

Indonesian Journal of Islamic Education



Indonesian Journal of Islamic Education

Volume 1 (1) 136–150 June 2026

ISSN: In Process

The article is published with Open Access at: <https://journal.maalahlivah.sch.id/index.php/ijie/index>

Bullying Behavior and Its Consequences at the TPI Purbasinomba Islamic Boarding School, North Padang Lawas

Khoirunnisa Pohan, Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Syahada
Padangsidempuan, Indonesia
nisapohan237@gmail.com

Muhammad Amin, Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Syahada
Padangsidempuan, Indonesia
muhammad.amin7010@gmail.com

Anwar Habibi Siregar, Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Syahada
Padangsidempuan, Indonesia
anwarhs@uinsyahada.ac.id

Abstract

The background of this research problem is that at the TPI Purbasinomba Islamic Boarding School, bullying behavior was found among female students. The things I found included physical ridicule and learning abilities. One of the bullying behaviors I found was a female student who was teased because she had dark or unkempt skin and her behavior was childish and she was yelled at without any reason. The Islamic boarding school is seen as an ideal environment for fostering empathy, discipline, and prosocial behavior through habituation, role models, and strong social control. However, the reality in the field shows a gap between the concept and reality, where forms of bullying are still found such as teasing, teasing, and other aggressive verbal actions at the TPI Purbasinomba Islamic Boarding School. This type of research is qualitative research. The method in this research uses a descriptive method, namely describing an existence to draw a conclusion. The results of the research show that the bullying behavior that occurs among female students at the TPI Purbasinomba Islamic Boarding School, North Padang Lawas consists of verbal bullying and physical bullying. Verbal bullying takes the form of teasing, giving bad nicknames, and calling parents names, while physical bullying takes the form of pushing, pulling headscarves, and hitting friends. Factors causing bullying are influenced by the religious environment, the lack of awareness of female students towards the impact of bullying, and the assumption that such behavior is just a joke. The effects of bullying on victims are the emergence of fear, sadness, lack of self-confidence, and disruption of the learning process and social relationships. The efforts made by the Islamic boarding school in handling bullying include conducting anti-bullying socialization programs, providing advice and appeals, increasing supervision, and conducting Islamic character development.

Keywords: Bullying Behavior; Consequences of Bullying; Islamic Boarding Schools.

Abstrak

Latar Belakang masalah penelitian ini adalah terjadi di Pondok Pesantren TPI Purbasinomba, ditemukan adanya fenomena perilaku bullying dikalangan santriwati. Hal yang saya temui diantaranya berupa ejekan fisik maupun kemampuan belajar. Salah satu perilaku bullying yang saya temui yaitu seorang santriwati yang sering diejek karna memiliki kulit yang hitam atau kucel serta tingkah lakunya seperti kekanak-kanakan dan sering teriak tanpa ada sebabnya. Pesantren dipandang sebagai lingkungan yang ideal untuk menumbuhkan sikap empati, kedisiplinan, dan perilaku prososial melalui pembiasaan, keteladanan, serta kontrol sosial yang kuat. Namun demikian, realitas di lapangan menunjukkan adanya kesenjangan antara konsep dan kenyataan, di mana masih ditemukan bentuk-bentuk perundungan seperti mengolok-olok, mengejek, dan tindakan verbal agresif lainnya di Pondok Pesantren TPI Purbasinomba. Jenis penelitian ini adalah penelitian kualitatif. Metode dalam penelitian menggunakan metode deskriptif yaitu menggambarkan suatu keadaan untuk menarik suatu kesimpulan. Hasil penelitian menunjukkan bahwa perilaku bullying yang terjadi di kalangan santriwati Pondok Pesantren TPI Purbasinomba Padang Lawas Utara terdiri dari bullying verbal dan bullying fisik. Bullying verbal berupa mengejek, memberi julukan buruk, dan memanggil nama orang tua, sedangkan bullying fisik berupa mendorong, menarik jilbab, dan memukul teman. Faktor penyebab bullying dipengaruhi oleh lingkungan pertemanan, kurangnya kesadaran santriwati terhadap dampak bullying, serta anggapan bahwa perilaku tersebut hanyalah candaan. Akibat bullying terhadap korban yaitu munculnya rasa takut, sedih, kurang percaya diri, dan terganggunya proses belajar serta hubungan sosial. Adapun upaya yang dilakukan pihak pesantren dalam menangani bullying yaitu melakukan program sosialisasi *antibullying*, memberikan nasihat dan himbauan, meningkatkan pengawasan, melakukan pembinaan karakter Islami.

