



The role of Islamic religious education teachers in preventing bullying against students at Ma'arif Junior High School Bandung City

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ABSTRACT

Bullying is still a common occurrence in educational settings. It can have a negative impact on students' mental health, and can affect students' academic performance. Factors causing bullying that occurs in the school environment are caused by family factors, school environment factors that are unfair to students, peer factors, social media factors that are used improperly. Bullying that occurs in schools is done individually or in groups, so that teachers can play a role in preventing bullying behavior in schools, therefore this research was conducted to find out the problems and factors that cause bullying cases in Ma'arif Junior High School in Bandung. The purpose of the study was to determine the role of PAI teachers in preventing bullying, and to describe the forms of bullying and to find out the efforts made by PAI teachers in preventing bullying in schools. This study uses descriptive qualitative research methods through interviews, observation and documentation using Miles and Huberman data analysis, namely, data reduction, data presentation and conclusion drawing. The results showed that the pai teacher plays a role in preventing bullying by carrying out several roles at school including as a role model, as an initiator, as an evaluator and as a mentor in preventing bullying that occurs at Ma'arif Junior High School in Bandung City, among which the forms of bullying that occur at Ma'arif Junior High School in Bandung City are verbal, physical, relational bullying. The efforts made by PAI teachers in preventing bullying in schools by running several school programmes, namely the *istighosah* programme, habituation of *dhuha* prayer, kitab akhlaq lil banin, kitab ta'lim muta'lim and flag ceremonies.



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INTRODUCTION

Education is an institution that plays an important role in human development and civilization. The progress and decline of civilization depend on education. Education develops civilization and provides a picture, color, and model for civilization itself. Referring to Law No. 20 of 2003, article 1, paragraph 1 states that the objectives of education include forming human beings who have spiritual strength, religion, self-sufficiency, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state. Educational institutions, as places to produce human resources, are expected to be able to continue the relay of this nation's development.

However, in the education process, there are often behaviors that are not in line with the goals of education, including bullying and violent behavior. This bullying can occur outside of school hours, during breaks in learning and outside the school environment. Bullying that occurs can be physical or verbal. Physical bullying includes actions such as kicking, pinching, hitting, and the like, while verbal bullying involves taunting, teasing, threats, and insults aimed at humiliating the victim (Ramadan, 2023). If the bullying continues to be allowed, it is feared that it will affect the mental condition to become fragile and physical fatigue due to being a victim of bullying. The problem of bullying is an interesting thing to research because the above concerns need to find a way out to prevent and overcome bullying that occurs in schools. According to Ken Rigby in the book (Retno, 2008) bullying is a desire

to hurt. This desire is shown in actions that cause someone to suffer. This action is carried out by someone or a group that is stronger, irresponsible, repeated and done with pleasure.

There are several factors that can make a learner a bully, and there are also several factors that can cause a child to become a victim of bullying. One of the causes of a learner becoming a bully is parenting. Parenting is how parents discipline students and filter the influence they get from outside. Meanwhile, the cause of a learner becoming a victim of bullying is the lack of interaction built by parents so that students do not have a level of self-confidence, which in turn is easily bullied by their friends.

Bullying is not only an act of physical violence, but verbally occurs and is experienced by students at school, thus affecting students' learning concentration (Fitria, 2021). According to the Federation of Indonesian Teachers' Unions (FSGI) quoted from the web detik.com, it released data on bullying cases in educational units in 2023, reaching 30 cases. Of these, 80% occurred in education units under the authority of the Ministry of Education, Culture and Research, and 20% of cases occurred in education units under the Ministry of Religion. The 30 cases are cases that have been reported and processed by the authorities. This number increased from 2022 when FSGI recorded 21 cases of bullying. The distribution of the 30 cases occurred at the level, 50% at the junior high school level, 30% at the elementary school level, and 10% at the SMK/SMA level. Then, the Office of Women's Empowerment and Child Protection (DP3A), quoted from the web detik jabar, has recorded 303 cases of violence or bullying in Bandung City. One example of bullying in the school environment is what happened at SMP Plus Baiturrahman School in Bandung City, which caused students/victims to be treated in the hospital.

