

The challenges of child bullying and its prevention in islamic elementary schools

Umu Miftahur Rohmah ^{a,1}, Syamsul Arifin ^{b,2}, Lilis Sumaryanti ^{c,3}, Sigit Dwi Laksana ^{d,4}, Ayok ariyanto ^{e,5}

^{*ab} Universitas Muhammadiyah Ponorogo, Indonesia.

¹miftahmintul2@gmail.com

^{*}Correspondent Author

Received: 23-08-2025

Revised: 24-10-2025

Accepted: 10-11-2025

KEYWORDS

Child Bullying;
Challenge of Child Bullying;
Prevention Strategy of Bullying.

ABSTRACT

This study discusses bullying which focuses on the objectives, methods and findings obtained. The main objective of this study was to understand the challenges of bullying and its coping strategies. The method used in this study includes a qualitative approach with data collection through observation, interviews and documentation. The validity test of the data in this study used the triangulation technique. The results of the study show that bullying has a negative influence on the micro and macro social scales, both between perpetrators and victims. These findings provide new insights into the challenges of bullying and how to develop more effective prevention and handling strategies. This applies mainly to parents and teachers who are fully supported by the community and the government.

This is an open-access article under the CC-BY-SA license.



Introduction

The world of education is faced with the challenges of the digital era. Digital era education has characteristics, namely the use and ability to use technology as a process of increasing the potential of students. According to Rosnaeni, the characteristics of 21st century learning are: Problem solving, communication and collaboration, and information skills. According to Nasution, et al. The main characteristic of learning in the digital era is the availability of various information sources that can be accessed by students online and gives rise to student independence in learning. Students no longer depend on teachers to get information sources in learning, currently students can take advantage of various digital resources that support learning. According to Lukum, 21st century learning is oriented towards digital lifestyles, thinking tools, learning research and how knowledge works, namely the ability to collaborate in teams with different locations and with different tools, strengthening thinking tools is the ability to use technology, digital tools, and services, and digital lifestyle is the ability to use and adapt to the digital era. Some cases that can confirm the problem of this bullying case are 1) A case experienced by a 10-year-old elementary school student in Sukabumi with the initials NCL or L which resulted in a victim of brain hemorrhage and drug dependence (liputan6.com). 2) (Afif, 1970) (2021) (2024) (2019) A case of bullying experienced by a 12-year-old elementary school student with the initials AU became a victim of bullying carried out by two junior high school students in Pancoran Mas, Depok City (okezone.com). 3) An elementary school student in Subang with the initials ARO aged 9 years became a victim of violence by his upperclassmen until he died (kompas.com). 4) Elementary school students in Ternate City, North Maluku, Nabil, died after being a victim of bullying by his classmates (kompas.com).

The rapid development of digital has an impact on people of all ages, including young people who are so passionate about using it that they are unaware of their social position. Social media is an online platform that facilitates user participation and socialization. It operates in cyberspace, allowing users to connect with each other without being limited by time or location. The excessive use and abuse of media in the digital era

now has a bad influence so that bullying occurs on various platforms such as Facebook, WhatsApp, and Instagram. (Putri et al., 2024)

As a social being, socializing with others has become a necessity, but a Muslim must be polite in socializing, both directly and using social media. A Muslim must be able to maintain his feelings so as not to be carried away by emotions, as well as to take care of the feelings of others and groups. A Muslim must be able to distinguish between what is appropriate and inappropriate to convey, personal privacy and the privacy of others must also be respected and upheld. Do not let social media be used for lying or lying by making hoax news, bad/dirty words such as swearing, arrogance/fun/showing off, envy, degrading other people/groups, pitting sheep against each other without respecting the feelings of others/other groups for the sake of their personal/group satisfaction. As Allah says: (Tsanawiyah Negeri et al., 2019)

