

Growing The Value of Islamic Religious Education to Prevent Bullying Behavior in Islamic Boarding Schools

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ABSTRACT

Bullying is aggressive behavior that often occurs in the community, especially in Islamic boarding schools and schools. This was done because he considered himself superior and his juniro was considered weak and made him a victim. Bullying is an act or attitude that makes other people hurt, this action is carried out by a person, two or a group, repeated over a long period of time by insulting, ridiculing, hitting, swords. Bullying is a global problem that can occur in all educational institutions, including Islamic boarding schools. Bullying in Islamic boarding schools occurs in physical, verbal and social forms, caused by internal and external factors. Bullying has many very negative impacts on the perpetrators or victims, both in terms of individual, social and academic life. This article aims to find out the types, forms, factors, and efforts to prevent bullying in Islamic boarding schools in Indonesia. This article uses qualitative research methods. The data used comes from various journals, books, journals, as well as the results of studies related to bullying in educational institutions. The data analysis technique used is Miles' qualitative data analysis technique. namely data condensation, data presentation, and drawing conclusions. The results of the study show that bullying in Islamic boarding schools occurs in physical, verbal and social forms, which are generally caused by internal and external factors. Bullying has many negative impacts both on the part of the perpetrators and on the part of the victims of bullying themselves, both in terms of individual, social and academic life.

Keywords: Islamic Boarding School, Bullying, Humiliating, Bullying

A. INTRODUCTION

The current crisis in Indonesian society, from students or santri to the political elite, indicates that religious and moral education taught in Madrasas and universities has no impact on changes in Indonesian human behavior (Baharun, 2018). In fact, what appears is that many Indonesian citizens are incoherent between their words and actions. This condition is thought to have started from what was produced by the world of education (Dalmeri, 2019). Religious education needs to be directed at developing faith, morals, conscience, character as well as aspects of intelligence and skills so that balance is realized. Thus, religious education will be able to contribute to all dimensions of the development of the Indonesian human being as a whole, as reflected in all the elements contained in the formulation of national education goals. As explained in the previous discourse, that Islamic education is character education which is called moral education. Moral education cannot be separated from religious education, because the basis of morality is faith.

So religious education is very closely related to morals, because morals will be formed and taught through religious education, and the basis of morality is faith, as explained by the Prophet; "In fact I was sent to improve morals", or a hadith which explains that, "a person with perfect faith is a person with good morals".

From the explanation of the hadith above, it can be seen that Rasulullah SAW prioritized morals, meaning that morals are very basic and important in all activities and dimensions of human life, as a part that must be continuously developed.

Today, the challenge of Islamic Religious Education, especially in Indonesia, is how to implement Islamic religious values to students as a whole and kaffah who not only master knowledge, but also have the quality of faith and noble character (Sada, 2015). This is because the aim of Islamic education is to form human beings who have a harmonious and balanced personality; not only in religion and science, but also in skills and morals. Al-Abrasyi explained that aspects of moral education are the goals of Islamic religious education and are the main key to human success in carrying out life's tasks.

Indonesia at this time, especially in Islamic boarding schools, is rife with the behavior of teenagers who lack morals, where this behavior not only has an impact on himself, but

also on other people (Hamidah, 2020). This can be seen by the many cases of bullying as one of the juvenile cases which are getting worse over time. It has been proven, according to data from the Indonesian Child Protection Commission (KPAI), from 2011 to 2016 around 253 cases of bullying were found, consisting of 122 children who were victims and 131 children who became perpetrators. According to the Law on Child Protection articles 12-18 number 23 of 2002, the treatment that must be protected from children is discrimination, exploitation, neglect, cruelty, violence and abuse, injustice, and other mistreatment (Indonesia, 2002). Children should be able to feel the Child Protection Act contained in Child Welfare.

