



The Influence of Bullying and Broken Homes on Student Character and Academic Performance: Evidence from a Case Study at Madrasah Tsanawiyah Mujahidin Slumbung, Kediri

Ainus Sicha, Universitas Islam Tribakti Lirboyo Kediri
Moh. Irmawan Jauhari, Universitas Islam Tribakti Lirboyo Kediri
Zaenal Arifin, Universitas Islam Tribakti Lirboyo Kediri

Corresponding Author: Ainus Sicha

Submitted: June 17, 2025 / Revised: September 21, 2025 / Published: December 30, 2025

Abstract

This research aims to analyze the impact of bullying and broken home conditions on the students' character and academic performance at Madrasah Tsanawiyah Mujahidin Slumbung. The school environment has a pivotal role in students' academic and social development; however, external factors such as bullying and broken home can affect their psychological well-being and academic performance. This study employs a qualitative approach using a case study method. Data were collected through in-depth interviews and observations of students and teachers to gain a comprehensive understanding. The findings indicate that bullying, particularly in verbal and social isolation forms, leads to emotional distress such as anxiety, low self-esteem, and decreased motivation to learn. Meanwhile, students who have broken home backgrounds tend to exhibit aggressive behavior, experience difficulties in social interactions, and suffer emotional distress that affects their academic performance. This study enriches the field of educational psychology by offering a nuanced understanding of how social pressures and family dynamics shape student behavior within an Islamic school setting. Practically, it serves as a compassionate guide for educators to develop integrated anti-bullying strategies and personalized support systems that address the unique emotional needs of students from disrupted homes.

Keywords

Bullying; Broken home; Student character; Academic performance.



Introduction

Education plays an important role in the formation of character and personality of students. Schools are not merely spaces for academic instruction, but also social environments where values, attitudes, character, and interpersonal skills are gradually formed through daily interactions. Family and school environmental factors are key elements in changing a child's attitude and behavior (Zhao & Zhao, 2022). A supportive school environment plays a crucial role in students' development, considering that a substantial portion of their daily activities takes place within the school setting (Harmiasih et al., 2023). However, not all students' characters can develop optimally. Various external factors may disrupt students' psychological and social well-being, among which bullying and family disharmony represent prominent challenges within educational settings.

Bullying has become a serious concern in education due to its potential to undermine students' psychological safety and overall development (Nuryono et al., 2024). Within school contexts, bullying refers to deliberate actions intended to harm others, placing victims in vulnerable positions and exposing them to physical or psychological distress (Rigby, 2024). Recently, there have been many various problems, including violence (physical, verbal, sexual, neglect, exploitation), bullying, lack of health, and child marriage (Zulva et al., 2024). Then, School age is a stage where a child still has difficulty controlling his emotions. Uncontrolled emotions often make school-age children tend to cause problems (Wati & Rahmah, 2022). There are three forms of bullying. The first is physical bullying as like kicking. The second is verbal bullying such as calling a friend by their parent's name, mocking, or being racist. The third is indirect bullying, namely spreading hoax news (Putri et al., 2022). These forms of bullying pose serious risks not only to victims but also to perpetrators.

Students who are victims of bullying often experience emotional disorders such as anxiety, depression, and even prolonged stress. The impacts felt can be psychological disorders in the school environment. Victims will feel useless, depression and end up attempting suicide (Nuryono et al., 2024). In addition, victims can also experience decreased academic achievement, learning motivation, difficulty in social interaction, and have low self-confidence. This bullying not only causes negative impacts in the short term, but can also affect the development of personality and student achievement in the long term. In addition, broken home is also one of the things that affect the development of students' character.

A broken home is a condition where parents can no longer be good examples for their children, they may be divorced, separated or there is constant conflict in



the family (Rahayu & Astuti, 2022). Moreover, broken home can be caused by divorce, or other factors such as the death of one parent or prolonged problems in the family (Ratu et al., 2024). Parents no longer pay attention to their children, both problems at home, school, and the social and emotional development of children (Pramesti et al., 2023). This unresolved family conflict often ends in divorce. Family is the first step in the world of education for every child (Ratnasari, 2021). However, in reality, not all children can grow up in a warm and loving family environment (Mahendra et al., 2022). The responses shown by teenagers from broken homes who are victims of divorce will also differ for each individual. The responses shown tend to be positive responses and some show negative responses (Anzhali, 2024). In addition, children who are victims of broken homes are strong and weak.