إِنَّ الَّذِينَ جَاءُوا بِالْإِفْكِ عُصْبَةٌ مِّنْكُمْ ۗ لَا تَحْسَبُوهُ شَرًّا لَّكُم ۚ بَلْ هُوَ خَيْرٌ لَّكُمْ ۚ لِكُلِّ لِكۡفٍ لِكۡفٌ بِمِثۡلِ مَا كَتَبَ مِنَ الْإِثۡمِ ۗ وَالَّذِي تَوَلَّى كِبْرَهُ مِنْهُمْ لَهُ عَذَابٌ عَظِيمٌ

Meaning: "Indeed, those who bring false news are also from your class. Do not think that false news is bad for you, but it is good for you. each one of them gets a reward for the sin he committed. and who among them has the greatest share in the spreading of false news for him a great punishment". (QS. an-Nur [24]: 11)

The case shows the importance of the role of the government, especially the Ministry of Women's Empowerment and Child Protection (PPPA) to formulate strategies to reduce the problem of bullying as revealed by the Speaker of the House of Representatives of the Republic of Indonesia, Puan Maharani who submitted a request to the Government to identify the factors that trigger the increase in bullying cases in Indonesia. According to him, the phenomenon of bullying can be influenced by various things, both from the surrounding environment and internal dynamics in the family. This is in accordance with the Child Protection Law No. 23 of 2002 article 54 states: "Children in and in the school environment must be protected from acts of violence committed by teachers, school managers or their friends in the school concerned, or other educational institutions" (Düsseldorf et al., n.d.) (Sulisrudatin, 2015).

Bullying cases that occur in Indonesia occupy the fifth position Based on the results of the Programme for International Students Assessment (PISA, 2018) research from members of the Organisation for Economic Co-operation and Development (OECD) which is only 22.7%. Indonesia is in the fifth highest position out of 78 countries as the country with the most students experiencing bullying with a number of victims of 41.1%. The number of students who are victims of bullying is far above the national average In addition to experiencing bullying, students in Indonesia admitted that as many as 22% were insulted and their goods were stolen. Furthermore, as many as 18% were encouraged by their friends, 15% experienced bullying, 19% were ostracized, 14% of students in Indonesia admitted to being threatened, and 20% there were students whose bad news was spread by the perpetrators of bullying, to prevent bullying, action and supervision from the school is needed as a form of professionalism which is expected to be able to instill high values of tolerance between students at school. (São Paulo & Hidayat, 2022)

Researchers have not found a study that specifically examines the theme "anti-bullying learning: the perception of low-grade teachers in elementary schools" conducted by Suci and Aliyyah, in the study it was concluded that the challenges of bullying in the school environment are as follows: 1) Lack of experience of teachers in dealing with students' characters, 2) Lack of human resources in handling bullying cases, in addition to the theme "The Role of Teachers in Bullying Behavior in Elementary School" conducted by Junindra, et al. in the study concluded that the vital role of teachers in overcoming bullying, because teachers play the role of mentors, advisors, coaches, and role models both in schools to prevent verbal and non-verbal bullying. The research with the theme " (2023) (2022) The Existence of the Role of Strengthening Character Education on Forms of Bullying Behavior in the Elementary School Environment" conducted by Aswat, et al. (2022) in this study concluded that bullying prevention can be done by strengthening character education in children so that they are able to overcome bullying in the school environment. The research with the theme "Bullying and Effects for Elementary School Students in Kudus Regency" conducted by Trisanti, et al (2020) . describes bullying behavior and the effects of bullying on children and prevention in cases that occur involving teachers and parents of children. The research with the theme "The phenomenon of bullying behavior in children at the elementary school level" conducted by Octavia, et al. concluded that the school is expected to be able to affirm anti-bullying in schools by providing reprimands, punishments and various available media. The research that has been conducted by 5 previous researchers has the same background as the researchers that will be carried out by the researchers. The difference with this study lies in its special focus on bullying strategies and challenges through school programs to prevent bullying. This research shows that teachers have an important role in maintaining the cultivation of good character values. This study has

revealed that the school programs run are able to improve teachers' professionalism and inspire them to innovate more inside and outside the classroom. (2020)