Recently, educational institutions have been repeatedly shocked by news of bullying perpetrated by students at the Gontor Islamic Boarding School, one of the leading Islamic boarding schools in the country, which resulted in the death of a student (Caesaria, 2022). One of the fundamental values in the life of Islamic boarding schools is the establishment of Ukhuwah Islamiyah to create an atmosphere of family brotherhood where all joys and sorrows are shared (Dachulfany, 2014). Islamic boarding schools should be a place for the formation of character and morals for students, but instead, acts of violence often occur. Of course this will damage the reputation of the Islamic boarding school as the oldest educational institution in the country which has produced many preachers, scholars and politicians in the country. This incident became a big homework for the Islamic Boarding School in its efforts to prevent bullying from recurring in the Islamic Boarding School environment and how to deal with it.

The Indonesian Child Protection Commission (KPAI) says it has received complaints of around 480 children being bullied at school between 2016 and 2020 (Reza Pahlevi, 2022). Later, KPAI also released data that around 87.6% of incidents of bullying were found in Indonesia. In Indonesia, more men than women are victims, bullying behavior occurs more frequently in adolescent children (Desiree, 2012). This is because, during adolescence, also called puberty, there is a process of searching for identity, where adolescents interact a lot with the social environment and their school/Islamic boarding school environment (Oktavia,

2014). According to (Santrock. J.W, 2012) Puberty (adolescents) begins between the ages of 10 to 12 and ends between the ages of 18 to 22.

The bully is also most likely just repeating what he has seen and what he has experienced himself. He abused other children because maybe he himself was abused by his parents at home. He may also have been bullied and abused by other children who are stronger than him in the past. Bullying behavior that occurs in Islamic boarding schools includes physical violence, but more often it takes the form of ridicule, ostracism, bullying, and also forcibly governing on behalf of seniors (Marthunis & Authar, 2017). This may occur due to students who come from areas that have different customs and cultures. In addition, the lack of supervision from administrators and foster carers and the many rules that must be obeyed in Islamic boarding schools are also one of the reasons for the rampant cases of bullying that occur in Islamic boarding schools. Therefore, Islamic religious values must be reactivated and re-instilled in every santri (Hamidah, 2020).

In addition, research (Nugroho et al., 2020) found that there are various forms of bullying in Islamic boarding schools, including: Physical bullying, such as kicking or hitting; verbal bullying, such as mocking, offensive language; and exclusion. A study by Nugroho and Fardhan (2018) found that 59% of Islamic boarding school students said they were bullied or bullied by their peers. So this bullying phenomenon is like an iceberg phenomenon, it looks small on the surface, but it has many problems visible to parents and Islamic boarding schools ((Nugrohoand & Ainyfardhana, 2018). The phenomenon of bullying is often underestimated and overrides the bad effects that occur, so that cases of bullying in Islamic boarding schools continue to be carried out by students and never end.

Bullying in Islamic boarding schools is an interesting topic to study because as an Islamic educational institution full of religious and social values, bullying still occurs. In fact, bullying can have a negative impact on students, affecting all aspects of their psychological, physical and social life, and having an impact on their future development. This article aims to find out the types, forms, factors, and efforts to prevent bullying in Islamic boarding schools in Indonesia.

B. RESEARCH METHODS

This study uses qualitative research methods to analyze and describe the phenomenon of bullying in Islamic boarding schools in general, which consists of types and forms of bullying, what are the causal factors, what are the impacts on victims and what are the factors that cause it and what efforts are made carried out to minimize and avoid bullying in the pesantren environment. This study is presented in a qualitative form by means of a literature study approach. The method is that the author collects from various journals, books, journals, as well as the results of studies related to various educational institutions and Islamic boarding schools. This is because research is carried out in accordance with what happened without any setting, this method can also be referred to as the ethnographic method (Sugiyono, 2013).

Data collection techniques were carried out using purposive sampling, interviews, and documentation (Sugiyono, 2017). Data analysis uses Miles and Huberman's theory of data collection, data presentation, data reduction and verification (Matthew B. Miles, 2014). In this case the researcher analyzed to find out the extent of the role of Islamic religious education and reduced the occurrence of bullying behavior in Islamic boarding schools.

