

# Child-Friendly School-Based Bullying Prevention Model Through the Role of PAI Teachers at SMP Negeri 2 Kartasura

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## Abstract

This study aims to describe in depth the bullying phenomenon that occurs at SMP Negeri 2 Kartasura. The focus of the research is directed at efforts to understand the meaning of bullying, identify the forms of bullying experienced by students, and analyze the factors that cause bullying in the school environment. In addition, this study also examines the role of Islamic Religious Education (PAI) teachers in preventing and dealing with bullying as part of student character formation and the creation of a safe and child-friendly school environment. This study uses a qualitative approach with a type of field research through a phenomenological approach. This approach was chosen to gain a deeper understanding of the experiences and social realities that occur in schools. The main data source came from PAI teachers, while supporting data was obtained from parents and school officials. Data collection techniques were carried out through in-depth interviews, participatory observations, and documentation. The data obtained were analyzed through the stages of data reduction, data presentation, and conclusion drawing to find relevant patterns related to bullying behavior and the role of PAI teachers in its prevention. The results of the study show that bullying at SMP Negeri 2 Kartasura still occurs in various forms, especially verbal, economic, and relational bullying, as well as in certain situations physical bullying. Bullying behavior is influenced by family background, social environmental pressure, and emotional instability of students in adolescence. PAI teachers play an important role in bullying prevention efforts through character building, role modeling, individual and group guidance, and integrating religious values in the learning process and character strengthening activities. The findings of this study provide an applicative value for schools in strengthening the Child-Friendly School program through an integrated and sustainable approach to character education.

Keywords: child-friendly schools, bullying, the role of PAI teachers

## Introduction Section

School education is an organized learning environment designed to provide children with the knowledge, skills, and values they need to reach their full potential and prepare for the challenges of the future. Law No. 20 of 2003 states that education must be carried out democratically, fairly, and without discrimination. It is a formal process that involves teaching and learning (Ability & Volume, 2024). In this context, education not only functions as a means of knowledge transfer, but also as a process of forming values and attitudes that support the overall development of students' personalities. Character education can be improved by implementing Child-Friendly Schools (Awliya, 2023). Child-Friendly Schools (SRAs) can be used in schools to advance children's rights (Muzhaffarah & Anisa, 2024). The Child-Friendly School (SRA) program is designed as a strategy to ensure the fulfillment of children's rights in the school environment, as well as build an educational culture that supports the protection and welfare of students, so that the learning process can take place optimally both from academic and social-emotional aspects. Child-friendly schools are a major concern in creating a safe and comfortable learning environment for students, especially in preventing bullying and violence in schools.

Bullying is a form of violence that is often experienced by junior high school students, not only in the form of physical violence but also psychological violence. School is one of the environments that affects the occurrence of bullying (Ayuwandari, 2023). Bullying in schools is now a huge problem around the world that has attracted the attention of many people, including scientists, teachers, and policymakers (Son, 2025). In society, the phenomenon of bullying is often considered a common occurrence among junior high school students. The community also considers peer disputes as a form of closeness and considers bullying as a mental test so that children grow up to be strong individuals. For some students who experience bullying from their friends, this can cause negative feelings.

Bullying is an action or behavior aimed at psychological, physical, verbal, and emotional actions carried out by individuals or groups who consider themselves superior to individuals or groups who are physically or mentally weaker (Fatimah, 2024). Bullying is defined as an act of aggression committed by peers, either alone or in a group, against someone who is considered weaker, both physically and mentally (Azzahra, 2025). Bullying is carried out by a person or group against other people who are considered weaker. People or groups who feel stronger, especially those who are more senior, do things that are disrespectful and contrary to the prevailing norms (Annisyah, 2022)

Bullying occurs when victims are placed in situations that make them aggressive and less able to control their emotions, such as an unharmonious home or family environment, frequent fights between husband and wife in front of children, or frequent acts of violence by parents against children that are too restrictive or prohibited (Siregar, 2022).

Bullying perpetrators are also called bully. These bullies do not look at age or gender (Yasriuddin, 2022). Usually, a person who commits bullying has personal problems that he expresses to others who are weaker (Nurfitriyanti, 2024).

Bullying has become one of the main problems in educational environments around the world, including in Indonesia (Firman & Nisa, 2024). Bullying in schools can be done by an individual against another individual, by a group against an individual, or by a group against another group (Soleman, 2021). Many cases of bullying can occur because teenagers can now access social media very easily and are difficult to limit (Son, 2025)

In addition to making victims feel scared and insecure, bullying can result in long-term losses if left unaddressed (Aprihatini, 2025). Bullying often causes a number of physical effects, such as headaches, sore throats, coughs, chapped lips, flu, and chest pain (Widyawati, 2012). The impact of bullying can be detrimental to children's physical, mental, and emotional well-being, this type of bullying has a lasting effect on their education. Bullying behavior every year continues to increase, these actions are carried out by many people who become victims after receiving bullying treatment.

