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THE ROLE OF ISLAMIC RELIGIOUS EDUCATION IN PREVENTING BULLYING BEHAVIOR AT SCHOOL

Ahmad Soleh Mustofa

Kiai Haji Achmad Siddiq State Islamic University Jember, (usolehmustofa@gmail.com)

Subakri

Kiai Haji Achmad Siddiq State Islamic University Jember, (subakri@uinkhas.ac.id)

Gunawan

Kiai Haji Achmad Siddiq State Islamic University Jember, (mazgun2023@gmail.com)

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ABSTRACT

Bullying is a serious problem in the educational environment that can damage students' psychology and create an unhealthy learning atmosphere. As the main instrument in character education, Islamic Religious Education (PAI) has great potential to prevent and overcome bullying behavior. This study aims to analyze the role of PAI in building students' characters that respect the values of compassion, tolerance, and responsibility. A descriptive qualitative approach was used to understand the implementation of religious values in the context of formal education. Data were collected through classroom observation, interviews with PAI teachers, and curriculum analysis. The results showed that the implementation of Islamic values through PAI was able to increase students' empathy and create a harmonious school environment. The study also found that PAI teaching that is integrated with daily life is more effective than teaching methods that are only theoretical. The recommendations of this study include teacher training, curriculum updates, and community-based holistic approaches to support bullying prevention in schools.

A. INTRODUCTION

Bullying has been recognized as a widespread and critical issue that affects the well-being of students worldwide. It occurs in many forms, including physical, verbal, and social aggression, and can significantly impact both the victim and the perpetrator. Bullying not only damages the psychological health of the victim but also hinders the learning process, creating an environment where students are afraid to engage fully in school activities. This negative atmosphere can lead to decreased academic performance, lower self-esteem, and even long-term mental health issues for those affected by bullying. Despite efforts to address the issue, bullying continues to persist in schools globally, indicating that existing measures may not be sufficient to eliminate this harmful behavior. In Indonesia, bullying has become a pressing concern, particularly in schools ranging from elementary to secondary levels. Cases of bullying have been increasingly reported in both physical and cyber forms, often leaving lasting scars on students' emotional and social development. While bullying is a complex issue influenced by factors such as peer pressure, family dynamics, and societal norms, it ultimately stems from a lack of moral understanding and empathy. As such, tackling bullying requires more than just disciplinary actions; it demands a deep-rooted cultural and behavioral change that encourages mutual respect, kindness, and understanding among students.

Bullying behavior has become a global phenomenon that threatens the world of education. In Indonesia, bullying cases often occur at various levels of education, ranging from elementary to secondary schools. This bullying not only creates trauma for the victim but also hinders the learning process and moral development of students (Habib & Prabowo, 2024a). Bullying is one of the problems that often occur in the school environment. This behavior not only causes psychological trauma to the victim, but also affects the perpetrator by worsening their moral and social development. The phenomenon of bullying involves physically, verbally, or socially aggressive actions that are carried out repeatedly to demonstrate dominance over other individuals. In Indonesia, bullying has become a serious concern as more and more cases have surfaced to the public, both in physical and cyberbullying forms.

Bullying is often caused by an imbalance of power in social relationships, a lack of moral understanding, and the influence of an unsupportive family environment. In this context, PAI can serve as a moral education tool that encourages students to respect others (Diana, 2023). Bullying not only affects the victim psychologically, but also contributes to low levels of school enrollment, depression, and even the desire to end life. Therefore, strengthening character education through PAI becomes very relevant (Habib & Prabowo, 2024a).

Islamic Religious Education (PAI) offers a promising solution to this issue by integrating values such as empathy, compassion, and justice into students' character development. These values are not only crucial for preventing bullying but also for fostering a positive school culture where students learn to live harmoniously with one another. The teachings of Islam, as conveyed through PAI, provide a moral framework that discourages harmful behaviors such as aggression, insult, and disrespect, which are central to bullying. By emphasizing the internalization and practical application of these values, PAI has the potential to significantly reduce bullying behavior and contribute to the creation of a safe and supportive learning environment. However, the successful implementation of PAI in bullying prevention requires addressing various challenges,

such as ensuring its relevance to students' everyday lives and fostering a collaborative approach among teachers, parents, and the wider community.

