



Fostering A School Culture That Is Resilient To Bullying Through Character Building by Islamic Education Teachers

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Abstract

The high prevalence of bullying in Indonesian schools indicates the urgency to take more serious action in addressing this issue. Bullying has a very damaging impact on students' psychological, emotional, and academic development. The study aims to describe and analyze the role of Islamic Religious Education teachers in building a school culture free from bullying through the implementation of character education based on Islamic teachings. The research method used is a qualitative approach with a literature study method. Data collection techniques were carried out by searching documents (library documentation). Data analysis was done using reduction, presentation, and conclusion drawing. This research shows that a bullying-free school culture is highly dependent on character education that is consistently instilled. PAI teachers have a strategic role in shaping students' character through teaching Islamic values such as compassion, justice, and mutual respect. These values are not only taught theoretically, but also realized through exemplary, experiential learning and collaborative activities such as discussion, role-play, and group learning. PAI teachers not only act as educators but also as drivers of change who are able to create a positive school culture that is free from bullying behavior.

Keywords

School culture; Resilient; Bullying throught; Character



Introduction

The phenomenon of bullying in Indonesian schools is a serious and widespread problem. Bullying not only occurs in elementary schools, but also in junior high schools (SMP) and senior high schools (SMA) (Febriansyah & Yuningsih, 2024). According to a report from the Indonesian Child Protection Commission (KPAI), reported cases of bullying continue to increase from year to year. KPAI data shows that from 2011 to 2019, KPAI recorded 37,381 complaints of violence against children, with 2,473 of them related to bullying both in the educational environment and social media, and this number continues to increase every year (KPAI, 2020).

Bullying in schools can take many forms, such as physical, verbal, social and cyberbullying. Physical bullying involves direct acts of violence such as hitting, kicking or damaging the victim's belongings. Verbal bullying involves insults, taunts or threats, while social bullying includes actions that aim to isolate or damage a person's reputation in their social group. Cyberbullying, which has increased with the use of social media, involves using technology to bully or psychologically damage someone (Nurfaniza & Margaret, 2024).

Examples of bullying cases in Indonesia reflect the severity of this problem. In 2018, a case in Jakarta involved a junior high school student who was the victim of bullying by his peers for months. The victim experienced physical and verbal abuse that led to deep psychological trauma (Laksono, 2018). In another case in Surabaya in 2019, a high school student was the victim of cyberbullying by a group of classmates, who spread slander and embarrassing photos on social media. This case resulted in the victim experiencing depression and not wanting to go to school (Wibowo, Fijriani, & Krisnanda, 2021).

The high prevalence of bullying in Indonesian schools indicates the urgency to take more serious action in addressing this issue (Kurnianingrum, 2021). Character education managed by Islamic Religious Education (PAI) teachers can play an important role in instilling anti-bullying values to students, creating a safer and more supportive school environment for all students. Bullying has a very damaging impact on students' psychological, emotional and academic development.

Psychologically, victims of bullying often experience prolonged stress, anxiety, and depression. They may feel fear or anxiety whenever they are in the school environment, which can interfere with their concentration and ability to learn effectively (Dahlia et al., 2025). Feelings of helplessness and low self-esteem are also common among victims of bullying, which can lead to long-term mental health problems such as social anxiety disorder or even suicidal thoughts.



On the emotional side, bullying can cause victims to feel isolated and unwanted. Shame and low self-esteem are often experienced by students who are victims of bullying. They may feel that they are not worthy of respect or love, which can affect their social interactions both inside and outside of school. These emotional impacts often affect students' relationships with peers, family, and teachers, creating deep feelings of isolation and loneliness (Sholeh, 2023).

Academically, bullying can have a significant impact on student achievement. When a student feels unsafe at school, motivation to learn and participate in school activities can decrease dramatically (Nurhaliza et al., 2025). Students who experience bullying often show a decline in academic grades, poor attendance, and minimal participation in school activities. In addition, the stress and anxiety caused by bullying can impair students' cognitive abilities, reducing their ability to remember information and solve problems (Aziza & Kunci, 2024).