Kata Kunci : Perilaku *Bullying*; Akibat *Bullying*; Pondok Pesantren.

Introduction

Bullying is a pattern of behavior, incidents that occur repeatedly. Bullying is an aggressive act that is carried out repeatedly by a group against a particular individual (Sari et al., 2024). Bullying is an experience that occurs when someone feels abused by the actions of others and is afraid that the bad behavior will happen again. (Karyanti and Ngalimun, 2019).

Bullying behavior is often referred to as a bully. A bully is not limited by gender or age. In fact, bullying often occurs in dormitories and is carried out by female students, even though the commitment to recognizing and protecting children's rights is guaranteed in the 1945 Constitution of the Republic of Indonesia, Article 28 B paragraph (2) states that every child has the right to survival, growth and balance and the right to protection from violence and discrimination (1945 Constitution). Many laws and regulations related to children have been published, but in their implementation in the field, there are still various forms of violence that affect children, including bullying (Fuaddilah Ali et al., 2022).

The impact of this bullying behavior not only affects the psychological well-being of female students but also affects the physical well-being. Both the psychological and physical well-being of those targeted by bullying behavior can have fatal consequences if left unchecked. Physical bullying can lead to death if the actions carried out by the bullying behavior are too excessive. Meanwhile, psychological or mental bullying will directly attack the soul of the female students and its nature is not detectable by the naked eye and ear and requires carefulness to detect it if this case is not revealed (Beity and Iman, 2019).

A boarding school environment that should be a safe haven for female students can become uncondusive if bullying is not prevented and handled appropriately. Therefore, the entire boarding school needs to work together to create a supportive culture that respects diversity and rejects all forms of violence. Boarding schools need to have clear anti-bullying policies, including reporting mechanisms that are easily accessible to female students. Teachers must be equipped with the ability to detect early signs of bullying, both in terms of the victim's behavior, the behavior, and the boarding school environment.(Wahyuningsih, 2020).

Based on my observations at the Purbasinomba Islamic Boarding School (TPI), I found bullying among female students. These included physical and learning disabilities. One example of bullying I encountered was a female student who was teased for her dark or unkempt skin, childish behavior, and yelling at her for no apparent reason.

Islamic boarding schools are seen as an ideal environment for fostering empathy, discipline, and prosocial behavior through habituation, role models, and strong social control. However, the reality in the field shows a gap between concept and reality, where forms of bullying such as teasing, teasing, and other aggressive verbal actions are still found at the TPI Purbasinomba Islamic Boarding School. This is also mentioned in the Hadith of the Prophet Muhammad narrated by Anas bin Malik:

حَدَّثَنِي أَنَسُ بْنُ مَالِكٍ رَضِيَ اللَّهُ عَنْهُ أَنَّ رَسُولَ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ لَا تَبَاغَضُوا وَلَا تَحَاسَدُوا وَلَا تَدَابَرُوا وَكُونُوا عِبَادَ اللَّهِ إِخْوَانًا وَلَا يَجُلُ لِمُسْلِمٍ أَنْ يَهْجُرَ أَخَاهُ فَوْقَ ثَلَاثَةِ أَيَّامٍ

Meaning: "It was narrated from Anas ibn Malik (may Allah be pleased with him) that the Messenger of Allah (peace and blessings be upon him) said: 'Do not hate one another, do not envy one another, and do not turn away from one another. Rather, be servants of Allah who are brothers to one another. It is unlawful for a Muslim to remain estranged from his brother for more than three days. (Muslim, 2025).

This condition indicates that the expected ideal values have not been fully implemented in the social interactions of students, so that the goals of character education carried by students have not been optimally implemented. This gap is a critical issue that needs to be studied more deeply in order to find the root cause and formulate an effective prevention strategy. This phenomenon shows that the awareness of female students towards the values of noble morals and mutual respect still needs to be improved.