Based on the data above, the highest cases of bullying are at the junior high school level. Bullying that occurs at school occurs because there is no teacher in the classroom or in a place that is far from teacher supervision. In addition to disrupting the smooth learning of students at school, this behavior also has an impact on the physical or mental health of students, especially those who are victims. Factors that influence the occurrence of bullying cases are usually jealousy between friends, dislike of friends who cause distress and committing acts of bullying. Bullying harms the mental health of students who are victims of bullying, which in turn harms their academic development. Therefore, schools and teachers, especially PAI teachers, are crucial in helping shape students' characters for the better and creating a comfortable and safe school environment.

A teacher is a second parent for students. If an action is not good for students, a teacher must be able to overcome it and provide a good solution to solve it (Harahap et al., 2024). Such bullying that students at school often experience requires more attention from teachers. However, not many schools close meetings about the acts of bullying that occur at school to maintain the school's good name. This is where a teacher's important role, especially PAI teachers, is instilling moral and spiritual values in students. In addition, PAI teachers have a crucial role in schools because they are responsible for directing their students in mastering knowledge and its application in everyday life, as well as providing good role models for Islamic religious education. The task of teachers is not only to transfer knowledge but also to direct and build behavior to develop a good personality. Therefore, the role of Islamic Education teachers will significantly affect the growth and future of students.

Based on initial observations at Ma'arif Junior High School, Bandung city has 80 students with 4 study groups. VII grade is 1 study group, VIII grade is 1 study group, IX grade is 2 study groups. From these study groups, researchers identified bullying in the verbal form in class VII, such as mocking friends, calling their friends by their parents' names, calling their friends by other names that are not their real names, and others that are inappropriate calls to hear. So that it resulted in students not attending school for a long time. The impact of bullying experienced by students as victims include anxiety, feeling lonely, low self-esteem, showing low levels of social competence and alcohol use. In addition, the impact of bullying is that usually the victim will show an avoidant attitude and find it challenging to communicate and more often confine and place themselves in a quiet place (Fitria, 2021).

Therefore, to prevent bullying behavior in schools, PAI teachers have a crucial role in providing knowledge that can prevent bullying behavior. When providing learning, PAI teachers always connect it with everyday life. PAI teachers also provide examples of good behavior/personality to students and

teachers, both in how to talk to fellow teachers or students, how to look neat and how to reprimand and motivate students.

Kandiri & Arfandi (2021) study shows that teachers act as role models for students and the surrounding environment in improving student morality. Therefore, teachers are required to have authority, discipline, independence, and responsibility. In addition, teachers must also understand social values and norms and strive to behave by these values and norms.

Judrah et al. (2024) study shows that PAI teachers are important role models in shaping students' character. This is reflected through the cultivation of religious values and moral understanding, as well as guidance in developing social care, empathy, and good morals. Moral strengthening is a relevant solution given the moral crisis that often occurs, especially in Indonesia. In this case, teachers are expected to provide examples of civilized behavior. Thus, teachers shape students' character and contribute to creating a generation with strong morality, which will build a better and quality civilization in the future.

Some of the results of studies that have been done before say that PAI teachers not only play a role in the classroom and convey learning, but teachers must also provide good examples to students. The novelty of this study is to describe and analyze the efforts of PAI teachers in preventing bullying of students, to find out the forms of bullying that exist in the school environment, and to find out the role and efforts made by PAI teachers at school. The purpose of this study is to find out the role of PAI teachers in preventing bullying and to find out the forms of bullying that exist in the school environment of Ma'arif Junior High School in Bandung City as well as to find out the efforts made by PAI teachers in preventing bullying in the school environment of Ma'arif Junior High School in Bandung City.

RESEARCH METHODS

This study uses a descriptive qualitative approach. The study approach is focused on describing a state of nature or the nature of the value of a particular object or symptom, used to examine natural object conditions and obtain in-depth data or contain meaning (Sugiyono, 2014). The study method used is phenomenology. The phenomenological method aims to develop an understanding or explain the meaning of symptoms, objects, or events experienced by individuals or groups consciously. Through this study, researchers tried to describe the phenomenon of the role of teachers in preventing bullying against students at school.

Data was collected through observation by observing, recording and analyzing the objects observed. This interview collected the primary data regarding efforts and roles in preventing bullying. The informants in this study were PAI teachers, 1 (one) BP/BK teacher, and 45 students. Documentation was used to collect data related to the study, such as the number of teachers or students, an overview of Ma'arif junior high school Bandung city, geographical location and so on. The data analysis technique is done through three stages, namely, data reduction, data presentation and conclusion drawing or verification.

