and moral labor.

The results of this research indicate that the mitigation of bullying at SMP Muhammadiyah Mojolaban is achieved through a multifaceted approach centered on the transmission of Islamic values. PAI educators facilitate the development of polite interpersonal communication and prosocial interaction. This is substantiated by the teachers' commitment to role-modeling, wherein educators embody the ethical standards they propagate, demonstrating through both speech and action the importance of mutual respect.

Furthermore, immediate verbal intervention remains a cornerstone of classroom management. Educators promptly address behavioral lapses by reminding students of the necessity for character improvement and linguistic refinement. When advisory measures prove insufficient, the application of educational punishment serves as a deterrent against the repetition of hostile acts. This institutional practice aligns with the theoretical framework suggesting that the instillation of Islamic moral values, direct advisory intervention, and integrated counseling during instructional hours are effective strategies for addressing student bullying (Ahmad et al., 2020).

Analysis of Supporting and Inhibiting Factors Influencing the Role of Islamic Education Teachers in Mitigating Bullying

The actualization of the professional role of Islamic Religious Education (PAI) educators in addressing bullying at Muhammadiyah Mojolaban Junior High School

is a complex endeavour that necessitates a systematic approach. The progression of these interventions is significantly influenced by a variety of determinants that either facilitate or impede institutional success at various stages of behavioural modification.

Facilitative Determinants (Supporting Factors)

A primary catalyst for the success of PAI educators in managing student conduct at SMP Muhammadiyah Mojolaban is the collective awareness and commitment of the school community. This institutional environment strives to consistently apply positive religious values, particularly the practice of honest and benevolent communication (*qaulan kariman*). PAI educators place significant emphasis on these linguistic ethics as a cornerstone of social interaction. Furthermore, the Islamic Religious Education (IRE) curriculum itself serves as a foundational support mechanism. The curriculum is saturated with ethical principles, notably within the *Akidah Akhlak* (Faith and Morals) components, which prioritize the concepts of *tasamuh* (tolerance), *ta'awun* (mutual cooperation), and *ta'aruf* (mutual recognition). Through these teachings, students are socialized into frameworks of altruism, collective sharing, and the cultivation of profound empathy. Such pedagogical foundations act as a preventive barrier against aggressive tendencies by equipping students with prosocial behavioral standards (Anggita & Pratiwi, 2020). Additionally, the existence of synchronized cooperation and coordination among all institutional stakeholders, including faculty, staff, and administration, reinforces the efficacy of these moral interventions.

Systemic Impediments (Inhibiting Factors)

Conversely, several critical variables serve as obstacles to the efforts of PAI educators at SMP Muhammadiyah Mojolaban. Foremost among these are environmental determinants, specifically the student's domestic sphere and peer associations. Research indicates that dysfunctional familial structures or "broken home" dynamics are significant precursors to bullying behavior. This phenomenon often stems from a deficiency in parental supervision and emotional support,

leading children to seek validation through maladaptive social dominance and aggression.

The influence of peer groups similarly serves as a potent inhibitor. In the absence of robust parental oversight, students are frequently susceptible to social circles characterized by rigidity and a propensity for violence, which inevitably permeates the student's behavioral repertoire. According to Zakiyah (2017), multifactorial elements, including familial instability and negative peer pressure, contribute substantially to the prevalence of bullying. Furthermore, the uncontrolled influence of modern technology, specifically television and mobile devices, exerts a deleterious impact. Exposure to unmediated digital content can lead to the normalization of aggression, as children often mimic violent actions and derogatory rhetoric witnessed in media portrayals. Consequently, these external influences create a dissonance between the values taught within the school and the behaviors practiced outside its jurisdiction, requiring more intensive and continuous intervention from PAI educators.

CONCLUSION

Based on the comprehensive analysis of the role of Islamic Education (PAI) educators in mitigating bullying at Muhammadiyah Mojolaban Junior High School, Sukoharjo Regency, during the 2024/2025 academic year, several critical conclusions are formulated. The investigation reveals that student aggression within the institution is manifested through three primary modalities: verbal, physical, and relational aggression. Verbal manifestations include the employment of derogatory aliases, often involving parental names, systematic mockery, and the use of profane or harsh linguistic expressions. Physical aggression is documented through corporal provocations such as tripping, the displacement of the hijab, and overt acts of violence including hitting and kicking. Furthermore, relational aggression serves as a subtle yet impactful form of social manipulation, manifesting through the deliberate ostracization and systematic shunning of peers within the social hierarchy.

To counteract these hostile behaviors, PAI educators employ a multifaceted pedagogical strategy rooted in character development and religious habituation. This includes the provision of foundational education regarding noble character (*akhlaqul karimah*), persuasive counseling through constructive advice, and the implementation of structured spiritual programs such as communal Qur'an recitation and *Dhuha* prayers. Furthermore, educators utilize exemplary modeling, victim advocacy, and the application of educational sanctions to foster accountability. The efficacy of these measures is conditioned by both facilitative and inhibiting factors. While the institutional synergy and the moral richness of the PAI curriculum provide robust support, external variables such as dysfunctional family dynamics, negative peer associations, and the deleterious influence of unmonitored technology present significant obstacles. Consequently, the eradication of bullying requires a holistic alignment between institutional religious instruction and external social environments, reinforcing the necessity for community-wide vigilance

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