The phenomenon of bullying also causes psychological problems such as stress, worry, insecurity, low self-esteem, and even depression, all of which interfere with students' ability to learn (Yunita, 2025). Bullying is accepted by the general public as a normal occurrence and a necessary part of social interaction (Jalil, 2022)

Physical bullying, such as hitting, pinching, slapping, and blackmail (forcing to ask for something that doesn't belong to him (Ali, 2022). Verbal bullying is bullying that is carried out by mocking or using very offensive language, which makes the victim feel very afraid and lowers his or her self-esteem (Annisa, 2022). Relational bullying is a deliberate act of debilitating through neglect and exclusion (Shiddiq, 2021). Cyberbullying is a type of bullying that occurs through digital media such as the internet and electronic devices (Adellia, 2024). Bullying not only affects a person's personal condition, but also has an impact on the economic aspect (Nurhaliza, 2025)

The phenomenon of bullying at the junior high school (SMP) level is still a serious problem and requires continuous handling. Students in early adolescence are in a developmental phase characterized by an increased need for social interaction, but on the other hand they are also easily exposed to environmental pressures and conflicts in friendship relationships. In practice, bullying in the junior high school environment can appear in various forms, ranging from physical violence, hurtful verbal speech, to harmful social actions, such as exclusion and the spread of negative information. Along with technological advancements, forms of bullying have also developed into the digital realm through the use of social media or known as cyberbullying.

At SMP Negeri 2 Kartasura, bullying problems still occur, which have a bad impact on students' psychology and learning outcomes. Bullying can be in the form of harsh words, physical treatment, or unpleasant attitudes, so that it becomes a serious problem that interferes with the rights and welfare of students at school. In fact, even though SMP Negeri 2 Kartasura has implemented a child-friendly school program along with various anti-bullying policies, bullying cases have not been completed. This can be seen from the reports of students and parents who still report acts of bullying in the school environment. Furthermore, the lack of awareness and active participation from all parties in schools is an obstacle in preventing bullying as a whole. The hope by implementing child-friendly schools is the creation of an environment that is completely free from bullying and violence, where students feel comfortable, valued, and have the opportunity to develop optimally (Mutaqin, 2025).

Junior high school students who are targeted by bullying are at risk of experiencing various negative impacts, including decreased academic achievement, emotional disturbances such as excessive anxiety, weakened confidence, and difficulties in building healthy social relationships. In the Indonesian context, cases of bullying at the junior high school level often attract public attention because of its significant impact on the mental and emotional health of students. Therefore, bullying prevention strategies need to be implemented in an integrated manner by involving the role of teachers, parents, and school institutions through strengthening prevention programs, responsive handling, and creating a school environment that is safe, comfortable, and supports the development of all students. Students who like to be quiet are often easier or more likely to be victims of bullying from their peers at school (Kurniawati, 2025)

Based on the above background, this study aims to: (1) Describe what is meant by bullying in SMP N 2 Kartasura; (2) Describe the form of bullying at SMP N 2 Kartasura; and (3) Analyze the factors that cause bullying and the efforts of PAI teachers in preventing bullying at SMP N Kartasura

## Research Methods

This research method uses a qualitative research paradigm with a type of field research. The research conducted is a phenomenological approach used so that researchers can dig directly into schools. The primary data source in this study is PAI teachers, while the secondary data source is the student's guardian and the person who cleans the school. Data collection was carried out through in-depth interviews, observations, and documentation, with the main subjects of PAI teachers at SMP N 2 Kartasura. The validity of the data in this study is through data collection techniques, namely in-depth interviews, observations, and documentation. The data from the interview results was confirmed through direct observation in the field. Interviews were conducted with PAI teachers to explore the strategies applied, while participatory observation was used to observe direct interactions between teachers and students in daily life. Documentation in the form of school policies and related records was analyzed to complete the research data. Data analysis techniques based on the Miles & Huberman (1994) stages of data reduction, data presentation, and conclusion drawn. The collected data was filtered to find

relevant patterns, then presented descriptively to facilitate drawing conclusions related to the role of PAI teachers in bullying prevention efforts.