The family is a key element in the formation of a child's personality and character development. However, when there is a divorce between parents, prolonged conflict, or the absence of one parent in the family, children often experience emotional instability which can affect their behavior and academic achievement. Children who come from broken homes tend to experience emotional disturbances, low self-esteem, and difficulties in social adaptation in the school environment. Problems in the family can cause decreased concentration during the learning process (Maula et al., 2022). Furthermore, divorce can also reduce a child's self-confidence (Hasanah et al., 2023). Children from disharmonious families tend to be more susceptible to psychological stress, lack of affection, difficulty in social interaction, and lack of guidance and motivation to learn.

Madrasah Tsanawiyah Mujahidin, located in Slumbung Village, presents a unique research locus as a religious institution that serves a highly diverse student body from various socio-economic and family backgrounds. This school faces challenges in shaping the character of students who come from various social backgrounds. Mujahidin consist of 342 students, and there are 35 children who experience broken homes, either due to the loss of parents due to divorce, death or an intact but disharmonious family. Alongside these domestic challenges, a number of students also face bullying within the school environment. These empirical conditions suggest that experiences of bullying and broken home situations occur concurrently within the same school environment and may interact in influencing students' character formation. Such coexistence indicates that students' character development cannot be fully understood by examining these factors in isolation, but rather through an integrated perspective that considers their combined effects within the school context.

Existing research has predominantly addressed bullying and broken home conditions as separate phenomena, often concentrating on their psychological or



academic impacts (Salsabila & Darmawanti, 2023). Relatively little attention has been paid to studies that simultaneously investigate the interaction between these two factors within a specific school setting and how they collectively shape students' character development. Furthermore, empirical studies that situate these issues within the everyday realities of Islamic junior high school environments remain limited. This gap highlights the need for context-based qualitative research that captures students' lived experiences and the dynamics occurring within the school environment.

In response to this research gap, the present study focuses on three main aspects: (1) identifying the forms of bullying experienced by students at Madrasah Tsanawiyah Mujahidin; (2) analyzing how broken home conditions influence students' character development, particularly in psychological, social, and academic dimensions; and (3) analyzing the school's strategy in dealing bullying and broken home. These research focuses are addressed in the Results and Discussion section through thematic sub-sections that correspond to each analytical focus.

Method

This research adopts a qualitative case study approach with a situational analysis perspective to explore bullying and broken home phenomena among students at Madrasah Tsanawiyah Mujahidin. The study was conducted within the natural school setting to gain a contextual understanding of students' experiences related to these issues.

Data were obtained through in-depth interviews with specifically selected informants, including one school counselor, one homeroom teacher, and two students who have experienced both bullying and broken home conditions. These informants were selected using a purposive sampling technique, ensuring that the participants met specific criteria relevant to the research objectives to provide deep and credible insights.

The investigation centered on identifying patterns of bullying and broken home conditions occurring in the school environment, as well as examining their psychological and character-related impacts on students. To ensure the credibility of the findings, data validity was strengthened through technical and source triangulation by cross-checking information derived from different methods and informants (Alfansyur & Mariyani, 2020).

Data analysis followed the Miles and Huberman interactive model, encompassing data collection, data condensation, data display, and conclusion drawing (Oktaviany & Ramadan, 2023). Through this analytical process, the study



provides insights into how bullying and broken home experiences shape students' psychological well-being and character development within the school context.

Results

In the data collection process, researchers conducted interviews with research subjects to dig deeper into cases of bullying and broken homes among students at Madrasah Tsanawiyah Mujahidin. Based on the results of interviews with two students, namely Santara and Ahdan, they provided an in-depth description of the impact of bullying and broken homes on their lives.