Bullying also has a negative impact on the school environment as a whole. A school environment filled with bullying behavior tends to be an unwelcoming and unsupportive environment for all students, not just those directly involved in bullying (Lusiana & Siful Arifin, 2022). The fear of becoming the next victim can create an atmosphere of tension and mistrust among students, which hinders the formation of healthy social relationships. When bullying is left without proper handling, it can reduce the sense of togetherness and solidarity in schools, and reduce the sense of security and comfort that every student should feel (Kurnianingrum, 2021).

Relationships between students can also be damaged by bullying. Victims of bullying may begin to distance themselves from their friends, feeling that they cannot be trusted. Classmates who witness bullying but do nothing about it may feel guilty or scared, which can ultimately damage friendship harmony and cause social tension. Ultimately, bullying creates an environment where conflict and hostility can flourish, hindering the creation of a harmonious and supportive school environment (Febriana & Hariyadi, 2023). To address these negative impacts, the role of Islamic Religious Education (PAI) teachers is crucial in integrating anti-bullying values into character education. Through teaching values such as compassion, justice, and mutual respect, PAI teachers can help create a safer and more supportive school environment for all students, so that each individual can develop optimally both psychologically, emotionally, and academically (Nurfaniza & Margaret, 2024).

Character education in Islam is a process that aims to develop good manners and high morality in individuals based on Islamic teachings. This concept emphasizes the importance of good behavior, mutual respect, and compassion as the main foundation in building a harmonious and civilized society. In Islamic



character education, not only cognitive aspects are considered, but also affective and psychomotor aspects that involve the heart and real actions in everyday life (Yunita & Mujib, 2021).

The teachings in Islam strongly emphasize the importance of good and civilized behavior. For example, Islam teaches us to always be honest, fair and compassionate in our interactions with others. Mutual respect and maintaining the honor of others are basic principles that every Muslim must uphold. In addition, values such as empathy and tolerance are also taught to create healthy and harmonious social relationships. This character education is not only taught theoretically, but also through examples given by parents, teachers, and community leaders (Musayyidi & Rudi, 2020).

Research conducted by (Aswat, Onde, & Ayda, 2022) shows that Islamic values-based character education in schools can improve students' tolerance, honesty and sense of responsibility. The study found that students educated with Islamic values tend to show more positive behavior and less bullying behavior. By teaching values such as empathy and mutual respect, schools can create a more harmonious and supportive environment. In addition (Junindra, Fitri, Desyandri, & Murni, 2022), in their research revealed that character education based on Islamic teachings can build mutual respect and cooperation among students. The research highlights that through learning Islamic values, students are better able to understand the importance of fair and compassionate treatment of others. This shows that Islamic teachings, when integrated into education, can be effective in shaping anti-bullying behavior.

Several previous studies have discussed the role of education in preventing bullying, both through Islamic approaches and early character building. Other research shows that PAI teachers who are active in teaching and modeling Islamic teachings can help reduce bullying behavior in schools. PAI teachers who successfully integrate values such as empathy, justice, and compassion into the curriculum and school activities can help create a more harmonious and conducive learning atmosphere (Al-Huda & Anwar, 2024).

In addition research highlights the importance of character education from an early age by involving the active role of parents, teachers, and society as an effort to prevent bullying. Thus, there are not many studies that specifically discuss the contribution of Islamic Religious Education teachers in building an anti-bullying school culture through character education at the secondary education level. (Wulandari & Ningsih, 2023).

This research offers an update by focusing on the role of Islamic Religious Education teachers in shaping an anti-bullying school culture through character



education at the secondary school level. This research not only examines the Islamic teachings that are taught, but also how the value is internalized through learning, exemplary, and social interaction in the school environment. With this approach, the research makes a new contribution in understanding Islamic Education teachers' strategies in creating a school environment that is safe, religious, and free from verbal and non-verbal violence.