## Results and Discussion

### 1. Definition of Bullying

One example of violence that appears in schools is bullying, where one student attacks another student, either alone or in a group. This is often known as bullying (Muhammad, 2022). Bullying, known as bullying or bullying, is a form of violent behavior that is deliberately carried out by individuals or groups who have greater power or power over weaker parties. Bullying has a broad meaning that includes various forms of the use of power or force to hurt others around us, so that the affected person becomes hurt and traumatized (Haidar, 2023).

Bullying is a serious problem for children, because bullying can have negative effects on children who are victims of bullying such as low self-esteem, excessive anxiety and depression (Ayuni, 2021). Bullying is described as an abusive and frequent act that occurs repeatedly, and involves an imbalance of power (Rini, 2025). Bullying occurs because the perpetrator feels happy when hurting people who are considered weak, wants to steal the attention of those around him, and may be because the perpetrator feels hurt, jealous, or wants to increase his self-confidence (Chairani, 2024). These actions aim to hurt the victim and are carried out repeatedly over a certain period of time. In Indonesia, the problem of bullying is still quite serious, because every year bullying cases continue to increase (Soesanto, 2023)

Etymologically, the term *bullying* comes from English, which is the word *Bull* which means bull, which is used to describe aggressive behavior and tends to dominate. The definition of bully in Indonesian is bullying or bullying, so in the fifth edition of the Great Dictionary of the Indonesian Language (KBBI), the word *rundung* has the meaning of annoying, constantly harassing and troublesome (Hesti, 2021). Bullying behavior is very vulnerable to occur in adolescents (Habsy, 2024)

Bullying is a behavior characterized by the existence of a balance of strength, both physically and psychologically, between the perpetrator and the victim. The culture of bullying (violence) in the name of seniority still continues to occur among students in junior high school, usually bullying occurs repeatedly, some are even carried out in a planned manner (Yuyarti, 2018). This act of bullying comes from outside a person but has a significant impact on the personality and mental development of the perpetrator and victim of bullying (City, 2022)

The perpetrator of bullying is perceived to have greater power than the victim, carries out actions deliberately, and causes an impact in the form of physical loss and/or psychological pressure on the targeted party. Forms of bullying can occur directly or indirectly, such as through face-to-face interactions, verbal violence, acts of intimidation, the spread of rumors, or social exclusion. Bullying reflects the intention to hurt others manifested through behavior that causes suffering to its victims. This action can be carried out by individuals or groups, occurring repeatedly with high intensity, accompanied by irresponsibility, and the tendency of the perpetrator to feel satisfaction or pleasure in the suffering experienced by the victim. The impact of this bullying not only has a negative impact on the victim but also has a negative impact on the perpetrator as well (Angelina, 2023)

### 2. Forms of Bullying in Students of SMP Negeri 2 Kartasura

Bullying is often encountered in our daily lives (Munawir, 2024). Bullying is a serious problem that can have a bad impact on students at SMP Negeri 2 Kartasura.

The underlying thing about bullying is that there are differences that are considered special between the perpetrator and the victim in the form of physical differences, abilities, status, and economic background (Annisya, 2022). To deal with this problem, it is important that we understand and recognize the different forms of bullying that occur. One form of bullying that often occurs is defamation of a person, which is usually referred to as mockery or ridicule. This occurs when a student deliberately spreads false information or embarrasses his or her friend with the aim of making that person feel inferior or downtrodden. This is bad behavior that should be eliminated from the school environment.

#### a. Physical bullying

This type of bullying aims to hurt someone's body. Examples such as pushing, hitting, obstructing, interfering, punching, kicking, ganging, and others (Nurbaiti, 2025)

#### b. Bullying verbal

Verbal bullying is a form of bullying that is carried out through speech or language that aims to hurt the feelings of the victim which often occurs at various ages, ranging from children to adults.

Forms of verbal bullying can be carried out in the form of derogatory speech, slander, demeanor, name-calling, spreading fake news, and hurtful criticism (Rahmah, 2024).

#### c. Relational bullying

Relational bullying is a form of bullying that is carried out by ostracizing, isolating or discriminating against victims from their social environment. The form of relational bullying is in the form of looking cynical, looking at threats, being silent, ostracizing, looking at the condescending, glaring, and sneering (Shiddiq, 2021). The

impact of this bullying can cause victims to withdraw from society, feel protected, and experience a decrease in confidence and self-esteem.

d. Cyberbullying

Cyberbullying comes from two words, namely cyber which means internet, and bullying which means bullying (Laila, 2021). As digital technology develops, bullying can also occur through online media or cyberspace known as cyberbullying. This form is done through social media, text messages, or other digital platforms, with the aim of convincing, humiliating, or psychologically hurting the victim. Cyberbullying can even be said to have a greater impact when compared to conventional bullying behaviors (Aksin, 2022)