Based on the explanation written above, the researcher here is interested in trying to carry out research entitled "Bullying Behavior and Its Consequences at the TPI Purbasinomba Islamic Boarding School".

Understanding Bullying

Bullying is a form of violence in which the perpetrator uses their superiority, whether in terms of seniority, physical strength, or social influence to dominate, intimidate, or belittle the victim. The word bullying comes from the English word 'bull' which means a bully who likes to headbutt. In addition, bullying is a word that is derived from the word bully which means peinggirtak or someone who bullies someone who is weaker.(Wahyuningsih, 2024).

According to Olweius, bullying can be defined as aggressive behavior intended to bring down or cause an individual to experience hardship, and occurs repeatedly over time. This behavior not only has psychological impacts on the victim, but can also lead to ongoing mental health problems, and in extreme cases, can even lead to suicide.(Wahyuningsih, 2024).

Bullying It is also mentioned in the hadith of Rasulullah SAW narrated by Abu Hurairah:

عَنْ أَبِي هُرَيْرَةَ عَنِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ إِيَّاكُمْ وَالظَّنَّ فَإِنَّ الظَّنَّ أَكْذَبُ الْحَدِيثِ وَلَا تَحَسَّسُوا وَلَا تَجَسَّسُوا وَلَا تَحَاسَدُوا وَلَا تَدَابُرُوا وَلَا تَبَاغَضُوا وَكُونُوا عِبَادَ اللَّهِ إِخْوَانًا

Meaning: "From Abu Hurairah, from the Prophet Muhammad (peace be upon him), he said: 'Avoid negative suspicion, for negative suspicion is the most deceitful of speech. Do not ignore one another, do not seek out rumors, do not envy one another, do not turn your backs on one another, and do not hate one another. Rather, be servants of Allah who are brothers to one another.'" (Sahih Muslim, 2025, p. 463).

Based on several definitions of bullying in general and the Qur'an above, researchers draw the conclusion that bullying means an action that insults and belittles other people which is expressed directly to them, either through words, actions or gestures.

Forms of Bullying

According to Wisnu Sri Heirtinjung & Usmi Karyani in the book Sarno, bullying is divided into several forms, including: Physical Bullying, namely bullying behavior that aims to physically harm the victim, such as hitting, kicking, pushing, biting and other physical behavior. Viral Bullying, namely bullying behavior in the form of negative words that can hurt the victim's feelings, such as making fun of, insulting, threatening, insulting and making insinuations. Social Bullying, which is the behavior of indirectly targeting a victim in a social environment, this action cannot be in the form of ignoring, excluding from a group, looking down on oneself, spreading gossip or rumors, and influencing other people to hurt the victim (Sarno 2021).

The Consequences or Impacts of Bullying at the TPI Purbasinomba Islamic Boarding School Bullying can result in serious psychological distress, such as depression, anxiety, and post-traumatic stress disorder. There are several impacts or consequences:

Emotional and Mental Impact

Bullying can cause emotional and mental distress in victims. They may experience anxiety, depression, stress, and loss of self-confidence. Bullying can also lead to social isolation, feelings of loneliness, and a reduced overall quality of life.

Mental Health Problems

Bullying victims are at higher risk for developing mental health problems such as anxiety disorders, mood disorders, and eating disorders such as anorexia or bulimia. Bullying victims who suffer from mental and physical health problems also tend to be socially isolated and generally have lower levels of well-being in the dormitory.(Sukamto et al., 2024).

Physical Disorders

Bullying can cause physical harm to victims, either directly through physical abuse or indirectly through chronic stress. Physical harm can range from bruises to more serious injuries. Furthermore, prolonged stress can disrupt the immune system and increase the risk of physical illness.

Declining Academic Performance

Victims of bullying often experience difficulty focusing, learning, and participating in academic settings. This can lead to decreased academic performance, high absenteeism, and a decreased interest in education.

Relationship and Social Disorders

Bullying can damage victims' social relationships. They may have difficulty trusting others, maintaining friendships, or interacting socially. This can have long-term impacts on the quality of their relationships and social interactions in the future.Pratiwi., et al, 2021).