C. RESULT AND DISCUSSION

1. Forms of Bullying

Bullying can take many forms of behavior. The following are forms of bullying which are divided into three categories; (a) Physical bullying, bullying behavior that makes physical targets such as stepping on feet, punishing, slapping, yelling, and throwing objects at victims, (b) Verbal bullying, types of bullying related to words, such as insulting, cursing, embarrassing the victim in front of public, accusing, and pointing, (c) Mental or psychological bullying, is an act of bullying which is considered dangerous because it is difficult to be caught by the eye and occurs secretly, for example terrorizing via SMS, silence the victim, looking cynical and isolating (Sari & Azwar, 2018).

In other literature it is stated that forms of bullying are categorized into two; (a) Direct bullying, in the form of bullying using verbal such as insulting, mocking, pointing and

accusing, and using non-verbal such as kicking, punishing, hitting, (b) Indirect bullying, is bullying that is difficult to observe, its form can spread gossip and silence / isolating the victim (Firmansyah, 2022).

Meanwhile, Coloroso divides bullying into four categories; (a) Physical bullying, which is a form of bullying that is visible and results in physical harm and is the most identifiable than other forms of bullying. Such as hitting, scratching and spitting. However, physical bullying is rarely reported by students to the school. (b) Verbal bullying, the most common form of bullying, such as slander, cruel criticism, insults and words that lead to sexual harassment (Fauziyah & Rusmana, 2022). Other forms of verbal bullying are confiscation of money or goods, letters containing threats and gossip. (c) Relational bullying, is a form of bullying that is difficult to identify and is a weakening of the victim's self-esteem, forms such as exclusion and avoidance. Behaviors that appear such as cynical glances, mocking laughter and body language that shows reproach. (d) Cyber Bullying, is a form of bullying that appears along with the development of technological media. Bullies use media (sms, internet messages and social media) in carrying out their actions. Examples of cyber bullying include sending hurtful messages, making bad comments, calling continuously without speaking, victims are ostracized in group chats, and happy slapping (spreading videos to embarrass victims) (Fauziah, 2022).

Talking about increasingly sophisticated technological advances, in the era of disruption, forms of bullying are very widespread through technological media. Various forms of bullying began to appear, such as the spread of hoax news through social media, defamation, bad comments and engineering images to embarrass victims (Supriyanto et al., 2019).

2. Characteristics of Bullying Perpetrators and Victims

Coloroso mentions that there are four elements in bullying, namely (a) the difference in strength between the perpetrator and the victim, (b) intending to injure and hurt, (c) threats of continued aggression, (d) terror. Coloroso also mentioned the characteristics of children who tend to be victims of bullying, namely (a) children who are in a new environment, (b) the youngest, (c) have experienced trauma, (d) obedient, (e) children who have behavior that

is considered disturbing other people, (f) children who have no desire to fight, (g) shy, (h) the poor or the rich, (i) children who come from inferior tribes, religions and ethnicities, (j) children who are intelligent and have other advantages, (k) children are fat or thin, (l) have an unusual physical shape and (m) children who are in the wrong place when they make mistakes (Coloroso, 2006).

Meanwhile, bullies have impulsive characteristics, want to dominate others, have a group that supports them and do not have empathy for victims of bullying (Fadhilah et al., 2021).

Quoting from other literature, the characteristics of children who have a tendency to become bullies are (a) many friends, popular, come from wealthy families, have high self-confidence and good achievements. They bully children who are under them to increase their popularity (b) are victims of bullying, bullies usually have experienced bullying before, are not accepted in their group, are lonely and experience various difficulties at school (c) have low self-esteem so they are easily following the invitation of his friends who do bullying both consciously and unconsciously (Sari & Azwar, 2018).

Mutjahidah through her research results said that bullies have low or weak self-control, like to force or tend to dominate others, have impulsive and aggressive behavior. The perpetrators of bullying feel very happy and get satisfaction when they see their bullying victims suffer because of it. The perpetrator feels stronger and feels himself higher. For this reason, bullying occurs in individuals who are weaker than the perpetrators and is carried out repeatedly (Yandri, 2014).