This research aims to overcome gaps in previous research on anti-bullying learning and prepare quality and characterful education and teaching for the comfort of students during learning. This article will answer several questions: 1) What is the school's strategy to deal with bullying cases? This section will reveal the school's model and strategy in reducing and instilling anti-bullying attitudes in schools. 2) What are the challenges of schools in dealing with bullying that occurs in the school environment? The development of the digital era affects the potential for conflicts caused by bullying in the social environment, therefore efforts to prevent bullying require professional teaching by school principals and senior teachers will provide insight into these questions.

The assumption underlying this research departs from the supervision of the values of tolerance, quality and programs run by schools in education to improve teacher professionalism, this is done to prevent bullying that is rampant in the surrounding environment so that supervision from the school is needed and there is an attachment of cooperation with parents that needs to be educated to students from an early age.

Method

This research focuses on two elementary schools in Ponorogo Regency, East Java and Indonesia, namely Madrasah Ibtidaiyah Terpadu (MIT) Al-Madinah Balong and Muhammadiyah Integrated Elementary School (SDMT) Ponorogo. This research method uses a qualitative approach, Bogdan and Taylor in Moleong quoted by Safarudin, et al. stated that qualitative research is a research procedure that can produce descriptive data in the form of speech, writing, and behavior of people that can be observed. The informants of this study are principals and senior teachers who will provide insights about bullying in the school environment, the informants are selected based on their relationship to the interests of the school and their in-depth knowledge of bullying challenges and teacher professionalism using random sampling techniques. The research was carried out in several stages, namely 1) Pre-Introduction which was carried out to ensure the suitability of the theme with the conditions in the field. 2) Field, i.e. researchers begin to adapt to the conditions in the surrounding environment. 3) Data management. (2023)

The data collection technique in this study uses 5 steps, namely 1) Entering the field or research place to find out the conditions in the field. 2) Self-adjustment to the surrounding environment. 3) Choose an informant or resource person who will provide information. 4) Data collection by checking data from various sources found in the field. 5) Record data in the field either obtained from the results of interviews, observations or document studies. The research data that has been obtained by the researcher is processed in several stages, namely 1) Data reduction of the raw data identification process, where the data is sorted and summarized and encoded. 2) Data Displanation, namely data is grouped based on problem formulation. 3) Data analysis. 4) Description of the research results. 5) Data inference and verification. 6) Final data conclusion.

Data analysis is obtained by several stages, namely data collection obtained from the results of research. Data reduction is by summarizing and classifying data to facilitate the presentation of the conclusions. Data presentation in the form of defects or data charts in the field and drawing conclusions from the results of data analysis.

Source triangulation can sharpen the reliability of data if it is done by checking the data obtained during the investigation through several sources or informants. Thus, a conclusion is obtained from data that has been analyzed from various sources by researchers. Through the source triangulation technique, the researcher compares the data from interviews obtained from each source or informant as a form of comparison to find and explore the truth of the information that has been obtained. In other words, source triangulation is a cross-check of data by comparing facts from one source to another (Vera) Nurfajriani et al., 2024)

Result and Discussion

Bullying Strategies

Bullying is one of the cases that often occurs in various places, Olweus said that bullying is a negative action that is brought up by one or more people that is done repeatedly and occurs from time to time. Bullying involves unbalanced power and power, so that the victim is in a state of inability to defend himself effectively to fight the negative actions he receives. This is the main focus of attention for the school environment to

prevent such bullying cases from occurring. MIT Al-Madinah and SDMT provide some attention and understanding to all students with various strategies that are able to prevent such cases from occurring. Mrs. Fajar 5th grade teacher of MIT Al-Madinah says: (Haru Stipas St Shirley Route , n.d.)