This study aims to describe and analyze the role of Islamic Religious Education (PAI) teachers in building a school culture free from bullying through the implementation of character education based on Islamic values. This study also aims to explore the strategies used by PAI teachers in instilling moral values such as compassion, justice, and mutual respect as an effort to reduce and counteract the occurrence of bullying behavior in the school environment.

Method

This research uses qualitative approach with literature study method (library research) (Thalha Alhamid, 2019). This approach was chosen because it is in accordance with the research objectives, namely to explore, understand, and analyze in depth various relevant literature regarding the role of Islamic Religious Education (PAI) teachers in building an anti-bullying school culture through character education. The data source in this research is secondary data obtained from various scientific references such as journal articles, theses, books, previous research results, and official documents relevant to the research topic.

Data collection techniques were carried out by searching documents (library documentation) (Abdussamad, 2021). Researchers accessed various scientific sources through digital libraries, institutional repositories, and online journal databases (such as Google Scholar, DOAJ, Garuda, etc.). The source selection criteria were based on topic relevance, data novelty and data validity. The documentation process included document identification, content review, noting important data, and classification based on key themes such as character education, the role of PAI teachers, and bullying prevention efforts in schools.

Data analysis was carried out descriptively qualitatively with the stages of data reduction, data presentation, and conclusion drawing (B. Prasetyo & Jannah, 2012). Data reduction is carried out to filter information that is in accordance with the research objectives. The data that has been reduced is then arranged into certain themes to be analyzed in depth. Finally, the researcher draws conclusions based on the incorporation and interpretation of findings from various literatures that have been reviewed. To ensure data validity, source triangulation was carried out (Sahir,



2022) by comparing various documents that have different perspectives and contexts but support each other.

Results and Discussion

1. Concept of Bullying-Free School Culture

A bullying-free school culture refers to an educational environment where acts of violence, bullying, and negative behaviors among students are not only rejected but also actively addressed and prevented. This concept involves creating a school atmosphere that emphasizes safety, mutual respect, and emotional support, as well as integrating character values that encourage positive and constructive behavior (Febriana & Hariyadi, 2023). In such a culture, each individual student, teacher, and staff plays an important role in creating an environment conducive to academic and social growth and development. In a bullying-free school culture, schools are committed to creating an environment conducive to learning and development without the threat or discomfort caused by bullying (Cahyani Riana, 2017). This involves the implementation of clear and consistent policies regarding unacceptable behavior, as well as the development of procedures to deal fairly and effectively with bullying incidents. These policies usually include rules on how bullying is defined, available reporting measures, as well as intervention and support procedures for victims (Widyaningtyas & Rochman Hadi Mustofa, 2023).

A bullying-free school culture also focuses on character education as an integral part of the curriculum. The school seeks to instill positive values such as empathy, mutual respect and responsibility among students. Through daily learning and practice, students are taught to understand and appreciate the feelings of others, and to behave in a fair and respectful manner. This character education is often accompanied by extracurricular activities and programs that support students' social-emotional development (Azhari, Janah, Meyliana, & Setiawan, 2023). In addition to policies and character education, a bullying-free school culture requires the active involvement of all parties in the school, including teachers, staff, students and parents. Teachers and school staff serve as role models for positive behavior and have the responsibility to monitor student interactions and support bullying prevention efforts. Parents are also involved in this process through communication and cooperation with schools to support anti-bullying policies and practices (Habibuddin, Alwi, Sururuddin, Fadilah, & Apriana, 2024).

By creating a safe and supportive environment, a bullying-free school culture allows students to focus on their learning and personal development without being distracted by threats or bullying. This contributes to better academic achievement,



improved emotional well-being, and the formation of healthier relationships among students (Widyaningtyas & Rochman Hadi Mustofa, 2023). A bullying-free school culture helps build an inclusive school community where all individuals feel valued and accepted. Both positive and negative school cultures have a significant impact on students' experiences and development. The fundamental difference between the two lies in the emotional and social environments they create and how they influence interactions and behaviors within the school (Asikin, Burhan, & Arsyad, 2022).

