

The Role of Teachers in Addressing *Bullying* Behavior in Islamic Schools: Approaches and Best Practices in MAN 2 Lamongan

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Abstract. *Bullying in educational institutions remains a prevalent issue in Indonesia, with significant cases reported across various levels of schooling. The Indonesian Child Protection Commission (KPAI) recorded over 810 child abuse cases in schools in 2023, with bullying being a major concern. One notable case involved a junior high school student in Sukabumi who lost their life due to physical bullying by peers. This study examines the role of Islamic Education teachers at MAN 2 Lamongan in addressing bullying, particularly through positive psychology, character building, and social-emotional learning. Using a qualitative case study approach, data were collected through interviews, observations, and document analysis involving Islamic Education teachers, counseling staff, and students. The findings indicate that Islamic Education teachers play multifaceted roles as educators, counselors, motivator, role models and administrator. They implement anti-bullying strategies by incorporating Islamic values into lessons, conducting moral education, and fostering a supportive school environment. Despite these efforts, students reluctance to report bullying incidents remains a challenge. To enhance anti-bullying measures, schools should strengthen teacher training, increase the involvement of other stakeholders such as school staff or parents, and develop comprehensive policies that include digital literacy to combat cyberbullying. This study highlights the critical role of educators in creating a safe school atmosphere and suggests further research on intervention effectiveness in Islamic educational contexts.*

Keywords. *Bullying; Islamic Religious Education Teachers; Strategy; Positive Psychology.*

Abstrak. Perundungan di institusi pendidikan tetap menjadi masalah yang umum di Indonesia, dengan banyak kasus yang dilaporkan di berbagai jenjang sekolah. Komisi Perlindungan Anak Indonesia (KPAI) mencatat lebih dari 810 kasus kekerasan terhadap anak di sekolah pada tahun 2023, dengan perundungan menjadi perhatian utama. Terdapat salah satu kasus yang melibatkan seorang siswa SMP di Sukabumi, yang kehilangan nyawanya akibat perundungan fisik yang dilakukan teman sekelasnya. Penelitian ini mengkaji peran guru Pendidikan Agama Islam (PAI) di MAN 2 Lamongan dalam menangani perundungan, dengan melalui pendekatan psikologi positif, penguatan karakter, dan pembelajaran sosial-emosional. Menggunakan pendekatan studi kasus kualitatif, data dikumpulkan melalui wawancara, observasi, dan analisis dokumen, melibatkan guru PAI, staf BK, dan siswa. Hasil penelitian menunjukkan bahwa guru PAI memiliki peran ganda sebagai pendidik, konselor, motivator, teladan dan administrator. Mereka menerapkan strategi *anti-bullying* dengan mengintegrasikan nilai-nilai Islam dalam pembelajaran, memberikan pendidikan moral, serta menciptakan lingkungan sekolah yang suportif. Namun, keengganan siswa untuk melaporkan kasus perundungan masih menjadi tantangan. Untuk meningkatkan efektivitas pencegahan perundungan, sekolah disarankan untuk memperkuat pelatihan bagi guru, meningkatkan keterlibatan pihak lain seperti staff sekolah atau orang tua,

serta mengembangkan kebijakan komprehensif yang mencakup literasi digital untuk mengatasi perundungan dunia maya. Studi ini menyoroti peran penting pendidik dalam menciptakan atmosfer sekolah yang aman dan merekomendasikan penelitian lebih lanjut tentang efektivitas intervensi dalam konteks pendidikan Islam.

Kata kunci. *Bullying*; Guru Pendidikan Agama Islam; Strategi; Pendekatan Psikologi.

A. INTRODUCTION

Until now, the phenomenon of *bullying* is still an issue that always gets attention in the world of education, because there are still many students who bully, give bad nicknames, and even commit violence against their friends. These actions are increasingly common in educational institutions, so that some students begin to consider it as something natural, and eventually these actions mushroom and become part of the culture of the educational institution itself. *Bullying* often occurs not because of a problem but because of the "superiority" of the perpetrator, the perpetrator feels greater, superior and stronger than the victim. Often, *bullying* occurs in subtle ways so that a person does not realise that they have become a victim or perpetrator.