Solutions to the Impact of Bullying at the TPI Purbasinomba Islamic Boarding School

Prevention or solutions so that bullying does not become more rampant and cause more victims, thereby minimizing and eradicating bullying in our environment, especially at school or Islamic boarding school (Anifah., et al, 2023).The solutions that teachers at the Purbasinomba TPI Islamic Boarding

School can implement to overcome bullying include the following: Training or Education about Bullying, its Impact and How to Prevent it. The teacher always gives weekly messages to his students about problems at the boarding school, such as bullying. The students are warned that this behavior is not acceptable for anyone, let alone a student. Security Supervision from the Security Teacher

Teachers are tasked with carrying out intensive supervision of the students' behavior, especially in the boarding school environment, where informal interactions often become triggers for bullying. Confidential Reporting System To encourage students to report bullying, the school has implemented a confidential reporting system. Students can submit complaints or reports through a strategically located suggestion and criticism box accessible only to the school's teachers. Instilling Religious Education The role of educators in shaping their children's character is by providing examples of behavior to their children by implementing examples and practices in accordance with the Qur'an and Hadith in everyday life, as well as the examples of previous scholars. In addition, children learn that practicing good deeds is a religious obligation and teach everyone to do it and monitor it without exception and with joy. (Nirmawati., et al, 2023).

Guiding and advising children who have problems through approaches that can be taken including counseling or therapy to help individuals identify problems and find healthier ways to cope, family therapy to improve communication, or medical intervention if necessary. (Laurei et al., 2025).

Teachers are also helped by preventing bullying through pamphlets circulating around the boarding school about bullying and other problems. Meimbeiri letter of agreement and promise not to repeat the control (audeinsi). The teacher imposes punishment on those who offend, so that it doesn't happen again. The students were brought to the teacher to be given motivation so that the students would change. Parents are called to the school if their children continue to cause problems at the school.

Research Methods

This type of research is qualitative research. The method used in this research is descriptive, which describes a situation to draw conclusions. Qualitative research is a research process that understands social phenomena and the methodology used to study human problems. Qualitative research explains processes and meanings that have not been studied or measured rigorously in terms of quality, intensity, and frequency.(Sukmadinata, 2025).

The research time is an explanation of when it started and when it was completed (date, month, and year). Meanwhile, the research location is the name and address of the research location (Syafri Hani., et al, 2024).The research will begin in November 2025 and continue until completion. The research will be conducted at the Purbasinomba Islamic Boarding School (TPI).

The research focuses on the female and female dormitory caretakers in the bullying behavior and its consequences that occur at the Purbasinomba TPI Islamic Boarding School. The number of female students is 140 people, but the subjects in this research are 4 female students (1 perpetrator, 1 victim, and 2 witnesses), and 2 female dormitory caretakers at the Purbasinomba TPI Islamic Boarding School.

The data collection tools applied in this research are observation, interviews, and documentation. Qualitative data processing and data analysis use the following steps: data reduction, data display, conclusion drawing, and verification.(B. Mileis, 2018).

Results and Discussion

This research is related to "Bullying Behavior and Its Consequences at the TPI Purbasinomba Islamic Boarding School, especially in the female dormitory". In this research, the focus of the implementation of this research is divided into the forms of bullying behavior that occur, the impact or consequences of bullying, as well as the solutions established by the dormitory supervisors that occur in the female dormitory of the TPI Purbasinomba Islamic Boarding School.

The results of this study indicate the existence of verbal and physical bullying behaviors and the solution process that was established still experienced significant obstacles in the prevention process carried out by the female dormitory supervisors of the TPI Purbasinomba Islamic Boarding School. The forms of bullying behavior that occurred at the TPI Purbasinomba Islamic Boarding School consisted of verbal and physical bullying. Verbal bullying included teasing parents' names, teasing friends' names, and these incidents were seen when researchers conducted observations. According to the research results of Agisyaputri et al, that physical bullying, bullying in physical form is more than just violence such as hitting and kicking, physical bullying also includes stealing the victim's belongings, or damaging the victim's property. Verbal bullying is understood in the form of teasing, name calling, teasing, insulting, and threatening (Eirina Agisyaputri et al., 2025). Physical bullying includes the behavior of pushing and pulling a friend's hijab from behind and the incident was seen when the researcher conducted observations. Meanwhile, according to the research results, the forms of bullying that often occur in schools are verbal bullying and physical bullying. Verbal bullying involves teasing the victim or using abusive language, while physical bullying involves hitting or other forms of physical violence. Experiencing such violence will have negative consequences for the child.