A positive school culture is characterized by a supportive, inclusive and safe environment for all individuals. In this culture, there is an emphasis on mutual respect, empathy and emotional support. Interactions between students, teachers and school staff take place in a respectful and collaborative atmosphere (Riatus Nur'aim & Supriyanto, 2023). Teachers and staff serve as role models for positive behavior and have open communication with students and parents. Schools with a positive culture usually implement policies and practices that promote good behavior and prevent negative actions such as bullying. They have clear and consistent rules on what is considered unacceptable behavior, as well as effective reporting and intervention mechanisms. Character education and extracurricular activities also focus on developing positive values and social skills that support students' overall growth (Suhendra, Sayyidina, Sumila, Lubis, & Umar, 2024).

This environment not only makes students feel safe but also motivates them to learn and actively participate in school activities. As a result, students in schools with a positive culture tend to have better academic performance, be more satisfied with their school experience, and build healthier relationships with their peers. In contrast, negative school cultures are often characterized by the presence of insecurity, bullying, and discomfort among students (Patonah, 2016). In this culture, bullying or violent behavior may occur more frequently, and students may not feel valued or supported by their school environment. Injustice and inequality in the treatment of students is often an issue, as well as a lack of emotional support and engagement from teachers and staff (Mislia & Hanafi, 2023).

Schools with a negative culture may not have clear policies or procedures for dealing with bullying and negative behavior, or existing policies are not consistently applied. A lack of open communication and support from the school may exacerbate the situation, leaving students feeling isolated and without effective channels to report problems or get help. In this environment, students may experience decreased motivation to learn, low engagement in school activities, and poor relationships with their peers. As a result, academic performance may decline, and



students' emotional well-being may suffer, creating a negative cycle that is difficult to break (Sapitri, Rosyadi, & Rahman, 2022).

Overall, the difference between positive and negative school cultures greatly affects how students develop academically and socially. A positive culture supports students' growth and well-being, while a negative culture can pose serious challenges that affect students' school experience and learning outcomes (Riatus Nur'aim & Supriyanto, 2023).

2. Role of Islamic Education Teachers (PAI) in Character Education

Islamic Religious Education (PAI) teachers play a crucial role in character education in schools. As educators who focus on teaching religious values, they not only deliver teaching materials about Islamic teachings, but also serve as role models in the application of these values in students' daily lives. Their role in character education includes several important aspects that support students' moral and ethical development (Hanief & Hidayatullah, 2021). PAI teachers act as teachers and encouragers in instilling moral and ethical values in accordance with Islamic teachings.

They teach concepts such as honesty, responsibility and respect, and how to apply them in social interactions. Using teaching materials such as the Qur'an and Hadith, PAI teachers help students understand and internalize these values as part of their personality. For example, PAI teachers can use stories from the life of Prophet Muhammad to illustrate how good and ethical behavior should be applied in daily life (Rusydi, 2021).

As role models, PAI teachers influence students through their own behavior. By demonstrating attitudes that are in line with the values they teach, PAI teachers provide direct examples of how good character should be applied. For example, by demonstrating empathy, honesty, and patience in their interactions with students, PAI teachers help shape students' character in a practical way. Research (Fajri, 2021) shows that teachers who are consistent in applying the character values they teach can significantly influence students' character development. PAI teachers are also responsible for integrating character education in their curriculum. They design learning activities that not only focus on cognitive aspects but also on developing positive attitudes and behaviors. This can include class discussions on moral values, group projects that emphasize cooperation and responsibility, as well as reflective activities that encourage students to reflect on their actions and their impact on others (Aprianti et al., 2024).