Bullying is a physically, socially or psychologically aggressive act perpetrated by an individual or group on someone who is seen as inferior or weaker, it is done to gain their own satisfaction and benefit (Yuyarti, 2018). *Bullying* can have detrimental consequences, including instances that result in fatality. This can arise from physical aggression or the victim's emotional distress caused by the bully's behaviour and verbal abuse. The victim experiences profound frustration as a result of the bully's acts and comments (Maisah, 2020)

Lately Recently, the incidence of *bullying* in Indonesia has been on the rise. According to the Indonesian Education Monitoring Network (JPPI), a total of 379 pupils experienced physical abuse and *bullying* in educational environment and the Indonesian Child Protection Commission (KPAI) has identified 810 instances of child maltreatment in both educational institutions and the community. Despite being supported by data, there are instances that result in significant consequences, including physical harm and even fatalities. For example, an elementary school student in Sukabumi District and a student of MTs in Blitar City lost their lives after enduring physical *bullying* from their peers. received from his acquaintance.

Teachers have a crucial role in both avoiding and addressing the issue of *bullying* in this particular situation. The behavior of Islamic Education teachers encompasses more than just presenting theory; they also serve as mu'adib (value instillers), mu'allim (teachers), and murabbi (educators) (Hamsah & Nurchamidah, 2022)

This research was conducted at MAN 2 Lamongan, which is one of the favourite public madrasahs. This means that it is a popular madrasah in the Lamongan Regency area. The researcher found that MAN 2 Lamongan has a good response to *bullying* by organising the P5P2RLA Project (Strengthening the Profile of Pancasila Students and Rahmatan Lil 'Alamin). The topic of this activity is preventing and overcoming *bullying* in the digital world and it is hoped that students will gain knowledge about the impact of *bullying* in the digital world.

Although the madrasah has conducted anti-*bullying* themed activities, there are still some students who commit *bullying*, they think that these actions are mere jokes that will not have a negative impact.

This study aims to determine the phenomenon of *bullying* that occurs at MAN 2 Lamongan and its impact. In addition, this study also aims to explore the role of Islamic Education teachers in overcoming the phenomenon of *bullying* in the madrasah.

Some previous studies have explained that Islamic Education teachers have several

strategies to prevent verbal *bullying*, such as giving lectures and presenting inspirational stories so that they can be used as learning materials for students about the bad effects of *bullying*, teachers can also threaten to lower their grades if they commit *bullying*. (Rahmantio et al., 2022)

According to (Sari Novita, 2019) by giving lectures and giving punishment to the perpetrators in the form of pinching in a safe area for students, cleaning the bathroom or running around the field is one of the effective strategies to prevent *bullying*.

Then other research identified that *bullying* can have an impact on the victim's mental health, namely the victim becomes often tired, weak, quiet, afraid when crossing paths with the perpetrator, looks gloomy and becomes not enthusiastic about learning (Rifiani, 2023)

Based on some previous studies that have been described by researchers, no research has been found that examines Islamic Education teachers strategies in overcoming the phenomenon of *bullying* in Islamic educational institutions. Therefore, researchers chose this theme as the focus of discussion in this study as an effort to provide solutions and provide an in-depth understanding of the strategic role of Islamic Education teachers in overcoming the phenomenon of *bullying* in Islamic educational institutions.