The consequences or impacts of bullying at the Purbasinomba TPI Islamic Boarding School have a significant impact on the psychological, social, and academic conditions of female students. Based on research results, bullying behavior that occurs in the form of ridicule, insults, or actions to belittle friends causes victims to feel uncomfortable in the Islamic boarding school environment. Victims of bullying often experience fear, shame, low self-esteem, and lack of self-confidence in interacting with their friends. This condition makes female students become more withdrawn, like to isolate themselves, and reluctant to convey the problems they experience to caregivers or teachers. *Bullying* in the school environment, it not only causes psychological pressure on the victim, such

as anxiety, fear, and loss of self-confidence, but also has an impact on behavior that shows aggressive tendencies and a deficit in empathy towards others.

Based on the results of research conducted by Yeinni Ovita, with the title of the research "Analysis of Bullying Behavior Between Female Students in the Dormitory Environment of SDN 100840 Sigala-Gala, Halongonan District, North Padang Lawas Regency", UIN Syahada Padangsidempuan. The results of this research are, the forms of bullying that occurred at SDN 100840 Sigala-gala are verbal bullying, teasing their friends with insults that hurt according to the victim, while physical bullying is: pushing and pulling the victim's hijab, Characteristics of bullying are characteristics of bullying behavior: In terms of nature, feeling hurt when the target is hurt and in terms of physical it is bigger. Meanwhile, the characteristics of bullying victims are: quiet, like to isolate themselves, shy, physically weak, and have shortcomings compared to their behavior. The impact on bullying victims: lack of self-confidence/feeling anxious, quiet, unable to mix with other friends and become cowardly (Yeinni Ovita, 2025).

Based on the results of research conducted by Sri Rahayu, with the title "Prevention of Bullying Behavior by Islamic Religious Education Teachers in Class VIII B MTs Negeri 3 Labuhan Batu", UIN Syahada Padangsidempuan. Sri Rahayu, 2024).

Therefore, it can be concluded that the impact of bullying is not only psychological; bullying also affects the students' learning spirit. Victims experience a decrease in motivation to participate in learning activities and other student activities because they feel emotionally depressed. If bullying behavior is allowed to continue, it can cause long-term trauma and disrupt the balance of character and mental health of female students.

The impact of bullying is not only felt by the victims, but also affects their behavior. Female students who habitually bully others tend to lack empathy, are aggressive, and are accustomed to belittling others. This behavior can form negative character traits that conflict with the moral values taught in the school environment. Furthermore, bullying can also damage social relationships between students, creating a less harmonious and less conducive school environment.

The solution implemented by the female dormitory caretaker to prevent bullying behavior includes four bonds, (Kadeik Suastini, 2024), namely: 1) Anti-bullying Socialization Program. The anti-bullying socialization and counseling program is one of the effective strategies to balance collective understanding of the forms, impacts, and consequences of bullying behavior. This program is carried out at the Purbasinomba TPI Islamic Boarding School through counseling, advice, and direction to create a safe, comfortable, and conducive educational environment. With the anti-bullying socialization, it is hoped that female students can avoid bullying behavior and balance attitudes of empathy and concern for friends. 2) Creating awareness. Creating social awareness is defined as an understanding of the current contextual situation related to what is happening, who is around, what they are doing, how their emotions are and their attention to their surroundings (Kadeik Suastini, 2024).

The environment of the Purbasinomba TPI Islamic Boarding School has a *keisawah pining* instilled so that students or students are able to understand the rules, respect each other, and avoid negative behavior such as bullying. 3) Supervision. Supervision activities are actions of a person who is given the task, responsibility and guidance to carry out guidance and assessment of the people or institutions under his supervision (Tuti Budirahayu, 2022). Supervision is carried out at the Purbasinomba TPI Islamic Boarding School to prevent violations of bullying behavior, create order, and maintain a safe and comfortable environment. 4) Providing appeals and advice. Providing advice and guidance is a way to clarify the rules and consequences that apply to each student. Instilling noble moral values at the TPI Purbanisomba Islamic Boarding School is a primary focus, with the Prophet Muhammad's qualities serving as role models for the students. This step focuses on developing the students' character and moral awareness.