1. The Effect of Bullying on the Students' Character

Based on in-depth interviews conducted by researchers with a student namely Santara, it was discovered that Santara frequently experiences bullying from his peers. Santara explained that the bullying he experienced was related to his physical condition and his personality, which tends to be quiet and passive at school.

I'm often not invited to play with my friends. Sometimes they stay away when I come over. I'm also often called nicknames that make me uncomfortable, so I tend to be alone (Interview with Student, 2025).

The interview findings indicate that Santara occasionally experienced verbal and social bullying related to his physical condition and quiet personality. Although the incidents did not occur frequently, they caused feelings of discomfort and social exclusion, which affected his sense of confidence at school. This situation illustrates that even infrequent bullying can influence students' emotional well-being and highlights the need for attentive and empathetic responses from the school environment. This finding provides an initial understanding of students' experiences with bullying and serves as a basis for examining similar and differing experiences described by other informants in the following interviews.

The only bullying I experienced was when my friends called me using my parent's name. Other than that, I didn't experience any other forms of bullying at school (Interview with Student, 2025).

Ahdan's interview reveals that the bullying he experienced was confined to a single form of verbal teasing and did not develop into repeated or more serious actions. While the incident was not frequent, it nonetheless had the potential to create discomfort and should not be overlooked. His account also reflects a generally positive perception of the school climate, emphasizing that subtle forms of verbal behavior still require awareness and sensitivity from educators.

Researchers also conducted interview with a guidance and counseling teacher at Madrasah Tsanawiyah Mujahidin, identified as Zakiyah, to confirm the bullying phenomenon and the students' family circumstances. Zakiyah stated that bullying



cases at Madrasah Tsanawiyah Mujahidin were generally mild and often occurred as part of the social dynamics of adolescents.

Most of the cases involved verbal banter. However, certain cases, such as those involving Santara and Ahdan, require special attention due to their less-than-harmonious family backgrounds (Interview with Teacher Counselor, 2025).

Zakiah further explained that Santara's and Ahdan's tendencies to withdraw were not solely influenced by their interactions with peers but were also shaped by family conditions that were not fully harmonious. Most cases identified at the school were limited to verbal joking and did not occur intensively. However, in certain situations involving Santara and Ahdan closer attention is still required, as family-related challenges may heighten students' sensitivity to social experiences at school. This finding suggests that students' behavioral responses often arise from the interaction between school-related dynamics and family backgrounds, highlighting the need for a comprehensive and empathetic approach in addressing such cases.

Based on our counseling data, bullying at Mujahidin is still within a normal range of adolescent behavior. The most common form is verbal bullying, accounting for about 43%, mainly teasing or calling students by their parents' names. Although it seems common, we continue to monitor and prevent it so it does not develop into more serious violence (Interview with Teacher Counselor, 2025).

Based on interviews with the school counseling teacher, bullying at Mujahidin is generally still considered to be within the normal range of adolescent behavior. Counseling data indicate that verbal bullying is the most common form, accounting for approximately 43% of reported cases, mainly involving teasing or calling students by their parents' names. This bullying is indeed the most frequent and easy to do, but it can be the beginning of other bullying and can trigger further violence (Widya Ayu Sapitri, 2020). Although this type of behavior is often perceived as common and easily carried out, the school remains vigilant, continuously monitoring student interactions and implementing preventive efforts to ensure that such behavior does not escalate into more serious forms of violence.

2. The Effect of Broken Home on the Students' Character

Based on an in-depth interview, a student identified as Ahdan revealed that he comes from a broken home, triggered by his parents' divorce at an early age. Prior to the divorce, Ahdan admitted to frequently witnessing conflict within his family.

Since I was little, my parents often fought. At school, I often daydreamed and got angry easily. I didn't have anyone to talk to, and everything I did always felt wrong in my mother's eyes (Interview with Student, 2025).