Review of the *Bullying* Phenomenon

The term *bullying* comes from the English language which means intimidation, *bullying*, *bullying* or *bullying*. *Bullying* takes four forms: relational, physical, verbal and *cyberbullying*. This action can occur anywhere as long as there is communication between people, whether in the education environment, home, workplace or neighbourhood. (Budhi, 2016)

Bullying is an act committed by an individual or group of people that can cause trauma to the victim, either physically or mentally. (Budiman & Asriyadi, 2021) It can be categorised as *bullying* if it is done consciously, deliberately, repeatedly, there is a power gap between the perpetrator and the victim, it is coherent and structured, or the intention is to hurt others. (Irmayanti & Agustin, 2023) According to Barbara Coloroso, *bullying* manifests in various forms:

1. Physical *bullying* involves direct physical aggression, encompassing acts that inflict bodily harm like hitting, kicking, or grabbing.
2. Verbal *bullying* utilizes language for aggression, manifesting through insults, taunts, threats, and other forms of verbal abuse.
3. Relational *bullying* targets social standing and relationships through acts like ostracization, rumor-spreading, and social exclusion, causing harm to the victim's social network.
4. *Cyberbullying* encompasses the use of electronic communication to threaten or harass the victim through online abuse, such as insults, humiliation, or transmitted digital media. These distinct forms of *bullying* share the intent to harm and inflict distress, though the methods employed may differ (Bete & Arifin, 2023)

Bullying can occur due to many factors, both the perpetrator and the victim. Djuwita identifies several factors that can make someone a victim of *bullying*, namely (a) having differences, such as certain striking physical conditions (too thin, fat, tall or short), economic differences, hobbies that are considered strange, or being a new student, (b) being seen as weak and unable to protect themselves, (c) being unpopular and not having friends, and (d) low self-confidence. (Permata Sari & Azwar, 2017)

As for the perpetrators, according to Olweus, they have several characteristics, (a) like to be aggressive and cause trouble, (b) have a positive view of violence, (c) find it difficult to empathise, (d) live in groups (gangs) and (e) are impulsive (P. Aulia et al., 2023)

B. RESEARCH METODHS

This study employs a qualitative research method with a case study approach to analyze the role of Islamic Education teacher in addressing bullying at MAN 2 Lamongan. Participants were selected using purposive sampling, with criteria that they were directly involved in bullying issues and their prevention within the school environment. Islamic Education teacher were chosen because they are responsible for shaping students character through religious education, counseling teachers, because they provide guidance and counseling to students involved in bullying, and students as individuals who experience the direct impact of bullying and school interventions. Data were collected through in-depth interviews, participatory observations, and document analysis to gain a comprehensive understanding of the strategies employed by teachers in handling bullying. Source triangulation was conducted by comparing information from different participants, Islamic Education teachers, counseling teachers, and students, while technique triangulation combined interviews, observations, and document analysis to ensure data consistency

Data analysis was carried out using the interactive model of Miles, Huberman, and Saldana, which consists of four main stages; Data collection, involved recording and noting the results of interviews and observations. Data condensation involved selecting relevant information based on key research themes, such as teachers' strategies in handling bullying. Data presentation was conducted in the form of descriptive narratives, allowing for clearer presentation of the research findings. Conclusion drawing and verification were performed by identifying patterns in the data and comparing findings with relevant theories to ensure validity.

This study has certain limitations, including its restricted location coverage and a restricted number of informants. Although, this study was conducted solely at MAN 2 Lamongan, its findings contribute to a broader understanding of teachers' strategies in handling bullying within Islamic educational settings.

C. DISCUSSION

1. The Phenomenon of *Bullying* at MAN 2 LAMONGAN

Bullying within Islamic schools, poses a significant and pressing issue that demands comprehensive solutions. The presence of *bullying* undermines this positive environment, necessitating a concerted effort to foster a supportive and empowering school culture and address the root causes of *bullying* to ensure madrasahs remain safe and nurturing spaces for students.