"In my opinion, as long as I teach here, bullying exists but only in the context of joking, even though joking should not be taught from the beginning that children have been taught to solve it personally if the problem has not been solved, then it will be continued to the homeroom teacher"

This statement shows the importance of understanding for every student of the dangers of bullying behavior. Children are taught by teachers to be kind in speech or action even in the context of joking. The handling of bullying at MIT Al-Madinah and HR as an effort to prevent social conflicts is carried out through the following strategies:

Mrs. Fajar said: "With the learning of manners before learning, which is 5 minutes before the lesson while for annual activities such as parenting activities are carried out 1 semester 1 time between the beginning of the semester or the end of the semester, presenting motivators from outside as in the past from a psychiatrist or filled in by an internal teacher such as the former principal". Meanwhile, according to Mr. Soni as a 5th grade homemaker at SDMT stated: "If there is bullying, the school will hold socialization by bringing in a child's guardian and psychologist every year, this has been applied every year specifically for 1st grade children and new children who move with the aim of making the parents know about their children, child psychology and how to deal with children"



Figure 2. Parenting activities at SDMT and MIT Al-Madinah

Collaboration between schools and parents is one of the key elements in supporting the success of children's education, especially at an early age where the role of parents greatly determines children's development holistically. This collaboration is increasingly important considering the age of children who are still very vulnerable to various external influences, both positive and negative. In this context, parenting programs are present as an effort to strengthen the relationship between schools and parents and increase parents' awareness of the importance of their involvement in education . (Children Nation & Muthiarah , 2024)

Parenting activities or ritual meetings are also carried out by SMP 7 PGRI Jakarta schools, where in the meeting it allows teachers to provide the latest information about school policies, anti-bullying programs, and ways parents can support their children at home by building communication that is mainly from parents to children (Ha , 2024) .

This parenting activity makes it easier for parents to be able to better understand and understand how to nurture and educate teenagers properly and correctly. That way, parents can support the child's learning process, parents can create quality learning for children at home, making it easier for them to understand this school brings in psychologists to guide each child's guardian with a special approach to find out the problems faced by parents when they are with their children to be given solutions and get to know the child's character from parents. (Irwan et al., 2023)

In addition to knowing the child's character according to parents or psychologists, each teacher also explains the child's behavior at school, this is done to evaluate the teacher's performance and foster parental support to participate in educating and supervising children's behavior at home. Because the bullying that occurs mainly comes from the home environment or the community so that children bring it into the school environment. When there is a case of bullying in the general public, they mainly prefer to blame the school for the lack of supervision from the school.

The phenomenon of bullying must be dealt with immediately since children are in elementary school, considering that the impact of bullying greatly affects children's development and mentality. Behaviors that show bullying are quite visible that teachers and students are aware of or unaware of. According to Sejiwa, there are three categories of bullying behavior, namely physical bullying, verbal bullying, and mental bullying. The forms of bullying in elementary schools are as follows: (1) Physical bullying (2) Verbal bullying (3) Mental bullying. (2022)

Efforts to prevent and reduce bullying behavior need support and understanding from all parties, both parents, teachers, and the surrounding community. One of the activities that can be carried out is the socialization of bullying prevention in elementary school-age children which aims to provide students with an understanding of the meaning of bullying and its dangers. The material in this socialization includes several components, namely the definition of bullying, types of bullying, the impact of bullying on victims, prevention of bullying by students, prevention of bullying by the community, and prevention of bullying by schools. (Vindhian Ningtyas & Sumarsono, n.d.)