Ahdan's account suggests that his early exposure to parental conflict and divorce influenced his emotional condition and behavior in school. Growing up in an



environment marked by frequent family disputes appears to have contributed to difficulties in emotional control, as seen in his tendency to lose focus and respond with irritability. This experience illustrates how family disruption can shape students' emotional well-being and school behavior, highlighting the need for understanding and supportive interventions within the educational context. These findings provide important context for understanding Ahdan's school behavior and lead to the perspectives shared by the homeroom teacher in the following interview.

Firoh, the homeroom teacher, explained that students from broken home backgrounds often demonstrate decreased learning motivation and are more likely to violate school rules. She noted that emotional challenges play a role in shaping these behaviors, indicating the need for attentive and supportive approaches from the school.

Children from broken families are usually less focused on studying and more often seek attention, although there are also those who come from broken homes but still have good achievements (Interview with Homeroom Teacher, 2025).

Firoh's account indicates that the influence of family disruption on students' behavior and academic engagement varies across individuals. Although many students from broken home backgrounds show reduced focus in learning and a tendency to seek attention, others are able to sustain positive academic performance. This variation suggests that family conditions do not uniformly determine student outcomes, but interact with personal resilience and the support provided by the school, highlighting the need for thoughtful and empathetic educational responses.

3. The School's Strategy in Dealing Bullying and Broken Home

Based on a review of student discipline documents and interviews with guidance and counseling teachers and homeroom teachers, Madrasah Tsanawiyah Mujahidin has implemented formal policies to address bullying through a violation point system. This policy serves not only as a mechanism for maintaining discipline but also as an educational effort to help students recognize appropriate behavior and understand the consequences of actions that deviate from established school norms.

Beyond regulatory enforcement, the school regularly carries out anti-bullying awareness programs. These initiatives are integrated into student development activities, classroom discussions, and school-wide programs that promote respect, empathy, and non-violent interactions. According to teachers, these programs aim to cultivate shared awareness among students that bullying in any form is unacceptable and must be actively prevented. During an interview, Zakiyah, a



counselor at the school, explained her approach to dealing with bullying and related issues.

We pay special attention to students who appear withdrawn or depressed. When early signs of bullying emerge, we immediately intervene through one-on-one tutoring or reflective discussions. If a student's behavior is influenced by family difficulties, we involve guidance and counseling staff to provide ongoing support, ensuring the student feels understood and safe. Our interventions are not just about stopping negative behavior, but also about helping students recognize the impact of their actions and fostering empathy (Interview with Teacher Counselor, 2025).

Interview findings further reveal that teachers are empowered to conduct early and responsive interventions when signs of bullying or interpersonal conflict emerge. Such interventions include halting the behavior, collecting information from the parties involved, and facilitating mediation to encourage reflection and accountability. In cases involving more complex psychological issues or challenging family backgrounds, students are referred to guidance and counseling teachers for continued support. Overall, these findings indicate that the school adopts a comprehensive approach that integrates preventive, educational, and rehabilitative strategies in addressing bullying and broken home issues.

Discussion

1. Bullying and Its Impact on Student Character and Academic Performance

Researchers analyzed the impact of bullying and broken home experiences on student character and academic performance at Madrasah Tsanawiyah Mujahidin. The study identified key effects on emotional stability, social behavior, and learning motivation, highlighting both challenges and coping strategies employed by students and the school.

Bullying is a crucial issue faced by the students at various age levels. Bullying in schools is sometimes difficult to detect because there are no reports (Teguh Nugroho & Safii, 2024). Special attention from teachers and guardians is one of the key elements in handling this case (Hasanah et al., 2023). In reality, many parties still consider bullying such as teasing or nicknames between students as commonplace in the student environment. However, not all children have the same strength in accepting teasing. Many of them have very sensitive feelings (SEJIWA, 2008). In addition, the majority of bullying victims are children who have physical differences, weaker strength, or come from broken homes so that they are often the target of insults and ridicule from the perpetrators.