Based on observations and interviews conducted, the phenomenon of *bullying* is prevalent among students at MAN 2 Lamongan. This study reveals several new aspects of bullying at MAN 2 Lamongan compared to previous research. Physical bullying is not limited to direct violence but also includes subtle actions such as pulling hijabs and damaging personal belongings. Verbal bullying involves nicknames based on physical appearance and race, which have become normalized in student interactions. Relational bullying occurs through systematic exclusion from social groups, affecting victims' mental well-being. Meanwhile, cyberbullying has evolved, with students being mocked in class WhatsApp groups, and the harassment continuing in the school environment. These findings indicate that bullying has become an integral part of students social dynamics, highlighting the need for Islamic values-based interventions to address the issue.

a. Verbal *Bullying*

The research findings revealed that verbal *bullying* at MAN 2 Lamongan encompasses a range of demeaning acts. For instance, victims were labeled with insulting

names like "whale," "*bombom*," "shark," or "panda" due to their weight, "plywood" for being thin, "*Ambon*" and "Rohingya" for having dark skin, and "shorty" or "tower" for their height.

Furthermore, verbal *bullying* at the madrasah also involves the use of profanity and calling victims by their parents' names. This aligns with Barbara's definition of verbal *bullying* as an aggressive act involving insults, taunts, threats, and other unpleasant and harmful remarks. (Hajar et al., 2024)

The factors that drive perpetrators to engage in verbal *bullying* against victims are often linked to the victim's perceived shortcomings or noticeable differences. These may include academic or physical attributes, such as skin color, height, or weight. According to Djuwita, several factors can make an individual vulnerable to *bullying*, including physical differences (being too thin, overweight, tall, or short), socioeconomic disparities, unusual hobbies, being a new student, physical weakness, lack of self-defense skills, or a lack of friends (Permata Sari & Azwar, 2017)

Often, perpetrators make jokes about it because they consider it a normal thing, without realising that their mockery is part of *bullying* that has the potential to affect the victim's psychological condition. As a result, the victim becomes less confident, inferior, or insecure.

b. Physical Bullying

The research findings revealed that physical *bullying* at MAN 2 Lamongan encompasses various acts. These include pinching the arms, primarily inflicted by male students on female students. Other actions include pulling clothes, hijabs, and pulling the victim's legs.

Perpetrators also engage in hiding and damaging the victim's belongings as a form of physical *bullying*. They often do so out of boredom or as a means of teasing the victim. Initially, victims may disregard these actions. However, the persistent nature of the *bullying* eventually leads to feelings of anger and frustration. According to Barbara, physical *bullying* encompasses acts like hitting, kicking, pulling hair, slapping, and other physical actions that cause harm (Darmayanti et al., 2019)

Physical *bullying* behavior can evolve into detrimental patterns, such as readily resorting to physical aggression. This situation has the capacity to result in more perilous consequences, affecting both the individuals being harmed and those responsible for the harm. Physical *bullying* has extensive consequences, not only on the psychological welfare of the person but can also serve as a precursor to more acts of violence (Permata Sari & Azwar, 2017)

c. Relational Bullying

The research findings revealed various unpleasant acts of relational *bullying* perpetrated by students at MAN 2 Lamongan against their peers. These actions include ostracizing a particular student, where the victim is deliberately excluded or ignored by a group of students. Additionally, perpetrators engage in public humiliation by mocking the victim's physical appearance, often comparing them to animals or ridiculing their physical attributes. These actions cause the victim to feel embarrassed and insecure, potentially affecting their psychological well-being and academic performance.

Another form of relational *bullying* observed is silencing a student due to differences in opinion or decisions that deviate from the majority's stance. These actions align with Barbara's definition of relational *bullying*, which encompasses ostracism, spreading rumors, boycotting, avoiding interaction with an individual, and other acts that damage relationships (Emilda, 2022)