PAI teachers play an important role in increasing social awareness and empathy among students. They can use religious teachings to teach students about the importance of understanding and respecting the feelings of others, as well as



developing positive social skills. By organizing discussions and activities that focus on others' perspectives and how our actions can affect others, PAI teachers help students build essential empathy skills (Nur'aini, Dacholfany, Cahyono, & Khumairo, 2023). In addition to teaching values, PAI teachers also play a role in addressing social and ethical issues that may arise in the school environment. They can provide guidance and support to students who face conflicts or difficulties in applying character values in their lives. By using a faith-based approach to problem-solving, PAI teachers help students overcome their challenges in a way that is constructive and in accordance with the moral teachings they learn (Aswat et al., 2022).

In PAI learning, teachers apply the value of compassion by showing care and support to students. PAI teachers act as role models in daily interactions, creating a warm and supportive classroom atmosphere. Through learning activities such as discussions about the stories of the Prophet Muhammad and his compassionate companions, teachers instill this value to students. This activity encourages students to help each other and maintain good relationships within the group. In conflict situations between students, a compassionate approach is used to listen to all parties and help find a fair and empathetic solution (Yunita & Mujib, 2021).

Justice is a value that emphasizes fair and equal treatment of all individuals. In PAI learning, justice is applied through consistent and impartial rule enforcement in the classroom. PAI teachers make decisions based on fair and transparent considerations, so that students feel treated equally and equally (Zulkarnaen, Wiyono, & Sa'adah, 2023). Teaching materials that discuss the principles of justice in the Qur'an and Hadith are used to teach students about the importance of being fair in various aspects of life. Discussions on social justice and its application in Muslim societies are an integral part of the curriculum. In dealing with cases of bullying or conflict, PAI teachers ensure that all parties get a chance to express their opinions, and that solutions are taken into account the interests of all parties involved, maintaining fairness in problem resolution (Astuti, Febriani, & Oktarina, 2023).

Mutual respect teaches the importance of respecting the rights and dignity of others. In PAI learning, this teaching is applied by teaching social ethics and manners in accordance with Islamic teachings. PAI teachers guide students on how to speak respectfully, value others' opinions, and maintain good relationships with peers. This learning is often accompanied by practical examples and role-play activities that help students practice their social skills. PAI teachers also create a classroom environment that supports open discussions and mutual respect, encouraging students to listen to and respect the opinions of their peers during class discussions (Manik, 2024).



Collaborative activities, such as group projects, are designed to teach students about the importance of respecting each other and valuing the contributions of others, helping them understand differences and build positive relationships. Through the application of these values in PAI learning, students not only gain a deep understanding of religious teachings but also develop strong character and important social skills. Values such as compassion, fairness and mutual respect help create a positive learning environment and support students' holistic development (Ainiyah, 2013).

In an effort to instill character values through Islamic Religious Education (PAI) learning, teachers use various teaching strategies and techniques designed to shape students' positive attitudes and behaviors. These techniques include integrated teaching methods, practical activities, and value-based approaches that focus on student character development. One of the main strategies in character education is the integration of character values in every aspect of teaching (Aprianti et al., 2024).

PAI teachers incorporate values such as compassion, justice, and mutual respect in every teaching material. This is done by including discussions on character principles in every topic discussed, whether in the study of Qur'anic verses, Hadith, or stories of the prophets. For example, when discussing the story of Prophet Muhammad, teachers can emphasize character aspects such as patience, empathy, and justice shown in his life. In this way, students not only learn about religious teachings but also how to apply these values in everyday life (Imamah, Pujianti, & Apriansyah, 2021).

Another effective teaching technique is through practical activities and role plays. PAI teachers design activities that allow students to practice character values directly. For example, in role-play activities, students can act out various social situations and face moral dilemmas, which helps them understand and apply values such as mutual respect and justice (Prasetyo, 2022). This activity provides an opportunity for students to practice social skills and resolve conflicts in a constructive way, while getting feedback from their teachers and peers. Using inspirational stories from the Qur'an and Hadith is a very effective strategy for teaching character values.