The occurrence of an incomplete or disharmonious family results in the child's needs not being met, especially the attention and affection that should be obtained from both parents (Maghfiroh et al., 2022). In addition, the psychological development of students whose parents divorced are significantly disrupted (Rohimah et al., 2024). Therefore, all teachers at Madrasah Tsanawiyah Mujahidin are directly involved in the process of preventing and handling cases of bullying and broken homes.

In cases of bullying experienced by students, teachers have the right to immediately take various actions to respond to the bullying behavior, so that students avoid various types of violence (Sapitri et al., 2024). If bullying is not handled immediately, it will affect students' self-confidence, give rise to and increase behavior of withdrawing from their environment, make adolescents vulnerable to stress and depression, and feelings of insecurity (Nuryono et al., 2024). Therefore, real and firm steps are needed from the school, so that children do not normalize bullying, no matter how small its form.

The results of observations and in-depth interviews with teachers, efforts made to prevent and overcome bullying in schools with several stages. *First*, provide written rules in the student code of conduct regarding sanctions for perpetrators of bullying. The sanctions given are in the form of violation points with a fairly high value. *Second*, each teacher has the responsibility to immediately break up if there is a conflict between students that leads to bullying. After the situation is conducive, the teacher can ask for information from both parties in conflict to explain the facts of the case. Reconciling bullying actions by breaking up is a must so that the action ends immediately, and the perpetrators are not increasingly stressed (Kreatif, 2024). Furthermore, the teacher helps the perpetrators to be able to introspect and realize their mistakes, and encourages them to apologize to the victim. However, if the bullying case is considered serious, the case will be forwarded to the guidance and counseling teachers.

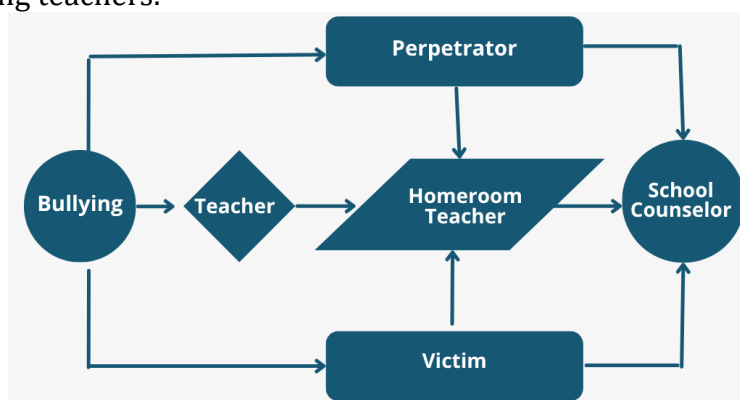


Figure 1. Flowchart of school strategies in dealing with bullying



The flowchart outlining the school's approach to addressing bullying reflects a structured strategy, ranging from preventive measures to the management of serious cases. Prompt intervention by teachers, coupled with guidance for the perpetrator to reflect on their actions, effectively curtails bullying. However, the success of this approach largely depends on consistent implementation and the teachers' ability to enforce rules while providing empathetic support to students.

2. Broken Home and Its Impact on Student Character and Academic Performance

Children have the potential to become reliable imitators through what they learn from their environment. Aggressive behavior is known to be formed through learning or modeling, resulting from observations of the surrounding environment, both direct and indirect (Qatrunnada et al., 2023). The learning process of observing others' behavior is a form of social learning, as proposed by Bandura. Albert Bandura explained that human behavior is influenced by the dynamic interaction between personal factors, individual behavior, and the social environment (Irama et al., 2024). The basic assumption of Social Learning theory, put forward by Bandura, is that human behavior is flexible and can be learned. Humans tend to learn a lot from observing others. In essence, Bullying behavior is learned through imitation or modelling (Kusumaningsih, 2023). Therefore, children who grow up in an inharmonious family environment and parents who often commit violence will have the potential to become temperamental and aggressive children.

According to Maghfiroh et al., there are several negative impacts of broken homes on children's character development. *First*, a child from a broken home will be seen in his/her academic achievement at school, which is decreasing because his/her parents no longer care about him/her, and he/she feels ignored. *Second*, he/she has an aggressive attitude (Maghfiroh et al., 2022). According to the data, ND and RS, who are victims of broken homes, rank in the bottom three in their class. And SA also has an aggressive and temperamental attitude.