The act of ostracism observed at MAN 2 Lamongan has the potential to severely damage the victim's social connections. The experience of isolation and exclusion by peers can create feelings of unwantedness and loneliness. Neglect and rejection from peers can also lead to feelings of isolation and hostility among adolescents, further impacting their mental health. Victims may experience feelings of shame, low self-esteem, increased anxiety, higher levels of depression, fear, school refusal, and isolation (Hart Barnett et al., 2019)

d. Cyberbullying

Cyberbullying that occurs in MAN 2 Lamongan students, in the form of mocking or insulting one of the students through the class WhatsApp group, the perpetrator mocks the victim when the victim makes a mistake. In addition, often the perpetrators carry out these actions as a continuation of the jokes that have been carried out in the madrasah environment. The findings are in line with Barbara's view that this form of *bullying* is related to social media. *Cyberbullying* can be defined as behaviour carried out by individuals or groups against others, such as sending text messages or media to insult, degrade and even harass. (Nansi, 2023)

Cyberbullying itself has various types, namely flaming in the form of frontal and angry words, harassment in the form of harassment via email or text messages from social media, denigration in the form of defamation through social networks, impersonation in the form of impersonating someone else by sending unkind messages, outing or doxxing involves sharing personal information, trickery involves deceiving in order to obtain desired information, exclusion involves deliberately and cruelly excluding someone from an online group, and cyberstalking involves stalking someone through social networks. (Mutma, 2020)

Cyberbullying demands serious attention from the madrasah and educational authorities. Preventive measures must be implemented, including education on digital ethics, enforcement of anti-*bullying* policies and norms, and providing support to victims to help them cope with potential negative impacts. Additionally, the madrasah can establish an anti-*bullying* team and monitor students social media activity, encouraging parental cooperation (Prasetio & Fanreza, 2023)

Based on the results of the researcher's investigation, it was found that MAN 2 Lamongan has implemented one of the strategies to prevent and overcome *cyberbullying* by holding the P5P2RLA (Strengthening Pancasila Student Profile and Rahmatan Lil 'Alamin) project. The topic of this activity is preventing and overcoming *bullying* in the digital world and it is hoped that students will gain knowledge about the impact of *bullying* in the digital world.

Of the four forms of *bullying* actions identified at MAN 2 Lamongan, verbal *bullying* is the most common. Because verbal *bullying* is often considered not too dangerous because the impact is not visible physically. In fact, this action can have a bad impact on the mental health and psychological development of the victim (Ani & Nurhayati, 2019)

Often, *bullying* acts that occur at MAN 2 Lamongan are carried out by the same group of students, especially during breaks and during empty hours. Although intended as a form of joking to fill time, this behavior can have a negative impact on the victim. Victims often feel annoyed and sometimes provoked to take retaliation as a result of the perpetrators' repeated actions.

If *bullying* is not addressed promptly, perpetrators will learn that there are no risks for them if they bully their friends. When they reach adulthood, perpetrators also have the potential to become perpetrators of violence and will have problems with their social functions, such as minimal empathy for others, inability to interact well, behave

inappropriately according to norms, and mental health disorders, such as uncontrolled emotions (Ani & Nurhayati, 2019)

Therefore, the madrasah can coordinate learning programs that focus on the values of empathy, appreciating differences, and handling conflicts in a positive way. Thus, it is hoped that it can change the behavior of students at MAN 2 Lamongan, so that it can create a more positive, safe, and supportive learning environment for all students.

Table 1. forms of *bullying* phenomenon in MAN 2 Lamongan

No.	<i>Bullying</i> Phenomenon	Forms of <i>Bullying</i>
1.	Verbal <i>Bullying</i>	Mock, call by name derogatory nicknames, and made fun of the victim's physical condition.
2.	Physical <i>Bullying</i>	Hiding and damaging the victim's property,
3.	Relational <i>Bullying</i>	Ostracising, ignoring and shunning the victim, publicly humiliating the victim.
4.	Cyber <i>bullying</i>	Mocking or insulting one of the students through the class WhatsApp group.

2. The Role of Islamic Education Teachers in Overcoming *Bullying* Phenomena

In light of the *bullying* phenomenon occurring at MAN 2 Lamongan, it is crucial for Islamic Education (PAI) teachers to have strategies to prevent and address *bullying*, as Islamic Education teachers play a significant role in shaping students character (Haris & Herlina, 2023). They can provide guidance and instill character values from a religious education perspective to help prevent and address *bullying* in the madrasah (Maelani et al., 2024)

a. Role as an Educators

As educators, Islamic Education teachers at MAN 2 Lamongan strive to address the *bullying* phenomenon by incorporating lessons about *bullying* and its potentials into their regular classes. This approach reflects a commitment to providing students with direct understanding and education about *bullying*.