PAI teachers often tell stories from the lives of the Prophet Muhammad and his companions that illustrate praiseworthy traits and how they overcame challenges with a positive attitude. After telling the stories, the teacher holds a discussion to discuss the lessons learned and how the values can be applied in students' lives. This discussion provides space for students to ask questions, share views, and reflect on



how they can implement good character traits in their daily actions (Wardiani, 2021).

Character education is also reinforced through daily activities in the classroom and school. PAI teachers implement character values in daily routines, such as giving praise to students who show positive behavior, conducting weekly reflections on good actions, and holding events that promote character values, such as appreciation days for acts of kindness and social activities (Hanief & Hidayatullah, 2021). In addition, teachers create classroom habits that reflect character values, such as sharing inspirational stories or reciting prayers before starting class activities.

Another important strategy is constructive assessment and feedback. PAI teachers provide feedback to students on how they demonstrate or do not demonstrate character values in their activities and interactions. This character assessment involves not only behavioral observations, but also discussions with students regarding their experiences in applying the values. Positive feedback and clear direction help students understand areas where they can improve and strengthen their commitment to character values (Haris, 2022).

3. The Role of Islamic Education Teachers (PAI) in Integrating Anti-Bullying Values in PAI Learning

Bullying is aggressive behavior that involves an imbalance of power or strength and is usually repeated. This behavior can cause physical, emotional, or psychological harm to the victim. Bullying is a behavior that involves the use of force, threats, or pressure to intimidate, annoy, or humiliate someone. This behavior is usually repetitive and lasts for a long time (Dahlia et al., 2025).

It is caused by feelings of inequality, physical power, or social problems between the bully and the victim. This power differentiates bullying from conflict. Bullying can be done individually or by a group, called mobbing, where the bully may have one or more friends who are ready to help or reinforce the bully by providing positive feedback such as laughing (Yuniawati, 2024).

Bullying can occur in a variety of settings, including schools, homes, workplaces and groups. In the school context, bullying can occur in a variety of places, such as in the classroom, in the corridor, in the restroom, on the school bus, and at physical activities. Bullying can also occur outside of school, such as on social media, at home, or in other places where people interact.

Here are some common forms of bullying:

Physical Bullying



Physical bullying involves physical actions that hurt someone's body or damage their belongings. This form of bullying is the easiest to recognize because it involves direct physical contact. Examples include:

- a. Hitting, kicking, or pushing.
- b. Slapping or pinching.
- c. Taking or damaging the victim's belongings.
- d. Taking intimidating physical actions, such as restraining or locking someone in a place.

Verbal Bullying

Verbal bullying involves using words to hurt or intimidate someone. Although it does not leave physical marks, verbal bullying can be very damaging emotionally and psychologically. This form of bullying includes:

- a. Teasing or calling with derogatory nicknames.
- b. Insult or make inappropriate comments about someone's appearance, race, religion, or background.
- c. Threatening or scaring with words.
- d. Spreading rumors or slander (Nurfaniza & Margaret, 2024).

Social (Relational) Bullying

Social or relational bullying is an act that aims to damage someone's reputation or social relationships. This form of bullying can be very subtle and difficult to recognize as it often involves social manipulation. Examples include:

- a. Excluding someone from a group or activity.
- b. Spreading gossip or rumors to ruin social relationships.
- c. Manipulate others not to be friends with the victim.
- d. Using social power to humiliate or intimidate.