Primalita Putri Distina 2019, in her research, said that bullying behavior that occurs in Islamic boarding schools is carried out in generations between senior and junior students, regulations regarding bullying are also not clear, and there is a lack of education on prevention of funds for managing Islamic boarding schools. students (Distina, 2019).

3. Impact of Bullying

Bullying behavior is a form of behavior that has a serious and long tail impact. With a continuous cycle that occurs from victim to perpetrator and so on. Victims of bullying will feel high anxiety, fear of depression and even decide to commit suicide. However, victims

of bullying also have a high potential to become perpetrators of further bullying with the intention of taking revenge for what has been felt before. The most obvious impact of bullying behavior is physical health. Disturbed physical health such as coughing, flu, chest tightness, even death. As well as the psychological impact and poor social adjustment (Yandri, 2014).

Some forms of attitudes/behavior of children who experience bullying at school are difficulty sleeping, wetting the bed, complaining of stomach or headache, fear of going to school, low self-esteem, crying when going to or coming home from school, abrasions or cuts. Real psychological impacts such as massive trauma, depression and other mental disorders (Santoso, 2020).

Rizaka Yunita mentioned the impact of bullying on victims, perpetrators and witnesses of bullying. for victims, among others; anxiety, decreased performance, feeling lonely and depressed. As for the perpetrators, the impact is often involved in fights, low empathy and respect for teachers and peers, habitual truancy and injuries due to fights. Meanwhile, for witnesses to bullying, there is a risk of making witnesses vulnerable, afraid, anxious, and feel low self-security (Yunita & Isnawati, 2022).

Four categories describe the impact of bullying behavior, namely (a) low psychological well-being, victims feel unhappy in their lives, low self-confidence, and get angry easily, (b) poor social adjustment, bullying causes individuals to have feelings of hatred towards the environment social, lonely, isolated and can express emotions of displeasure due to bullying at school, (c) Psychological distress, high anxiety, suicidal thoughts and depression, (d) Physical unwellness, there are clear symptoms indicating physical problems and can be identified through diagnosis medical as a disease and psychosomatic symptoms (Fauziyah & Rusmana, 2022).

4. The Phenomenon of Bullying In Islamic Boarding Schools

Based on some of the characteristics previously described, Islamic boarding schools focus more on Islamic studies and the existence of adab, culturally bound rules that make them different from boarding schools in general. However, there are still characteristics of Islamic boarding schools that have similarities with boarding schools, namely the students,

who at this time, mostly settled and lived in huts while studying at Islamic boarding schools. With the condition of students who live in Islamic boarding schools, bullying behavior is more prone to occur. The results of research conducted by Aisyiai and Ifeoma in 2015 stated that cases of bullying were more common in boarding schools than non-boarding schools.

As a form of boarding school, Islamic boarding schools have routine joint activities between senior students and junior students. The characteristics of a pesantren which has a large number of students coming from different regions, makes for a large difference in cultural background. However, the large number of students in Islamic boarding schools is not proportional to the number of supervisors. Desiree in 2013 reported that bullying behavior occurred in Islamic boarding schools due to the unequal number of coaches and students (Desiree, 2013). This makes a lack of supervision and control over the activities of the students. Generally, coaches in Islamic boarding schools are teachers (ustadz/uztadzah) or administrators of student organizations.

Wafiyatu Maslahah, Rr. Hesti Setyodyah Lestari in 2022, researching the phenomenon of bullying at the Assalam Jambewangi Islamic boarding school. In his research, Wafiyatu found that students who live in Islamic boarding schools have different backgrounds in culture, family and education. In this case, Islamic boarding schools realize the importance of socialization as a provision of knowledge for students to prevent and not engage in acts of bullying in Islamic boarding schools. This socialization is carried out so that the pesantren becomes a safe, comfortable and friendly place for students (Maslahah, Wafiyatu, 2022).