In their role as educators, Islamic Education teachers also play a crucial part in raising students awareness of the detrimental effects of *bullying* behavior (Haris & Herlina, 2023). They achieve this by delivering moral messages, such as explaining how *bullying* contradicts religious teachings and constitutes reprehensible conduct, or by sharing real-life stories from society and their various consequences.

b. Role as a Model and Role Model

In their role as models and exemplars, Islamic Education teachers at MAN 2 Lamongan strive to address the *bullying* phenomenon by setting a good example and being positive role models. This approach serves as a strategy to cultivate positive student behavior and create a learning environment that values ethics and good conduct. The role of Islamic Education teachers as models and exemplars is crucial in addressing the *bullying* phenomenon within the school environment. Islamic Education teachers, as respected figures in religious matters, bear a significant responsibility to demonstrate attitudes and behaviors that align with Islamic moral values. After all, one of the most critical aspects of education is exemplary behavior. Teachers' conduct and character serve as a mirror for their students (Ainiyah, 2013)

c. Role as a Motivator

Islamic Education teachers at MAN 2 Lamongan also play the role of motivators, which they fulfill by boosting students self-confidence and encouraging them to engage in positive actions. This reflects an awareness of the importance of motivation and emotional support in preventing *bullying* behavior. The role of Islamic Education teachers as motivators also holds significant importance in addressing *bullying* within the madrasah environment. Islamic Education teachers can serve as a source of motivation for students to develop good behavior and understand which behaviors should be adopted and which should be avoided (Suparto & Liara, 2021) In addition to these roles, Islamic Education teachers also implement integration coordination strategies, collaborating with class teachers, guidance and counseling teachers, and parents to address the *bullying* phenomenon in a more comprehensive manner.

d. Role as a Counselor

Islamic Education teachers at MAN 2 Lamongan also assume the role of counselors, assisting students who have been bullied in coping with the phenomenon of *bullying*. This additional role demonstrates a concern for the psychological well-being of students. Islamic Education teachers as counselors play a crucial role in addressing the *bullying* phenomenon within the madrasah environment. Islamic Education teachers can provide spiritual guidance, namely guiding students to apply religious values, as without guidance, students will not be able to recognize what is good and bad, right or wrong in their behavior (Sari & Muslihah, 2020). In addition, teachers can also provide companionship and emotional support to students involved in *bullying* by creating a safe environment for them to talk and explore their feelings.

Islamic Education teachers as counselors can also apply Islamic counseling principles to help students overcome trauma or stress that they may experience as a result of *bullying*. Islamic Education teachers can conduct one-on-one counseling sessions with both the victim and the perpetrator, on the assumption that if the two students are brought together in the process, it will disrupt the victim's comfort and sense of security, making them less likely to open up and even refuse to attend when summoned to meetings (Sari & Muslihah, 2020)

e. Role as an Administrator

The role of Islamic Education teachers as administrators at MAN 2 Lamongan further encompasses concrete actions, such as compiling data on students involved in *bullying* cases. By recording the names of students involved, Islamic Education teachers can monitor behavioral changes and the impact of interventions implemented. This reflects the teachers' involvement in more efficient management and handling of *bullying*, demonstrating care for the safety and well-being of all students. Additionally, collaboration with guidance and counseling teachers is also undertaken, indicating a more focused strategy in addressing and preventing the phenomenon of *bullying*.