Overall, prevention efforts are still limited to counseling and motivation within the dormitory. This indicates the need for more comprehensive measures to ensure effective and sustainable bullying prevention at the school. The solutions implemented by the dormitory caretakers and teachers at the TPI Purbanisomba

Islamic Boarding School are understood to still be at the counseling and reminder stage. The teachers also remind their students to have good morals and behave well towards others. The Madrasah still needs further evaluation to prevent this bullying behavior from becoming more widespread and rampant.

Overall, a more comprehensive and collaborative relationship is needed between students, teachers, parents, and the school to overcome the problem of bullying more effectively, including increasing students' awareness, strengthening school culture, and active collaboration with parents. According to Hani Fitria's research, steps need to be taken by the Madrasah, such as cooperation between the Madrasah and child protection institutions, providing guidance by homeroom teachers, cooperation between teachers and BK and the Madrasah, providing advice and calling parents of the perpetrators (Hani Fitria, 2021).

Conclusion

Based on the results of research examining bullying behavior at the Purbasinomba TPI Islamic Boarding School, the following conclusions can be drawn: **one**, The forms of bullying behavior that occur among female students at the Purbasinomba Islamic Boarding School consist of verbal bullying and physical bullying. Verbal bullying is the most common form, such as teasing friends, calling them names, and teasing their parents. In addition, physical bullying was also found in the form of pushing friends, pulling their headscarves, and other actions that make the victim feel uncomfortable. This bullying behavior generally occurs in the dormitory environment and is carried out repeatedly by fellow female students. **Two**, The impact of bullying behavior at the Purbasinomba Islamic Boarding School (Pesantren TPI) has a negative influence on both the victims and the perpetrators. Victims of bullying often experience fear, anxiety, lack of self-confidence, crying, and experience obstacles in the learning process. In certain conditions, victims even choose to leave their friends and ask to be transferred to another school. Meanwhile, the impact of bullying behavior is being punished, being shunned by their friends, and the formation of a lack of empathy and negative behavior that is contrary to the values of good morals.

Three, The solution to overcome bullying behavior at the Purbasinomba TPI Islamic Boarding School is carried out through several steps, namely an anti-bullying socialization program, creating social awareness and good morals, increasing supervision of the behavior of female students, and providing appeals and advice to female students. Supervision is carried out in stages by involving dormitory caretakers, Guidance and Counseling Teachers (BP), the school, and parents so that bullying behavior can be prevented and handled properly. In addition, instilling Islamic values and the exemplary morals of the Prophet Muhammad SAW is an important part in shaping the character of female students who respect and care for each other.

References

- Ali, Fuaddilah, Cherrysa Ariesty, Levi Lauren, Rini Wulandari, and Nabilah Maharani. 2022. "Bentuk Bullying Dan Cara Mengatasi Masalah Bullying Di Sekolah Dasar." *Jurnal Multidisipliner Kapalamada* 1(4):496–504. <https://doi.org/10.62668/kapalamada.v1i04.400>
- Anifah, Ati'Maulana, Erlin, and Erlin. 2023. "Dampak Bullying Terhadap Prestasi Peserta Didik SD / MI." *Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 2(1):110–23. <https://doi.org/10.54723/ejpgmi.v2i1.47>.
- Agisyaputri, Erina, Nadia Aulia Nadhirah, Ipah Saripah, and Universitas Pendidikan Indonesia. (2023). "Identifikasi Fenomena Perilaku Bullying Pada Remaja." *JUBIKOPS: Jurnal Bimbingan Konseling Dan Psikologi* 3, no. 1: 19–30. <https://doi.org/10.56185/jubikops.v4i1.581>
- B.Miles, Matthew. 2018. *Qualitative Data Analysis: A Methods Sourcebook*, 3rd Ed. Thousand Oaks, CA: Sage Publications.
- Budirahayu, Tuti. (2022). "Kekerasan di Sekolah dalam Tinjauan Sosiologi Pendidikan". Surabaya. Airlangga Universitas Press.
- Fitria, Hani. 2021. *Peran Guru PAI Dalam Mengatasi Bullying Di SMP Negeri 1 Jeumpa Kabupaten Bireuen, Skripsi*. Aceh: UIN Ar-Raniry.
- Hani, Syafrida, Irfan, and Saprinal Manurung. 2024. *Tanya Jawab Proposal Penelitian*. Medan: umsu press.
- Hanipudin, Sarno. 2021. *Pendidikan Islam Dan Isu Aktual Kontemporer*. Jawa Tengah: wawasan Ilmu.
- Karyanti, M. P. A. S. P., and M. P. Ngalmun. 2019. *Cyberbullying & Body Shaming*. Yogyakarta: Penerbit K-Media.