Prevention of bullying behavior teachers explain to students to always do good to others, always motivate to behave well and give educational punishments to the perpetrators of bullying and give them motivation not to bully again. Bullying behavior at school can be prevented by developing a good personality and character for students. Teachers always give strict warnings when bullying behavior occurs. Teachers are very important in providing a role and good example in reducing bullying behavior of students. (Firmansyah, 2021)

The same bullying prevention strategy is carried out by SMA IT Mentari Ilmu Karawang in resolving bullying cases by the school making a strict anti-bullying policy, providing education to students, teachers, and parents about bullying, involving community organizations to promote a safe environment, and building a culture of mutual respect and empathy through activities that foster tolerance. The school also conducts surveys and provides confidential reporting channels to monitor the effectiveness of bullying prevention programs. (Journal & Key, 2024)

This activity is also carried out at Dewi Sartika Kindergarten, which is a school that holds parenting activities which are expected to be through these activities where parents are able to understand children's character, educate children with empathy values, respect differences, and healthy social skills. Guardians are also taught how to recognize the early signs of bullying behavior, both in their own children and the surrounding environment, and are given strategies to overcome and prevent it. (Zulfiyah et al., 2024)

Bullying for some students has become common and does not think about the impact and consequences of the bullying. Social-spiritual values in students' lives need to be instilled through various media, both directly and media, that are closer to students' daily lives. Strengthening the character of peace-loving based on social and spiritual values provides an understanding of awareness and belief to students that bullying behavior is an act that is not taught in the understanding of any religion and it will make social interaction unharmonious. (Karliani et al., 2023)

The application of character education in minimizing bullying in schools is carried out by holding activities of religious values or related to religious values to form character after gaining new knowledge, then it can be optimized by applying habits in daily life. Religious values can be applied through teaching the principles of religious values in the Qur'an, developing moral values and implementing character education programs by instilling Islamic teachings such as carrying out sunnah prayers and mandatory congregational prayers, students dhikr and praying after finishing prayers. (Siti Annisa Jumarnis et al., 2023)

Allah has said:

وَيْلٌ لِّكُلِّ هُمَزَةٍ لُّمَزَةٍ

It means: "Woe to every swearer and detractor" (QS. Al-Humazah (104:1))

The verse explains that the detractors and swearers will be given a just reward by Allah. Mocking, insulting, especially doing acts that physically hurt other humans. So that it does not rule out the possibility that being insulted and ridiculed is better. Blindness of insult is a reprehensible act because it hurts the hearts of others, although it will be reviewed from any review there will be no one to condemn the act. (Fitri & Putri, 2021)

Islam teaches that every individual has a sense of moral responsibility in managing peace and harmonization for the common good. This principle is in line with Islam's goal of building a loving and just society. Mutual love, respect for others, and tolerance are applied in order to prevent bullying in society. According to Islamic teachings, all people are equal before Allah regardless of race, economic or social status (Permadi & Junaedi, n.d.)

Bullying Challenges

There are still many challenges of bullying behavior in schools that must be faced by teachers or parents. Based on the results of the interview, there are several challenges and causes of the bullying act.

Mr. Soni said about the main cause of bullying cases: "The cause of bullying may be more social, social media and games" while according to Mrs. Fajar: "The children here are mostly raised by their grandmother or father or mother alone so that children do not get attention from parents, and parents only give cellphones so that their children are not fussy and do not play outside the house."

The statement shows that the availability of gadgets and the lack of attention and supervision from parents make children easily influenced by the outside world that is difficult to control. The challenge of bullying prevention is also carried out by SDN 47 Ampena due to limited resources such as funds and educators, lack of awareness of the dangers of bullying in students and an unsupportive environment. (Mawaddah, 2024)

The factors behind bullying behavior, known as bullying, include 1) power and dominance, which is the urge to gain power and domination over others. 2) lack of empathy. Abusers often lack empathy or understanding of the victim's feelings. 3) Stress and frustration levels. Bullies may feel stress or frustration in their lives, and they channel these feelings by mocking or demeaning others. 4) Environmental influence. The environment around the perpetrator including family and friends can influence bullying behavior (Jonah Misfala et al., 2023).