The involvement of multiple parties in addressing the phenomenon of *bullying* in the madrasah is highly beneficial. Therefore, not only Islamic Education teachers but also all school members have a responsibility to help prevent and overcome the occurrence of *bullying*. This is because *bullying* in educational institutions is a serious problem that requires appropriate action from all parties. All parties must work together to create a safe and supportive learning environment (Irmayanti & Agustin, 2023)

In addition to the implementation of strategies to overcome the phenomenon of *bullying* by Islamic Education teachers, the madrasah must have firm policies to minimize the occurrence of *bullying*. These policies can include providing complaint services and creating a platform for students to safely report *bullying* incidents while maintaining confidentiality. The madrasah should also actively cooperate and communicate with students, parents, and teachers, enforce anti-*bullying* rules, assist students who are victims

of *bullying*, encourage teachers and educational staff to set a good example by acting positively without resorting to violence, and ensure that facilities and infrastructure in the educational institution do not motivate students to engage in *bullying* behavior (Supriyatno et al., 2021)

Furthermore, the madrasah can implement multicultural education programs to help students develop positive attitudes towards differences within the group. Education in this context is used to help students develop more positive intergroup behaviors (Wahyudi, 2017).

3. Positive Psychology Approach in Overcoming *Bullying* in Madrasah

Educational environments that foster positive student experiences are crucial. Positive psychology offers a valuable approach in this regard, as it broadens the scope beyond solely addressing learning difficulties. This approach, as defined by Seligman and Csikszentmihalyi, emphasizes the scientific exploration of positive human development across various life domains, including biological, personal, social, institutional, cultural, and global aspects. By recognizing and nurturing students strengths and potential, positive psychology empowers individuals to lead fulfilling lives (F. Aulia, 2015). Additionally, positive psychology also aims to prevent *bullying* by building mentally healthy individuals (Seligman et al., 2009)

Here are the positive psychology approaches to overcome *bullying* that can be applied in this madrasah:

a. Creating a Positive School Environment Through Positive Education

One psychological approach that can be developed and applied in education is positive psychology. This approach has many concepts that can be used in the field of education. Positive psychology is a psychological approach that strives to develop positive character in individuals to maximize their potential. Positive psychology provides a new and more optimistic view of humans, allowing individuals to develop their best potential to the fullest. One of its main concepts is to focus on developing positive character in individuals. (Takiuddin & Husnu, 2020)

Organizing positive education can directly help address the issue of *bullying*, by promoting values such as empathy, respect for differences and cooperation among students, positive education creates an inclusive and supportive school climate. Students involved in positive education learn to understand and appreciate the feelings and experiences of others, reducing the potential for conflict and acts of *bullying*.

Positive schools can play an important role in minimizing student problems. By focusing on reducing anxiety levels and increasing happiness, positive schools can create a conducive learning environment. Given that students spend most of their time at school, it is important that they receive an education that not only supports academic achievement but also encourages their individual development (Herdiansyah & Putri, 2024)

The development of students complete well-being not just intellectually, but also emotionally, socially, and psychologically is the primary goal of positive education delivery. Learning social skills, strengthening interpersonal relationships, and establishing a secure, welcoming classroom where each student feels respected and in control are all components of positive education. Schools hope to improve the quality of social relationships between students and faculty, decrease negative behaviors like *bullying*, and boost motivation to learn by introducing positive education.

MAN 2 Lamongan implements a positive psychology approach in its education system by creating a conducive and supportive learning environment for students. The school incorporates various religious activities, such as Qur'an recitation before lessons, congregational Dhuha prayers during break time, and religious extracurricular programs,

aimed at enhancing students emotional well-being and building strong character. Additionally, Islamic education teachers play a crucial role in providing motivation and emotional support, which not only boosts students confidence but also helps them cope with social pressures.

b. Fostering the Development of Character Strengths in Students

Building strong character is an essential part of positive adolescent development. However, many schools currently focus more on skills such as reading, writing, mathematics, and critical thinking, while paying less attention to efforts to develop positive and strong character in students (F. Aulia, 2015)

Character education plays a significant role in preventing and addressing *bullying* by instilling values of empathy and social responsibility among students, such as upholding ethics and justice, valuing differences, and being aware of consequences.