Table 1. The Effect of Bullying and Broken Home on the Students' Character

No	Aspect	Bullying	Broken Home
1	Psychological effect	a.) Anxiety b.) Low self-esteem c.) Depression	a.) Loneliness b.) Anxiety c.) Useless
2	Academic Performance	a.) Decreased motivation to learn b.) School refusal c.) Not focus in class	a.) Lack of motivation to learn b.) Not focus in class c.) Low learning achievement
3	Social Interaction	a.) Difficulty in social interaction	a.) Difficulty in social interaction



		b.) Feel unsafe at school	b.) Social isolation
4	Behavior	a.) Withdraw from environment b.) Quite type	a.) Involved in juvenile delinquency b.) Aggressive behavior

3. School Strategies in Addressing Bullying and Broken Home Challenges

School strategies for mitigating bullying and addressing problematic family challenges at Madrasah Tsanawiyah Mujahidin includes the following:

Implementation of anti-bullying policies

This policy includes written rules and punishments for students who bully. A study conducted by Rivaldo et al. emphasized the importance of anti-bullying policies and programs to prevent and overcome bullying in schools (Telussa et al., 2024).

Anti-bullying school declaration

The anti-bullying school declaration activity aims to prevent bullying with full awareness (Sari et al., 2024). This activity has been carried out several times at Madrasah Tsanawiyah Mujahidin. All members of the school, both students and teachers, signed the declaration. Increasing anti-bullying awareness is also supported by the creation of various educational media, such as anti-bullying posters and short films. In line with research by Rahmadani et al., which found that the impact of educational media like this is clearly evident in significant changes in school social dynamics (Rahmadani et al., 2024).

Psychological support for children from broken homes

Schools offer counseling programs to provide psychological support to students experiencing family problems. Pramesti et al. emphasized the importance of counseling guidance in helping students from broken homes overcome emotional stress to achieve happiness and optimal learning development (Pramesti et al., 2023).

Improving the role of teachers

Teachers must be more sensitive to their students' psychological conditions. A study conducted by Nasrullah found that teacher interventions and social support from the school environment are essential to help students from broken homes improve their motivation and learning abilities (Nasrullah et al., 2024).



Conclusion

This study reveals that experiences of bullying and broken home conditions meaningfully shape students' emotional well-being, character development, and academic engagement at Mujahidin Islamic Junior High School. Verbal bullying, which commonly appears in the form of teasing or calling students by their parents' names, may seem ordinary within adolescent interactions, yet it often leaves emotional traces such as discomfort, social withdrawal, and reduced self-confidence. At the same time, students who grow up in disharmonious family environments often experience emotional instability, reduced learning motivation, and challenges in social relationships, which can affect their behavior and academic focus at school. The findings underscore the school's role as a safe and caring space where students' emotional experiences are recognized and addressed with empathy. Teachers and counseling staff play a vital role in identifying early signs of distress and providing continuous guidance that supports both character formation and academic growth. This research contributes to the academic discourse by offering a contextual and integrated understanding of how school-based social pressures and family dynamics interact in shaping students' development within an Islamic educational setting. In practice, the study suggests that educational institutions should strengthen collaborative, compassionate approaches involving teachers, counselors, and parents to nurture students' emotional resilience. For future research, wider and longitudinal studies are recommended to further explore the long-term impact of bullying and family disruption, as well as to develop more inclusive intervention models that place students' emotional well-being at the center of educational practice.