Acts of bullying carried out by the perpetrator and those that happen to the victim can have a bad impact on their future, acts of violence (bullying) can have a negative impact for a short and long period of time. According to Berthold and Hoover, the short-term effects caused by bullying behavior are that the victim becomes depressed due to bullying, decreased interest in doing schoolwork assigned by teachers, and decreased interest in participating in school activities. Meanwhile, the long-term consequences for victims of this oppression such as having difficulty in establishing good relationships with the opposite sex, always having anxiety about getting unpleasant treatment from their peers. (Wulandari, n.d.)

The impact of bullying on victims includes reduced self-confidence and self-awareness. The difficulty of knowing one's identity is caused by environmental factors that are intertwined with pressure, so that the victim does not have room to express himself. Shortcomings in oneself are like a big wall that prevents oneself from seeing the potential in oneself, low awareness of controlling one's shortcomings is also another cause that triggers ignorance of one's potential (Lutfiah Zahra & Miratul Hayati, 2022).

The perpetrator commits bullying voluntarily to cause unnatural things received by the victim such as death or damage to the victim's physical and psychological health. According to Coloroso, the characteristics of the bully can be found with the following characteristics, namely: (a) dominating the child, (b) when having the desire to tend to take advantage of other children, (c) there is a level of difficulty paying attention to the situation from the perspective of other children. Meanwhile, the characteristics of students who are targeted or victims of bullying are as follows: (a) new students, (b) the youngest and smallest students at school, (c) students who have a history of trauma so they have fear and often avoid. (2022)

The act of bullying if it is not sanctioned until the perpetrator is a deterrent to his behavior, then he will forever do it continuously, the perpetrator must also get psychological guidance and the victim also gets special attention to provide motivation and ways to avoid bullying. However, sometimes by being a victim of bullying, most of the children or victims become the next perpetrator to satisfy the annoyance and trauma they faced in the past due to their helplessness and lack of support and the victim is often neglected until it is difficult to defend himself. According to Parson, quoted by Aprilia and Sofia stated that some of the responses shown by teachers or parents when facing bullying are to prefer the perpetrator to the victim, blaming the victim and trusting the perpetrator of bullying. (2013)

Conclusion

Based on the results of the research that has been conducted by the researcher related to the challenges of bullying and its prevention in Islamic elementary schools, the researcher can draw several conclusions as follows: First, the strategy of handling bullying at MIT Al-Madinah and SDMT Ponorogo through programs that have been created by each school such as parenting activities where the school collaborates with parents and psychologists to prevent and handle bullying cases. Second, these educational institutions or others both have similarities in the problems faced by both teachers and parents, what often happens is due to the influence of technological developments and associations, the cause is the lack of attention or affection from parents so that children tend to emulate the bad things that children get from the surrounding environment. Handling bullying cases is not only limited to advising but there must be legal channels that

apply so that the perpetrator is deterred and gives special attention to the victim so that the victim does not become the next perpetrator to vent the trauma he experienced.