Several efforts can be undertaken to address and overcome *bullying* through character education:

- 1) Strengthening social control, which can be interpreted as various methods used by educators to discipline students who deviate from norms, including acts of violence, through monitoring and enforcement.
- 2) Developing a culture of asking and giving forgiveness.
- 3) Implementing anti-violence principles.
- 4) Providing peace education to the younger generation.
- 5) Enhancing dialogue and intensive communication among students in schools.
- 6) Providing catharsis.
- 7) Making efforts to prevent acts of violence (*bullying*) in schools. (Yuyarti, 2018)

Character strengthening at MAN 2 Lamongan is carried out through the role of Islamic education teachers as educators, motivators, and role models for students. Teachers do not only deliver academic material but also instill moral and ethical values, such as discipline, responsibility, and social awareness. Of the strategies used is integrating anti-bullying content into lessons, where teachers educate students about the dangers of bullying and its impact on social life.

Additionally, the school implements various character-strengthening programs, such as religious studies and participation in social activities. Through these programs, students not only gain theoretical understanding of good character but also have the opportunity to apply it in real life. Teachers also collaborate with the school administration to conduct anti-bullying awareness campaigns and provide support systems for bullying victims.

c. Enhancing Students Social and Emotional Skills

The development of pupils' cognitive, social, and emotional skills is greatly aided by schools. In actuality, nevertheless, a lot of educational establishments presently prioritize the development of pupils' cognitive abilities over their social and emotional abilities. Pupils are frequently assigned meant to strengthen their cognitive skills, but they are rarely offered support that can aid in their overall development. (F. Aulia, 2015). Social-emotional learning can help students avoid drugs abuse, stop *bullying* and violence, and have a beneficial impact on their capacity to embrace and value who they are (Helaluddin & Alamsyah, 2019)

Social and emotional learning is considered an essential component of education and human development. It encompasses the process of acquiring and applying knowledge, skills, and attitudes to manage emotions, achieve personal and collective goals, empathize with others, build and maintain positive relationships, and make responsible decisions. (Muhammad & Che Ahmad, 2021)

The social and emotional development model at MAN 2 Lamongan aims to enhance students ability to socialize, understand their emotions, and build healthy relationships with others. In this aspect, Islamic education and counseling teachers act as counselors, offering guidance and emotional support, especially to students who struggle with social interactions or become victims of bullying. Additionally, the school enforces a strict anti-bullying policy, ensuring that every reported case is followed up with counseling and support from counseling and Islamic education teachers.

Through a combination of character education, positive psychology approaches, and social-emotional development programs, MAN 2 Lamongan strives to create a safe, inclusive environment that supports students mental and academic well-being. This approach not only shapes academically intelligent students but also fosters strong character, emotional intelligence, and social skills, equipping them with essential abilities for daily life and future success.

D. CONCLUSION

This study found that bullying still occurs at MAN 2 Lamongan, in the forms of physical, verbal, relational, and cyberbullying. To address this issue, MAN 2 Lamongan has implemented various positive psychology-based strategies, including Islamic values-based learning and a positive discipline approach. Additionally, Islamic education and counseling teachers play a crucial role in providing guidance, emotional support and direct intervention in bullying cases. The madrasah has also launched anti-bullying programs, such as awareness campaigns and character-building activities, to foster a safer and more inclusive school environment.

To strengthen bullying prevention efforts, it is recommended that teacher training on bullying management be enhanced, parental involvement in character education be reinforced, and anti-bullying policies be developed more comprehensively through collaboration with school administrators and policymakers. By doing so, a more holistic approach can be applied to create a safe and inclusive Islamic educational environment for all students. This study highlights the role of teachers in addressing bullying in Islamic school but has limitations, such as students reluctance to disclose experiences and its focus on a single madrasah, limiting generalizability. Further research is needed to assess the effectiveness of these strategies in diverse school environment.

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