References

- Alfansyur, A., & Mariyani, M. (2020). Seni mengelola data: Penerapan triangulasi teknik, sumber dan waktu pada penelitian pendidikan sosial. *Historis: Jurnal Kajian, Penelitian dan Pengembangan Pendidikan Sejarah*, 5(2), 146–150. <https://doi.org/10.31764/historis.v5i2.3432>
- Anzhali, M. N. (2024). Penerapan berbagai teknik bimbingan dan konseling terhadap psikologi remaja broken home korban perceraian orang tua. *Empati: Jurnal Bimbingan dan Konseling*, 11(1), 77–92. <https://doi.org/10.26877/empati.v11i1.15943>
- Harmiasih, S., Kumari, R., & Watini, S. (2023). Dampak bullying terhadap sosial emosional anak. *JIP: Jurnal Ilmiah Ilmu Pendidikan*.
- Hasanah, U., Deliani, N., Batubara, J., & Sinta, A. (2023). Karakteristik peserta didik ditinjau dari kasus bullying dan broken home di Madrasah Aliyah Raudhatul



- Iman Jambi. *Journal of Education Research*, 4(4), 2625–2631. <https://doi.org/10.37985/jer.v4i4.675>
- Irama, D. I., Sutarto, S., & Risal, S. (2024). Implementasi teori belajar sosial menurut Albert Bandura dalam pembelajaran PAI. *Jurnal Literasiologi*, 12(4). <https://doi.org/10.47783/literasiologi.v12i4.819>
- Kreatif, T. (2024). Stop bullying! Siapa takut!: Ayo lawan perundungan! Untuk SMA/MA/SMK/MAK. Penerbit Andi.
- Kusumaningsih, L. P. S. (2023). Perilaku perundungan (bullying) ditinjau dari teori pembelajaran sosial. *SENRIABDI*, 63–71.
- Maghfiroh, N. L., Siregar, R. D., Sagala, D. S., & Khadijah, K. (2022). Dampak tumbuh kembang anak broken home. *Jurnal Pendidikan dan Konseling (JPDK)*, 4(4), 42–48. <https://doi.org/10.31004/jpdk.v4i4.5160>
- Mahendra, J. P., Rahayu, F., & Ningsih, B. S. (2022). Dampak keluarga broken home terhadap perkembangan sosial emosional anak usia 5–6 tahun (Studi kasus di TK Sedesa Tegal Maja Lombok Utara). *JUPE: Jurnal Pendidikan Mandala*, 7(2). <https://doi.org/10.58258/jupe.v7i2.3824>
- Maula, T. N. D., Sulistiono, M., & Dina, L. N. A. B. (2022). Dampak keluarga broken home terhadap prestasi belajar siswa MI Cemorokandang. *JPMI: Jurnal Pendidikan Madrasah Ibtidaiyah*, 4(3), 287–295.
- Nasrullah, M., Fadillah, M., Afandi, M., & Subhan, M. (2024). Kesulitan belajar pada siswa keluarga broken home. *Indonesian Research Journal on Education*, 4(4), 1996–1999. <https://doi.org/10.31004/irje.v4i4.1483>
- Nuryono, W., et al. (2024). Pengembangan materi pencegahan bullying untuk guru BK madrasah. *Realita: Jurnal Bimbingan dan Konseling*, 9(2), 2550–2561. <https://doi.org/10.33394/realita.v9i2.13893>
- Oktaviany, D., & Ramadan, Z. H. (2023). Analisis dampak bullying terhadap psikologi siswa sekolah dasar. *Jurnal Educatio FKIP UNMA*, 9(3), 1245–1251. <https://doi.org/10.31949/educatio.v9i3.5400>
- Pramessti, K. S. A., Suranata, K., & Dharsana, I. K. (2023). Keterlaksanaan asas kerahasiaan dalam konseling pada peserta didik dengan kondisi broken home. *Jurnal Educatio: Jurnal Pendidikan Indonesia*, 9(1), 77–83.
- Putri, D. D. W., Astarani, K., & Yusiana, M. A. (2022). Pendidikan kesehatan sebagai metode untuk meningkatkan pengetahuan tentang bullying pada anak: Literature review. *Jurnal Penelitian Keperawatan*, 8(1), 17–23. <https://doi.org/10.32660/jpk.v8i1.592>
- Qatrunnada, N., Milenia, N. A. S., Maisarah, M., & Rifani, R. (2023). Workshop pola asuh dan penanganan anak agresif. *Jurnal Kebajikan: Pengabdian kepada Masyarakat*, 1(3), 55–59. <https://doi.org/10.26858/jk.v1i3.42711>