RESULTS AND DISCUSSION

Bullying is an act of verbal, physical, and psychological violence that is often carried out by young people today. Similar to the statement from Dimiyati et al, bullying is a continuous abuse of power through repeated verbal, physical, and social harassment and according to him bullying should be avoided in the school environment because it can cause victims of bullying to think negatively, feel weak, helpless, inferior, closed, afraid to make social contacts and lazy to go to school. Bullying is a relationship that causes physical or emotional suffering to someone (Damayanti et al., 2023).

Therefore, PAI teachers must play a role in preventing bullying verbally, physically, and socially. They can help students form noble character and morals by providing learning both from learning materials and behavior. Here are some results and descriptions of the study researchers conducted on the role of PAI teachers at Ma'arif Junior High School in Bandung.

1. The role of PAI teachers in preventing the occurrence of Bullying against Students in the Ma'arif Junior High School environment in Bandung City.

a. Teachers as Role Models

Exemplary education must be emphasized by all teachers and is the most important element in realizing a noble generation. Exemplary behavior is a powerful behavior that can be an example for students and can change things quickly and effectively without lies and deception because exemplary is a form of action that should be practiced, demonstrated, implemented and practiced (Sulistiowati et al., 2022).

Concerning the role of PAI teachers as role models to prevent bullying against students, Ma'arif Junior High School Bandung always model good things to students, starting with words and actions, then respect each other with fellow teachers or with students to constantly learn and study with complete sincerity and *ridho* because of Allah SWT.

This is in line with the theory of Asef Umar Fakhruddin that teachers as role models are teachers who can provide good examples to their students, it will have a positive impact, and if teachers cannot provide good examples, then students will not tend to violate school rules. If the teacher wants his students to be disciplined in learning, the teacher should try to provide many illustrations or actual examples of the material presented because students will better master knowledge or skills if they are given examples to see and imitate (Asef Umar, 2012).

b. Teacher as Initiator

In preventing bullying behavior, teachers explain to students that we always do good to each other, encourage them to behave well, and give educational punishment to those guilty of bullying and encourage them not to bully again. School bullying can be prevented by developing students' good personalities and character. If bullying occurs, the teacher always gives a firm warning. Teachers are very important in providing a good role and example in reducing students' bullying behavior (Agustiani, 2006).

Concerning the role of the teacher as an initiator in the prevention of bullying in the Bandung City Ma'arif Junior High School environment, namely, the teacher provides direction before the lesson starts on how students behave towards friends, helping fellow friends and not committing acts of violence, chatting and asking how their friends are doing. This is given continuously at the beginning of learning. This way, it is done to develop empathy for fellow friends in the classroom, directing and providing understanding to students about bullying behavior, both those who commit bullying or are victims of bullying behavior.

This is in line with the opinion by Asef Umar (2012) that teachers, as initiators, are teachers who can choose what methods they should use in the teaching and learning process. So, it is expected that with the teacher's initiative in choosing the correct method, there can be learning interactions between teachers and students. So, the success of students' PAI learning discipline depends on how the material is delivered. That is, teachers who are always an inspiration for their students will tend to be easy to hear what their teachers say.

c. Teacher as Evaluator

Teachers, as evaluators, are obliged to give fair grades to students. Therefore, in preventing bullying of students both physically, verbally, cyberbullying and relationally in the Ma'arif Junior High School of Bandung City. PAI teachers conduct assessments at the end of the semester using written and oral tests, namely using a portfolio and several questions mentioned by PAI teachers. This end-of-semester assessment covers three aspects, namely knowledge, attitudes and skills. Aims to determine the development of learner behavior.

This is in line with opinion of Asef Umar (2012) that teachers as evaluators are teachers who have the most complex aspects of assessment among them, teachers need to have adequate knowledge, skills, and attitudes. However, assessment is not a goal, but a tool to achieve goals. Another ability that teachers must master is understanding evaluation techniques, both tests and

non-tests, which include the type of each technique, characteristics, development procedures and the difficulty level of the questions.

d. Teacher as a mentor

The role of the teacher as a mentor must be prioritized because the teacher's presence in the classroom is to help students become moral and skilled individuals in speech, behavior, attitude, and behavior. Students have difficulty regulating their personal growth, which is strongly influenced by the environment in which they live if they do not receive supervision. Students' disabilities make them more dependent on teachers to find solutions to the challenges they face. However, as students get older, their dependence on adults decreases, and they develop their tasks (Maemunah et al., 2023).