Based on the results of an interview with an Islamic Religious Education Teacher at SMP Negeri 2 Kartasura, it was revealed that bullying behavior had indeed occurred at the school. The form of bullying found is the act of demeaning a friend with words and coercion in economic terms. PAI teachers stated that there were students who had mocked friends with harsh words that lowered their self-esteem, and there were also those who forced their friends to hand over pocket money through threats or physical violence. Verbal forms of bullying often occur invisibly, such as shaming names, physical forms, family backgrounds, or social status. Meanwhile, physical and economic bullying is usually carried out by students who feel superior to those who are considered weak or obedient. The PAI teacher added that this action ruined the classroom atmosphere and disturbed the comfort and security of students at school.

PAI teachers have an important role in preventing and dealing with bullying. Teachers provide guidance both individually and in groups. In addition, they carry out coaching at the beginning and end of the semester, as well as build cooperation with students' parents (Fenita, 2025). The PAI teacher revealed that in the previous days, there were some students who demeaned their friends by mocking and humiliating them in front of other friends. In addition, there are also acts of intimidation in the form of forcing other students to hand over pocket money, which is carried out with threats or even physical violence. PAI teachers must also be able to shape students' personalities and build positive relationships with students, and teachers need to be aware of violent acts committed by their students (Scott, 2022).

Researcher: Sir, based on your observation as an Islamic Religious Education teacher, what are the forms of bullying that you have encountered at SMPN 2 Kartasura?

PAI Teacher: In this school, bullying appears quite often in verbal and economic forms. For example, there are students who are ridiculed because of their physical condition or family background. There are even students who are forced to give pocket money by their classmates. In addition, I have known cases of exclusion of certain students because they were considered different.

Researcher: Does physical action also occur?

Teacher PAI: Ever. Usually they push each other, pull hair, or kick each other when the teacher is not present. These forms are hidden, but they are very disruptive to the classroom atmosphere and affect the psychological of students.

### 3. Factors of bullying and the role of PAI teachers in preventing bullying at SMP Negri 2 Kartasura

The occurrence of bullying behavior does not appear suddenly, but is influenced by various factors that open up opportunities for the perpetrator to carry out these actions against the victim. There are several factors that make teenagers able to do this, one of which is the social support of peers and parents (Permata, 2022)

These factors can also come from the family environment, social environmental conditions, uncontrolled individual emotional instability, and the influence of school and peer associations. In the context of basic education, bullying is influenced by several main factors, including: (1) the parenting pattern applied in the family, (2) the level of knowledge of students, parents, and teachers about bullying behavior, and (3) the condition of the school environment that is less conducive, which can encourage the emergence of bullying behavior in elementary schools. Furthermore, the involvement of PAI teachers in the Anti-Bullying Program. In the context of a child-friendly school, the anti-bullying program is one of the important programs to create a safe environment for students. PAI teachers at SMP Negeri 2 Kartasura also supported this program by teaching the importance of tolerance, respecting differences, and resolving conflicts peacefully. According to Dewi (2019), child-friendly schools not only focus on preventing physical violence, but also on preventing emotional and psychological violence that can occur in the school environment.

The role of PAI teachers is very important in creating a child-friendly school, because students at junior high school are in a very crucial developmental phase PAI teachers are not only teachers, but also as mentors who can provide examples and positive values in daily life. The formation of good character through religious education is the main key in creating an environment that supports children's growth and development. The application of religious values in education also has a positive impact in creating harmonious relationships between students, teachers, and all school residents. In addition, child-friendly schools also require cooperation between PAI teachers and other schools in realizing policies and programs that support children's rights and create a safe and comfortable climate for students.

The first step in the analysis is data reduction, which is to summarize and select important information from the interview that corresponds to the focus of the research. From interviews with PAI teachers at SMPN 2 Kartasura, it was found that bullying prevention is carried out through the integration of the Pancasila Student Profile Strengthening Project (P5) into the learning process and character mentoring. PAI teachers in addition to teaching and providing religious knowledge, must also teach in various other fields of knowledge and guide their students to become better individuals than before. To overcome this problem, teachers need to provide an explanation of what bullying is, display posters in the form of pictures, explain the impact of bullying, and continue to monitor and supervise their students.