References

- Afif, N. (1970). Teaching and Learning in the Digital Era. *IQ (Qur'an): Journal of Islamic Education*, 2(01), 117–129. <https://doi.org/10.37542/iq.v2i01.28>
- Anak Bangsa, J., & Muthiarah, I. (2024). THE EFFECTIVENESS OF PARENTING PROGRAMS IN INCREASING AWARENESS OF THE IMPORTANCE OF EDUCATIONAL COLLABORATION BETWEEN SCHOOLS AND PARENTS. *August*, 3(2), 289–302. <https://doi.org/10.46306/jas.v3i2>
- Aswat, Hijrawatil, L. O. O. M. K. B. (2022). The Existence of the Role of Strengthening Character Education on the Form of Bullying Behavior in the Elementary School Environment. *BASIC JOURNAL*, 6(5). <https://doi.org/https://doi.org/10.31004/basicedu.v6i5.3389>
- Daniati, N. S., & Aliyyah, R. R. (2023). Anti-Bullying Learning: Perceptions of Low-Grade Teachers in Elementary Schools. In *Karimah Tauhid* (Vol. 2, Issue 5).
- Duwita, C., Pradana, E., Understanding,), Bullying, T., Solutions, D., & Bullying Actions, P. (n.d.). *How to cite*.
- Firmansyah, F. A. (2021). *The Role of Teachers in Handling and Preventing Bullying at the Elementary School Level*. 2(3), 205–216. <https://doi.org/10.18592/jah.v2vi3i.5590>
- Fitri, W., & Putri, N. (2021). A STUDY OF ISLAMIC LAW ON ONLINE BULLYING ON SOCIAL MEDIA. In *Journal of Civic Education Undiksha* (Vol. 9, Issue 1). <https://ejournal.undiksha.ac.id/index.php/JJPP>
- Harahap, S. B. N. P. V. (2024). Teachers' Communication Strategies in Overcoming Bullying at School (Study in the School Environment of SMP PGRI 7 Jakarta). *Journal of Communication*, 8(2), 137–149. <https://doi.org/https://doi.org/10.31334/lugas.v8i2.4417>
- Haru Stipas St Sirilus Ruteng, E. (n.d.). *BULLYING BEHAVIOR AMONG STUDENTS*.
- Health Information, R., Octavia, D., Puspita, M., Sativa Yan, L., Nursing Studies, P., Higher Health Sciences Harapan Ibu Jambi, S., Applied Undergraduate Study of Nursing, P., & Ministry of Health Jambi, P. (2020). The phenomenon of bullying behavior in children at the elementary school level. *Health Information Research*, 9(1). <https://doi.org/10.30644/rik.v8i2.273>
- Irwan, Nuryani, & Masruddin. (2023). *Journal of Islamic Education Management* (Vol. 8, Issue 1).
- Islam Kalimantan Muhammad Arsyad Al-Banjari Banjarmasin, U. (n.d.). *IMPLEMENTATION OF MULTICULTURAL COUNSELING IN OVERCOMING BULLYING*.
- Junindra, A., Fitri, H., Murni, I., Ilmu Pendidikan, F., & Negeri Padang, U. (n.d.). *The Role of Teachers in Bullying Behavior in Elementary Schools*.
- Journal, W., & Keys, K. (2024). *Indonesian Research Journal on Education*.
- Karlioni, E., Triyani, T., Hapipah, N., & Mustika, M. (2023). Implementation of Peace Love Character Education Based on Social and Spiritual Values in Preventing Relational Bullying. *Abdi: Journal of Community Service and Empowerment*, 5(1), 116–122. <https://doi.org/10.24036/abdi.v5i1.414>
- Lukum, A. (2019). EDUCATION 4.0 IN THE ERA OF GENERATION Z: CHALLENGES AND SOLUTIONS. In *Pros. KPK National Seminar* (Vol. 2). <https://www>.
- Lutfiah Zahra, S., & Miratul Hayati. (2022). Conditions of Self Awareness in Children Victims of Bullying. *JECED: Journal of Early Childhood Education and Development*, 4(1), 77–87. <https://doi.org/10.15642/jeced.v4i1.1854>
- Mawaddah, S. (2024). THE IMPLEMENTATION OF THE STOP BULLYING PROGRAM AT SDN 47 AMPENAN DESIGN AND CHALLENGES. *Journal of Learning Strategies*, 1(1), 1–8. <https://doi.org/https://doi.org/10.61798/jsp.v1i1.131>
- Nasution, K. R. D. O. P. (2024). CHARACTERISTICS, CHALLENGES AND LEARNING STRATEGIES IN THE DIGITAL ERA. *National Seminar on Education (SNP)*.
- Permadi, I., & Junaedi, M. (n.d.). Bullying in Schools: An Analysis of the Causes and Strategies of PAI Teachers in Handling It. *Multidisciplinary Scientific Journal Publications*, 01(03). <https://miftahul-ulum.or.id/ojs/index.php/alamiyah>
- Putri, S. A., Fauziah, P., Hudi, I., Pratama, I. H., Sari, M., Yani, I., Novriyanti, R., Anjani, D. N., & Fitri, A. R. (2024). The Influence of Cyber Bullying in the Digital Era on Adolescents. *March*, 2(2), 48–57. <https://doi.org/10.51903/bersatu.v2i2.624>
- Ramadhani, A., & Retnowati, S. (n.d.). *Depression in Adolescent Victims of Bullying*. www.thejakartapost.com
- Ramadhanti, R., & Hidayat, M. T. (2022). Teachers' Strategies in Overcoming Student Bullying Behavior in Elementary School. *Journal of Basicedu*, 6(3), 4566–4573. <https://doi.org/10.31004/basicedu.v6i3.2892>