The role of teachers as mentors in Ma'arif Junior High School Bandung City is to provide guidance inside and outside the classroom. For example, teachers guide students to clean the schoolyard, and they guide activities outside the classroom, such as during the habituation of *dhuha* prayers and *dzuhur* prayers in the congregation. PAI teachers are able to guide and solve problems owned by students.

2. Forms of Bullying that occur in the School Environment of Ma'arif Junior High School Bandung City.

Based on the results of the study that has been carried out in the school environment, the researchers found that the forms of bullying that occur at Ma'arif Junior High School, Bandung City are verbal, physical and relational bullying, as follows:

a. Forms of Verbal Bullying

Verbal bullying is verbal and can take the form of words of reproach, cheers, insults, name-calling, spreading gossip or slander, negative criticism, invitations, and expressions that can lead to sexual harassment. Bullying behavior can have an impact on a child's psychological, emotional and social development, can cause future problems and hurt other children (Bahiroh, 2024). Concerning the forms of verbal bullying that occur in the environment of SMP Ma'arif Kota Bandung, they are mocking, slandering, making fun of and giving threatening letters. From these characteristics, the form of verbal bullying that often occurs in the school environment of SMP Ma'arif Bandung is slander. Slander is wreaking havoc on someone with false news, false words or not based on the truth, which are deliberately spread to defame, hurt, and harm other parties related to matters of honor and good name. Factors that cause students to bully include less harmonious family factors, poor environmental factors and an uncomfortable school environment. The impact of verbal bullying is that it can reduce children's self-confidence and can cause mental, psychological and physical weakness in children (Fitria, 2021).

b. Forms of bullying Physical

Physical bullying is a form of violence (physical contact violence-victimization) by a person or group of people against a vulnerable person to instill fear and helplessness in that person and can result in death (Vanista & Patmawati, 2023). Physical forms of bullying that occur in the school environment of Ma'arif junior high school Bandung City are hitting, kicking, slapping, choking, spitting, and biting. From these characteristics, the form of bullying that often occurs in the school environment of Ma'arif junior high school Bandung City is hitting. Hitting is strictly prohibited in physical bullying because it can harm victims of bullying both physically/body and mentally.

The factors that cause physical bullying at Ma'arif Junior High School in Bandung City are the family, social and personal environment, jealousy of others, wanting to be accepted in relationships, feeling better by using physicality to vent anger or revenge and not being able to control themselves. Bullying always involves an imbalance of power, intent to harm, threats of further aggression, and terror. In addition to the physical impact on the victim, bullying puts the victim in pain and damages and destroys the bully's clothes and belongings.

c. Forms of Relational Bullying

Relational bullying is manifested through acts of exclusion, neglect, isolation, or rejection of the victim. This type of bullying that occurs at Ma'arif Junior High School is often associated with aggressive attitudes, such as rolling eyes, frowning, sneering, and using unfriendly body language. These actions also involve clenched fists and stares that contain unpleasant messages (Coloroso, 2007). Bullying in the form of relational bullying occurs at Ma'arif Junior High School Bandung city, including cynical glances, avoidance, exclusion, and mocking laughter. Of the forms of relational bullying that often occur in the school environment of Ma'arif Junior High School Bandung City is a cynical view. The cynical view is indeed very detrimental to the victim of bullying, especially making the victim not confident and mentally.

Factors that cause relational bullying are seen from different perspectives, lack of attention from the family, parenting patterns, lack of trust in individuals, the desire to be recognized, uncomfortable environmental conditions, the culture that develops both in the school environment and outside the school environment, and the imbalance of power between the perpetrator and the victim both in physical, power and achievement of the victim.

3. Efforts made by PAI teachers in preventing bullying of students at Ma'arif Junior High School Bandung City.

The efforts made by PAI teachers in preventing bullying in the environment of SMP Ma'arif Kota Bandung are by implementing and running programs at school, as follows:

a. *Istighosah*

The habit of *istighosah*, which is carried out every monday through *istighosah* activities at Smp Ma'arif Bandung City, seeks to instill religious character values so that students are always close to God and ask God for help for all the difficulties they experience. As described by (Anindita & Attalina, 2023), the purpose of implementing this habituation is to form the religious character of students for the sake of smoothness, success, achievement, safety, and ease of all affairs, as well as to carry out daily tasks smoothly. In implementing *istighosah* habituation, all students and teachers participate in *istighosah* activities in the school mosque of SMP Ma'arif Kota Bandung. In *istighosah* activities, all participants read yasin letters, dhikr and prayers led by PAI teachers, namely Mr Abdul Hamid Al-Ghazali, S.P.d.