5. Internalization of Islamic Religious Education to Prevent Bullying from Occurring in Islamic Boarding Schools

Based on the test results in this study it can be seen that the revival of religious values to overcome the problem of bullying is very necessary so that the problem does not continue to spread. And in order to realize its effectiveness, it is necessary to cooperate between educators and related administrators. The aspects of PAI values in question are aspects of the values of faith, worship, and morals. The inculcation of these values is normatively carried out during PAI lessons which include Faith, Morals, Fiqh, as well as the Qur'an and

Hadith. In addition, the cultivation of these values also needs to be applied in every lesson every day, not only during PAI learning.

PAI values, such as Religiosity (namely the deepening of religious values in a person. For example introducing children through the habit of always remembering Allah wherever they are, praying every time they start activities and always being grateful), Socialization, (namely getting children to live together , caring for each other, feeling mutual need, getting used to thinking if it's not me who else is helping them.), Gender (ie introducing equality), Justice, namely explaining to children that they will get the same rights and opportunities), Democratic, (ie appreciate and mobilize the results of imagination.), Honesty (accustoming children to respect other people and placing things according to their portion) can be applied in all Islamic boarding schools with the efforts and methods of the principal which involve more PAI teachers and work together with other teachers. Efforts are made to always socialize and evaluate the behavior of students in Islamic boarding schools. Aspects of the religiosity of children are needed as a guideline for their lives, which later their intellect will follow along with an understanding of the values of PAI embedded in the students themselves. Then asked all teachers/ustads to try to integrate PAI values in each subject.

This religious education is provided not by teaching the arguments or explanations about various moral teachings in religion, but rather on the importance of appreciation and practice in daily life, as well as involving the students in the formation of good morals and character (Munthe). The practice of religious education learning depends on the condition of the pesantren. When learning Indonesian, a teacher starts the learning process in the morning by greeting and leading students to read prayers to study together. Then the teacher leads a joint tadarus which then interprets the contents of the verses of the Qur'an. This habit helps students better understand the meaning contained in the Koran. By interpreting this verse, the teacher can provide motivation for students to be better at behaving and having good morals towards the community in the school environment so that they can avoid bullying (Santoso, 2020).

The inculcation of PAI values is then viewed from students' behavior toward nature. Students understand that in Islam, the nature given by God to humans is a shared

responsibility as caliphs on earth. So it is our obligation to look after each other and manage nature as well as possible. It is this concept of faith that needs to be instilled early on in students regarding maintaining the cleanliness and beauty of the school environment so that they remain comfortable as a manifestation of gratitude for the blessings that have been given by Allah SWT. The inculcation of PAI values in this aspect is normatively obtained through science learning which is then developed by the teacher by linking science learning with Al-Qur'an verses about the importance of preserving and preserving nature and the prohibition of destroying it.

The strategy that can be applied by PAI teachers in dealing with student bullying behavior at school is by instilling Islamic or moral values in students in teaching and learning activities in class, then giving direct advice if there are students who behave badly towards their friends. The next strategy in dealing with the problem of bullying students in Islamic boarding schools is to conduct counseling on the sidelines of changing class hours. Then held individual guidance in the Guidance Counseling room.

D. CUNCLUSION

The essence of the research above can be concluded that bullying behavior occurs without any clear intention or with the aim of disturbing the victim which is done intentionally. This bullying behavior can hurt the victim both physically and psychologically so that it can have a negative impact on the victim. Such as feelings of depression, fear, anxiety, sadness and make the victim uncomfortable and lose motivation. Conditions experienced by victims repeatedly can affect self-confidence, self-esteem and academic achievement. Bullying is one of the attitudes of teenagers that is very bad which has become a hot topic of conversation in the world of education, not only in Indonesia but also internationally. Early prevention must be carried out so that this does not spread further.

It is hoped that further research will re-raise issues related to bullying, especially what happened in Islamic boarding schools and it is suggested to researchers to be able to broaden research respondents not only to perpetrators but also to victims of bullying that occurs in the community and especially to students.

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