Education has a strategic role in shaping students' character and behavior. Schools, as formal educational institutions, are expected to not only transfer knowledge but also build the moral character of students to be able to live harmoniously in society (Diana, 2023). Islamic Religious Education (PAI) is one of the important instruments in shaping student character. In Islam, behaviors that harm others such as insulting, denouncing, and hurting are strictly prohibited, as stated in the Qur'an and Hadith. The religious values taught through PAI can be a moral foundation to prevent negative behaviors, including bullying. However, in practice, the implementation of PAI is often limited to cognitive aspects, such as memorizing holy verses or understanding fiqh laws, without emphasizing the application of these values in daily life. This causes students to have a less in-depth understanding of how to internalize Islamic teachings to form a positive character.

Islamic Religious Education (PAI) plays an important role in internalizing religious values, such as compassion, justice, and empathy. These values, if implemented effectively, can be a strong foundation to prevent bullying behavior in schools (Muru'atul Afifah & Riftini Yulaiyah, 2022). PAI teachers are not only teachers but also moral counselors. They have a key role in instilling noble morals through applicable teaching methods, such as case discussions and role-playing related to real life (Habib & Prabowo, 2024a). Values such as justice and compassion taught in PAI are in line with Islamic religious principles that prohibit all forms of violence, including bullying. These values can be an effective antidote to students' deviant behavior. (Muru'atul Afifah & Riftini Yulaiyah, 2022)

PAI's approach in dealing with bullying includes consistent teaching of moral values, involving students in religious activities, and working with parents to create a safe and supportive school environment. The effectiveness of PAI in preventing bullying also depends on collaboration between teachers, parents, and the community. This collaboration creates synergy in building students' religious and moral character. Given the important role of PAI in preventing bullying behavior, research on the effectiveness of PAI teaching methods in this context becomes very relevant. This research is expected to provide strategic recommendations for creating an educational environment free from bullying. (Kartini et al., 2024)

It is important to understand how PAI teaching can be optimized to create a bullying-free school environment. A good education not only teaches knowledge, but also shapes students' personalities and morals. In this context, PAI has great potential to be an effective bullying prevention tool. Previous research shows that character education plays an important role in preventing bullying behavior. However, research that specifically explores the role of PAI in this context is still limited. Therefore, this study aims to fill the gap by exploring the relationship between teaching Islamic values and bullying prevention in schools. This study will also identify challenges in the implementation of Islamic values and provide practical recommendations to improve the effectiveness of Islamic values teaching in creating a harmonious and inclusive learning environment.

B. METHOD

This study used a descriptive qualitative approach to provide an in-depth description (Sugiyono, 2020), of the role of PAI in preventing bullying. This research method was chosen because it is able to explore social phenomena comprehensively and deeply through descriptive data.

1. Location and Research Subjects

The research was conducted in three junior high schools in urban and rural areas to obtain diverse perspectives. The research subjects included PAI teachers, students, and school principals. A total of 15 PAI teachers and 30 students were selected as informants using purposive sampling technique.

2. Data Collection

Data was collected through three main techniques:

- a. Observation: Observed the PAI learning process in the classroom and student interactions during learning activities.
- b. In-depth Interview: Involving PAI teachers and students to understand their views on the role of PAI in preventing bullying.
- c. Document Analysis: Reviewing the PAI curriculum and teaching materials to assess the extent to which Islamic values related to bullying prevention are included.

3. Data Analysis Technique

The collected data were analyzed using thematic analysis techniques. This process involved identifying the main themes from the data that were relevant to the role of PAI in preventing bullying, such as the values of compassion, justice, and empathy.

4. Data Validity

To ensure data validity, triangulation of sources and techniques was carried out by comparing the results of observations, interviews, and document analysis. This aims to ensure the accuracy and reliability of the research results.

5. Research Limitations

The study was limited to three schools and focused on the junior secondary level. The findings may not be fully representative of conditions at other education levels or in different regions.