- Rahayu, S. F., & Astuti, N. W. (2022). Keluarga broken home pemicu aksi kenakalan remaja. *Empati: Jurnal Bimbingan dan Konseling*, 9(1), 77–86. <https://doi.org/10.26877/empati.v9i1.10583>
- Rahmadani, E., Silaen, N. E., Kalsum, U., Arlina, D., & Maulidannisa, M. (2024). Peningkatan kesadaran dan pemahaman pencegahan bullying melalui program edukasi “Stop Bullying” di MTs Alwasliyah Sei Kepayang Tengah. *Jurnal IPTEK Bagi Masyarakat*, 4(2), 143–150. <https://doi.org/10.55537/jibm.v4i2.1014>
- Ratnasari, R. H. (2021). Broken home: Pandangan dan solusi dalam Islam. *Amzah*.
- Ratu, B., Elfira, N., Ansyari, A. F. A., Abdulloh, J. A., & Wahyu, W. (2024). Kesehatan mental anak broken home. *Wahana Didaktika: Jurnal Ilmu Kependidikan*, 22(3), 1–6. <https://doi.org/10.31851/wahanadidaktika.v22i3.15923>
- Rigby, K. (2024). Theoretical perspectives and two explanatory models of school bullying. *International Journal of Bullying Prevention*, 6(2), 101–109. <https://doi.org/10.1007/s42380-022-00141-x>
- Rohimah, S., Nurachman, A., & Setiawan, R. (2024). Dampak perceraian terhadap anak perspektif psikologi pendidikan. *AHKAM*, 3(2), 477–487. <https://doi.org/10.58578/ahkam.v3i2.2951>
- Salsabila, A., & Darmawanti, I. (2023). Dynamic of psychological well-being early adults growing up in a broken home family. *Character: Jurnal Penelitian Psikologi*, 10(2), 158–167. <https://doi.org/10.26740/cjpp.v10i2.53492>
- Sapitri, I., Alimuddin, J., & Adji, S. K. (2024). Perilaku perundungan dan strategi penanganannya di SD Negeri Pagedangan 02. *Syntax Literate: Jurnal Ilmiah Indonesia*, 9(1), 569–579. <https://doi.org/10.36418/syntax-literate.v9i1.14919>
- Sari, N. M. D. S., et al. (2024). Mencegah bully di sekolah dasar. *Nilacakra*.
- SEJIWA. (2008). *Bullying: Mengatasi kekerasan di sekolah dan lingkungan sekitar anak*. Grasindo.
- Teguh Nugroho, & Safii, M. H. (2024). *Penanganan bullying di sekolah*. Kaizen Media Publishing.
- Telussa, R. P., et al. (2024). Mengubah sekolah menjadi tempat belajar yang aman dan nyaman: Program pencegahan dan penanganan bullying di SMTK TNS Kecamatan TNS. *Jurnal Pengabdian kepada Masyarakat Nusantara*, 5(1), 1037–1040. <https://doi.org/10.55338/jpkmn.v5i1.2855>
- Wati, H., & Rahmah, H. (2022). Penanganan anak korban bullying dengan pendekatan Al-Qur’an (Sebuah kajian awal). *Jurnal Basicedu*, 6(2), 1668–1677. <https://doi.org/10.31004/basicedu.v6i2.2365>
- Widya Ayu Sapitri. (2020). *Cegah dan stop bullying sejak dini*. Guepedia.



- Zhao, L., & Zhao, W. (2022). Impacts of family environment on adolescents' academic achievement: The role of peer interaction quality and educational expectation gap. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.911959>
- Zulva, D. A. A., Yahya, I., & Rofiq, A. (2024). Pesantren based on child-friendly: Countering the bullying cases in pesantren. *Santri: Journal of Pesantren and Fiqh Sosial*, 5(1), 115–128. <https://doi.org/10.35878/santri.v5i1.1271>