- Laure, Marni S., Mehelina R. Lebo, Nezhia Hinagay, Musa Famau, Yessy Maata, and Petrus Mau Tellu Dony. 2025. "Bimbingan Bagi Anak Berperilaku Bermasalah di Sd Negeri Wolibang." *Netizen: Journal Of Society and Bussines* 1(9):346–54.
- Muslim, Imam Bukhari dan Imam. 2025. *Shahih Bukhari Muslim*. Bandung: JABAL.
- Nirmawati, Alfani Apriliani, Ali Ahmad Ma'ruf Mohtarom, and iwin Fachrudin Yusuf. 2023. "Peran Guru Pendidikan Agama Islam Dalam Menanamkan Pendidikan Karakter Religius Berbasis Aswaja Di Madrasah Aliyah Ma'arif Sukorejo." *Jurnal Ilmiah Ar-Risalah: Media Keislaman, Pendidikan Dan Hukum Islam* 21(2):226–38. <https://doi.org/10.69552/ar-risalah.v21i2.2056>.
- Ovita, Yenni. 2025. *Analisis Perilaku Bullying Antar Siswa Di Lingkungan Sekolah Sdn 100840 Sigala-Gala Kecamatan Halongonan Kabupaten Padang Lawas Utara, Skripsi*. Padangsidempuan: Uin Syahada Padangsidempuan. <https://doi.org/10.35912/bukhori.v2i1.1842>
- Pratiwi, Eka Fauziah, Dinie Anggraeni Dewi, and Yayang Furi Furnamasari. 2021. "Implementasi Pendidikan Kewarganegaraan Melalui Nilai Pancasila Dalam Menangani Kasus Bullying." *Jurnal Basicedu* 5(6):5472–80. <https://doi.org/10.31004/basicedu.v5i6.1648>.
- Rahayu, Bety Agustina, and Iman Permana. 2019. "Bullying Di Sekolah: Kurangnya Empati Pelaku Bullying Dan Pencegahan." *Jurnal Keperawatan Jiwa* 7(3):237–46. <https://doi.org/10.26714/jkj.7.3.2019.237-246>.
- Sari, N. M. D. S., K. Suastini, P. D. Y. Anggawati, D. P. Dinanti, N. L. W. A. Putri, N. P. K. Ardianti, and I. B. A. L. Manuaba. 2024. *Mencegah Bully Di Sekolah Dasar*. Bali: Nilacakra.
- Suastini, Kadek. 2024. "*Bullying di Sekolah*". Bandung. Nilacakra.
- Sukanto, Ismu, Achmad Salido, Murjainah, Hatta Yarid, and Muthmainnah. 2024. *Bullying Mencederai Hakikat Manusia*. Pasaman Barat: CV. AZKA PUSTAKA.
- Sukmadinata, Nana Syaodih. 2005. *Metode Penelitian Pendidikan*. Bandung: Program Pascasarjana Universitas Pendidikan Indonesia dengan PT Remaja Rosdakarya.
- Wahyuningsih, Ika Nur. 2020. *Pendidikan Anti Kekerasan Di Sekolah*. Bandung: Citra Mandiri.

Wahyuningsih, Ika Nur. 2024. *Stop Bullying*. Metro: Nafal Publishing.