Cyberbullying

Cyberbullying is a form of bullying that occurs through digital technology such as social media, text messages, emails and other online platforms. This form of bullying can happen at any time and can spread quickly, making it very difficult to address. Examples of cyberbullying include:

- a. Sending abusive, insulting or threatening messages or comments via social media.
- b. Posting someone's personal or confidential information online without permission.
- c. Creating a fake account to harass or embarrass someone.
- d. Sharing photos or videos that embarrass or damage someone's reputation (Octaviani, Darmiyanti, & Kejora, 2022)

Impact of Bullying



Bullying can have serious long-term effects on victims, including:

- a. Mental health issues such as depression, anxiety and low self-esteem.
- b. Decreased academic performance and school absenteeism.
- c. Physical problems such as headaches, stomach pains, and sleep disturbances.
- d. Increased risk of harmful behaviors, such as substance abuse or self-harm (Sudirman, Mukraimin, & Maemunah, 2023).

To address bullying, it is important to raise awareness about the different forms of bullying and its effects, and develop effective prevention and intervention strategies in school and community settings. Teachers, parents and group members should work together to create a safe and supportive environment for all individuals.

Islamic Religious Education teachers have a crucial role in integrating anti-bullying values in learning in elementary schools, junior high schools and senior high schools. As educators, they are not only responsible for teaching religious knowledge, but also for shaping students' characters to be able to live in harmony, harmony, respect for each other, and avoid behavior that harms others, such as bullying (Oktavia, Botifar, & Wanto, 2023).

PAI teachers can provide examples of how to behave towards classmates and other people in the school environment. Through simulations, group discussions, and role-playing, students can be taught how to deal with bullying situations and how to act as a helper for friends who are victims of bullying. Teachers can also teach the importance of speaking kindly, respecting differences, and showing empathy for others, so that these values are internalized in students' daily lives (Musayyidi & Rudi, 2020).

PAI teachers must play an active role as role models in anti-bullying behavior. Teachers' attitudes and behaviors inside and outside the classroom should reflect the values they teach. Teachers who display tolerant, fair, and compassionate attitudes will provide real examples for students on how to behave in various social situations. By being a role model, PAI teachers help students understand the importance of avoiding bullying behavior and becoming better individuals (Ernawati, 2022).

An effective strategy that can be used by Islamic Religious Education teachers to foster anti-bullying character in students is through cooperative and collaborative learning. The advantages of cooperative and collaborative learning are the ability to develop empathy and communication skills. Cooperative and collaborative learning also helps build a sense of responsibility and confidence (Ervin Yuniarti Ning Tyas, 2023) . In this case, each student has clear roles and



responsibilities, which helps them feel valued and important. PAI teachers can assign tasks that require active contributions from each group member, so that students learn to appreciate the hard work and efforts of their friends (Kiswati, 2024).

This creates a supportive environment and reduces the chances of bullying. To ensure the effectiveness of this strategy, PAI teachers should monitor group dynamics and provide constructive feedback. Teachers can observe interactions between students and provide guidance when needed, such as resolving conflicts or improving ineffective communication. In this way, teachers can ensure that cooperative and collaborative learning not only runs smoothly but also provides meaningful experiences for all students (Ervin Yuniarti Ning Tyas, 2023). By implementing cooperative and collaborative learning, PAI teachers can create a learning environment that supports anti-bullying character development. Through these methods, students learn to work together, understand the feelings of others, and build positive relationships, all of which are important steps in preventing and addressing bullying in schools (Azhari et al., 2023).

Cultivating a culture of mutual respect and respect for differences is an important aspect in building an inclusive and harmonious school environment. In the context of Islamic Religious Education, these values can be taught and implemented through various strategies that involve the whole school, including students, teachers, and parents. Islamic Education teachers can integrate the values of respecting and honoring differences in the curriculum and learning activities (Riatus Nur'aim & Supriyanto, 2023). Islamic teachings that emphasize the importance of brotherhood, justice, and compassion can be used as a basis for teaching students about the importance of respecting differences.