PAI teachers said that through P5, students are invited to understand and apply values such as mutual respect, tolerance, empathy, and mutual cooperation, all of which are the main values to prevent bullying. PAI teachers also connect P5 themes such as "The Voice of Democracy", "Build the Soul and Body", and "Local Wisdom" with the teaching of religious values, such as the prohibition of hurting others, guarding words, and instilling the attitude of *tawadhu'* and *ukhuwah Islamiyah*. Once the data is summarized, the next step is to present the data in the form of an organized narrative. The PAI teacher explained: "We connect the theme of P5 with Islamic values. For example, during the 'Voice of Democracy' project, our students are invited to discuss and respect each other's opinions, which helps them learn to resolve conflicts without violence." In observing P5 activities in the classroom, it can be seen that PAI teachers are actively involved in facilitating student conversations, accompanying group work, and providing moral encouragement during reflection. The teacher also added stories related to Islam, such as the story of the Prophet Muhammad PBUH showing virtue to the enemy, to foster awareness of non-violence among students. The role of PAI teachers in this activity is not only as a teacher, but also as a character guide and value guide. Collaboration with teachers of other subjects and homeroom teachers makes P5 activities more comprehensive and affects changes in student behavior.

From the reduction and presentation of data, we can draw the conclusion that PAI teachers have an important contribution in preventing bullying behavior at SMPN 2 Kartasura with a character approach that focuses on P5 activities. By incorporating religious values in the P5 theme, PAI teachers not only build students' moral awareness, but also create a discursive, open, and empathetic learning environment. Verification of observation and interview results showed that students who were actively involved in P5 activities tended to better understand the importance of respecting each other and avoiding hurting friends. Therefore, the implementation of P5 combined with the cultivation of Islamic values by PAI teachers is an effective strategy in creating a school culture that is free from bullying.

At SMP Negeri 2 Kartasura, Islamic Religious Education Teachers play an important role in reducing and handling bullying cases at school. From the results of the interviews, information was obtained that PAI teachers not only teach religious subject matter, but are also active in developing students' character and morals to create an attitude of mutual respect, tolerance, and avoiding violence. In learning activities, PAI teachers integrate Islamic moral values such as *ukhuwah*, compassion, trust, and honesty. These values are not only discussed in theory, but are also directly linked to the daily lives of students. For example, PAI teachers show how Islam prohibits acts of tyranny and hurting others, including depriving others of their rights. In addition to teaching in the classroom, PAI teachers also play a role in religious activities such as congregational prayers, morning *tadarus*, *cults*, and student recitations. This activity offers an opportunity for teachers to get closer to students and understand their emotional state. In some situations, students who have been involved in bullying end up sharing their stories with PAI teachers, because they feel accepted and not judged.

PAI teachers also work with BK teachers, homeroom teachers, and school principals to discuss the development of student behavior. In an internal discussion forum at school, PAI teachers gave suggestions related to religious approaches that could help ease conflicts between students. This approach is both preventive and healing. The role of PAI teachers is in line with the results of previous research which emphasized that PAI teachers must be role models, spiritual guides, and facilitators in developing students' character. By applying religious values in students' daily lives, PAI teachers can foster self-awareness so that students not only obey school rules, but also have moral control from within themselves.

## Conclusion

Based on the results of the research, it can be concluded that bullying at SMP Negeri 2 Kartasura is a real problem that arises in various forms, both physical, verbal, relational, economic, and cyberbullying. These acts of bullying are influenced by various factors, such as family parenting patterns, peer social environment, students' emotional conditions, and the lack of conducive school environment in supervising students' social interactions. The impact of bullying is not only felt directly by the victim in the form of physical and psychological disorders, but also affects the learning process, sense of security, and long-term development of students' personalities.

The results of the study show that the role of Islamic Religious Education Teachers (PAI) at SMP Negeri 2 Kartasura is very strategic in efforts to prevent and handle bullying. PAI teachers not only function as teachers of religious materials, but also as character guides and moral examples for students. Through integrating Islamic values such as empathy, tolerance, compassion, and mutual respect into the learning and activities of the Pancasila Student Profile Strengthening Project (P5), PAI teachers are able to instill students' moral awareness to avoid acts of violence and bullying. This approach is strengthened by individual guidance, cooperation with parents, BK teachers, homeroom teachers, and the implementation of religious activities that support the formation of positive character of students.

Thus, the application of the concept of Child-Friendly Schools combined with the active role of PAI teachers has proven to be an effective strategy in creating a safe, comfortable, and bullying-free school environment. Bullying prevention efforts cannot be carried out partially, but must involve all elements of the school in an integrated and sustainable manner. The cultivation of religious values and character from an early age is expected to be able to form internal moral control in students, so that they not only obey school rules, but also have the awareness to respect each other and maintain the rights and dignity of others.

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