b. *Dhuha* Prayer Together

Habituation of *dhuha* prayer together, carried out every friday in the school mosque of SMP Ma'arif Bandung. *Dhuha* prayer is one of the sunnah prayers that is done in the morning or commonly known as *dhuha* time, this time is indicated when the sun is estimated to be as high as a spear. This is a reminder not to forget to pray to Allah SWT in the morning before doing all activities so that this habit will bring blessings to a person (Andayani & Dahlan, 2022).

The habit of praying *dhuha* is a form of bullying prevention in the school environment, with the aim of increasing the discipline of students so that students come to school on time and can also control themselves so as not to commit negative behavior or bullying to other students. In addition, it can also encourage enthusiasm in student learning. The implementation of the *dhuha* prayer is followed by all students and all teachers in the school environment, *dhuha* prayer is led by PAI teacher Mr Abdul Hamid Al-ghazali, S.Pd. *dhuha* prayer activities are reading asmaul husna, reading short letters, short lectures and praying together. In addition, in the implementation of *dhuha* prayer, PAI teachers always give direction about the action of bullying behavior.

c. Learning the book of *akhlaq lil banin*

Habituation of learning the book of *Akhlaq Lil Banin* which is carried out on tuesdays. In learning the morals of lil banin, it discusses how to behave towards teachers, parents, and other fellow Muslims. PAI teachers always give direction about the bad behavior of bullying. According to (Dela et al., 2020). In this lesson, the morals of the children taught do not have a specific age limit, it's just that the morals contained in the book of *Akhlaq Lil Banin* contain the morals of a

child ranging from the age of 6 to before *akil baliqh*. The purpose of this habituation is to form Islamic morals or character of students, and to educate anti-bullying so that it can minimize bad behavior or bullying at school. In this habituation, students are taught about moral concepts through in-depth explanations such as understanding, scope and benefits of morals. All students are required to follow all programs in the school environment of SMP Ma'arif Bandung.

d. Learning The Ta'lim Muta'lim Book

The habit of learning the Ta'lim muta'lim book, which is done every Wednesday. It is crucial to prevent bullying because this book teaches about manners and ethics in seeking knowledge, which can shape positive character and behavior that emphasizes the importance of good manners and morals in learning. Habits that all students follow in the Ma'arif Junior High School Bandung City school environment. Students today need moral guidance, attitudes, and ethics in studying. So that they can understand and analyze morals or attitudes based on their existence as students (Sakinah et al., 2023). In learning Ta'lim Muta'alim, the teacher uses the simak or write simak method, where in its application, the teacher reads the book and translates it first while the santri listen while writing the translation, then the santri read back what the teacher has read.

e. Flag Ceremony

Habituation of the flag ceremony is held once a week on Monday. In the flag ceremony activities, the teacher always briefs all students in the SMP Ma'arif Bandung school environment about bad behavior or bullying whether verbal, physical, relational or electronic. All teachers and students in the Ma'arif Junior High School of Bandung attend this flag ceremony activity.

In the context of bullying prevention, the mandate delivered by the master of ceremonies can be a means to make students aware of the dangers of bullying. Bullying is aggressive behavior that aims to hurt and humiliate others, either emotionally, physically or mentally and is often done intentionally and repeatedly. The master of ceremonies speech can include important messages about the negative impact of bullying, the punishments that perpetrators can receive, and the importance of empathy and helping among students. This is expected to encourage students not to bully and instead become supporters of friends who are victims (Erika, 2024).

CONCLUSION

Based on the results of the study on the role of PAI teachers in preventing bullying behavior at Ma'arif Junior High School in Bandung City, the roles played by PAI teachers in preventing bullying behavior at Ma'arif Junior High School in Bandung City are teachers as role models, initiators, evaluators, mentors. The forms of bullying that occur in the school environment of Ma'arif Junior High School in Bandung are verbal, physical and relational bullying. The efforts made by PAI teachers in preventing bullying against students in the Ma'arif Junior High School of Bandung City are by implementing and implementing programs, namely, habituation of *istighosah*, habituation of *dhuha* prayers, habituation of Ta'lim Muta'lim, habituation of Akhlaq lil Banin and habituation of Flag Ceremony.

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