- Rosnaeni, R. (2021). Characteristics and Assessments of 21st Century Learning. *Journal of Basicedu*, 5(5), 4341–4350. <https://doi.org/10.31004/basicedu.v5i5.1548>
- Safarudin, R. M. S. N. (2023). Qualitative Research. *INNOVATIVE: Journal Of Social Science Research*, 3(2), 9680–9694.
- Siti Annisa Jumarnis, Jehan Chantika Anugerah, & Yulvani Juniawati Sinaga. (2023). Strategies for Cultivating Character Education in Minimizing Bullying of Elementary School Students. *Journal of Elementary Education*, 6(3), 1103–1117. <https://doi.org/10.31949/jee.v6i3.6398>
- Sulisrudatin, N. (2015). *CASES OF BULLYING AMONG STUDENTS (A REVIEW OF CRIMINOLOGY)* (Vol. 5, Issue 2). www.news.okezone.com,
- Tinggi, S., Islam Ma'arif Magetan, A., Rakhimafa, D., Stai, W., & Arif Magetan, M. '. (n.d.). *HANDLING BULLYING THROUGH CHARACTER STRENGTHENING IN ELEMENTARY SCHOOL-AGE CHILDREN*.
- Trisanti, I., Zumrotun, A., & Azizah, N. (2020). BULLYING AND ITS EFFECTS FOR ELEMENTARY SCHOOL STUDENTS IN KUDUS REGENCY. In *Journal of Nursing and Midwifery* (Vol. 11, Issue 1).
- Tsanawiyah Negeri, M., Seluma, K., Address, B., Pasar Baru Kel Talang Saling, J., & Seluma Regency Seluma Province Bengkulu, K. (2019). *SOCIAL MEDIA MANNERS IN ISLAMIC VIEWS SOCIAL MEDIA MANNERS IN ISLAMIC VIEWS* (Vol. 6, Issue 1). January-June.
- Vera Nurfajriani, W., Ilhami, M. W., Mahendra, A., Sirodj, R. A., Afgani, W., State, U. I., Fatah, R., & Abstract, P. (2024). Data triangulation in qualitative data analysis. *Scientific Journal of Educational Vehicles*, 10(17), 826–833. <https://doi.org/10.5281/zenodo.13929272>
- Vindhian Ningtyas, P., & Sumarsono, R. B. (n.d.). *Efforts to reduce bullying of elementary school children through socialization activities* (vol. 4, issue 2).
- Wulandari, A. W. (n.d.). *CHARACTERISTICS OF THE BULLIES AND THE VICTIMS OF BULLYING AT SENIOR HIGH SCHOOL 11 SURABAYA*.
- Yunus Misfala, M., Hamdan, M. Z., Maskurii, A. H., Faih, M., & Nizam, N. (2023). *Factors Causing Bullying of Students in the Millennial Era* (Vol. 1, Issue 2).
- Zulfiyah, F., Dwi Agustin, A., Damayanti, A., Solehah, S. I., Azaz, I., Negeri, U. I., & Semarang, W. (2024). *TILA: Journal of Early Childhood Islamic Education Efforts to Prevent Bullying in Early Childhood through Parenting Seminar for Parents of Dewi Sartika Kindergarten Students. Sec. 4(2)*.