Through stories about the lives of the prophets and companions, students can learn how Islam encourages tolerance and mutual respect, even in the midst of diversity. Discussion and reflection on these values can help students understand and internalize the importance of mutual respect in everyday life (Awwaliansyah & Shunhaji, 2022). PAI teachers can help instill a culture of mutual respect and respect for differences among students. This will not only create a more inclusive and harmonious school environment, but also prepare students to become tolerant and empathetic citizens of society (Karliani, Triyani, Hapipah, & Mustika, 2023).

4. Strengthening Assertiveness and Ability to Resist Bullying Behavior

Strengthening assertiveness and the ability to resist bullying behavior are important components of character education in schools. Islamic Religious Education teachers play a crucial role in developing these skills in students



(Zulkarnaen et al., 2023), so that they are able to face and reject negative behavior that can harm themselves and others.

Teaching Assertiveness

Assertiveness is the ability to express opinions, feelings, and needs honestly and firmly without harming others. In the context of PAI, teachers can teach assertiveness through an approach based on Islamic values such as honesty, justice, and courage. For example, students are taught to say "no" firmly and politely when facing peer pressure that leads to negative behavior or bullying. Teachings from the Qur'an and Hadith that emphasize the importance of being assertive in truth can be used as the basis for learning (Awwaliansyah & Shunhaji, 2022).

Practice through Simulation and Role-Playing

Simulation and role-playing are effective methods to train students in situations they may face in real life. PAI teachers can set up scenarios where students have to play the role of victims, perpetrators, or witnesses of bullying. In this exercise, students can practice how to firmly but politely refuse, report the incident to a teacher or adult, or help a friend who is a victim of bullying. This practice not only makes students more prepared to face real situations but also increases their confidence in using assertive skills (Kinanti, Sains, Al-qur, Sains, & Qur, 2024).

Providing Real Examples

PAI teachers must be role models in demonstrating assertive attitudes. Teachers' firm but wise attitudes and behaviors in handling conflicts and enforcing rules in the classroom will provide real examples for students (Aprianti et al., 2024). Teachers can also tell stories from the Qur'an and Hadith that illustrate courage and assertiveness in the face of injustice or negative behavior. These stories not only inspire but also provide models of behavior that students can follow.

Building a Supportive Environment

A supportive environment is essential for the development of assertiveness. PAI teachers should work with the rest of the school staff to ensure that the anti-bullying policy is consistently implemented and that all students feel safe and supported. This includes having clear procedures in place for reporting and dealing with cases of bullying, as well as ensuring that any reports are taken seriously. By creating a safe and supportive environment, students will be more courageous to be assertive and reject bullying behavior (Rinaldi & Syamanta, 2023).

Social and Emotional Skills Development

Strengthening assertiveness is also closely related to developing social and emotional skills. PAI teachers can organize programs that focus on improving these skills, such as teamwork, problem solving, and emotional management. Students



who have good social and emotional skills will be better able to deal with peer pressure and other difficult situations in constructive and assertive ways (Sakban & Kurniati, 2023).

With these strategies, PAI teachers can help students develop assertiveness and the ability to resist bullying behavior, creating a safer and more supportive school environment. This will not only protect students from negative behaviors but also help them grow into individuals of courage, honesty, and integrity.

Conclusion

Based on the results of this study, it can be concluded that a bullying-free school culture is the result of an educational environment that rejects violence and upholds a sense of security, mutual respect, and strong emotional support between school members. Islamic Religious Education teachers are strategic in instilling Islamic values such as compassion, justice, and mutual respect, which directly shape students' characters to reject bullying behavior. The anti-bullying teachings are internalized not only through teaching materials, but also through exemplary, contextual learning, and collaborative activities that strengthen students' empathy and social skills. PAI teachers play an active role in developing learning strategies that integrate Islamic character values, guiding students to express their opinions and reject negative behaviors in a polite manner, and creating a classroom atmosphere that supports a positive and inclusive culture. This research opens up opportunities for further development in the form of a systematic Islamic character-based teacher training program, as well as further studies on the effectiveness of integrating anti-bullying values in learning various subjects at different educational levels.

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