C. RESULT AND DISCUSSION

1. Implementation of Islamic Values in Education

The research shows that Islamic religious values taught through Islamic Religious Education (PAI) have a significant influence in preventing bullying behavior in schools. PAI teachers who instill values such as compassion, justice, and empathy succeed in creating a conducive learning atmosphere. Classroom observations showed that students who engaged in discussions about good and bad behavior, with teacher guidance, tended to show positive attitude changes towards classmates.

The results of interviews with PAI teachers revealed that the integration of Islamic values in students' daily activities has a significant impact. Teachers use a contextual approach, such as telling stories of prophets and companions that are relevant to students' daily behavior. These stories help students understand the importance of the value of empathy and compassion, which

directly affects the way they interact with their friends. Students who usually exhibit aggressive behavior begin to reduce negative actions and more often show a caring attitude towards friends. (Habib & Prabowo, 2024a)

Teachers also utilize religious activities such as the recitation of Asmaul Husna before starting lessons as a first step to creating a peaceful and religious atmosphere. This habit not only increases students' awareness of God's good attributes but also helps them instill those attributes in their daily lives. Teachers note that students who are active in this activity tend to be calmer and less involved in conflicts with peers. (Diana, 2023)

In addition, group discussion activities in PAI subjects are often utilized to solve social problems, including bullying. In these discussions, students are invited to evaluate acts of bullying through the perspective of religious values. They are taught to recognize wrong behavior, understand its impact on victims, and find solutions based on Islamic principles. This discussion not only enhances students' understanding of religious values but also builds solidarity among them, thus strengthening harmonious social relations in the school environment. (Kartini et al., 2024)

2. Teacher's Role as a Role Model

PAI teachers play an important role as role models. Teachers who consistently demonstrate good behaviors, such as patience, wisdom, and respect for students, are able to inspire students to follow those attitudes. Interviews with students showed that they are more likely to listen to advice from teachers who are respected and considered to have integrity. This confirms the importance of teacher behavior in shaping student character.

PAI teachers who are role models often get special attention from students, especially when facing conflict situations or problems in the classroom. Teachers who patiently resolve problems without resorting to violence provide students with concrete examples of how to resolve differences of opinion peacefully. For example, a teacher who uses a dialogue approach in dealing with a bullying student shows other students how to respect others and correct mistakes without demeaning them. (Habib & Prabowo, 2024a)

In addition, interviews with students revealed that they tend to be more open to PAI teachers who are perceived as friendly and caring towards their emotional needs. Teachers who consistently show empathy and concern for students' feelings succeed in creating a deep sense of trust. This makes students feel comfortable to talk about personal problems, including cases of bullying that they have experienced or witnessed at school. (Diana, 2023)

Classroom observations also show that teachers who apply inclusive approaches, such as involving all students in discussions or group activities, succeed in building a harmonious learning atmosphere. Teachers who value students' opinions regardless of their backgrounds or abilities are able to create a sense of community and mutual respect among students. This contributes to a decrease in bullying behavior, as students learn to accept differences and understand the importance of fairness in everyday life. (Habib & Prabowo, 2024b)

3. Effective Teaching Methods

The teaching methods used by PAI teachers have a big influence on the effectiveness of learning. The use of discussion methods, role-playing, and case

studies relevant to daily life help students understand the implications of their actions. For example, a discussion on the story of Prophet Muhammad SAW who was compassionate towards all living beings makes it easier for students to relate Islamic teachings to real life.

Effective teaching methods depend not only on the use of certain media or techniques, but also on the relevance of the material to students' real lives. Islamic education teachers who utilize a storytelling approach, such as stories of the Prophet's companions practicing justice and kindness, succeed in positively influencing the way students view their daily actions. In a case study, students who discussed the relevance of the Prophet Muhammad's story in modern life became better able to recognize the importance of values such as compassion and empathy in their social relationships. (Habib & Prabowo, 2024b)

Simulation and role-playing activities were also shown to improve students' understanding of the impact of bullying behavior. In one instance, students were invited to act out a situation where they were both the victim and the perpetrator of bullying. This activity not only helped students understand the emotional impact of negative behaviors, but also gave them insights on how to stop the cycle. Teachers noted that students who engaged in these simulations showed increased empathy and reduced aggressive actions at school. (Muru'atul Afifah & Riftini Yulaiyah, 2022)

In addition, group discussion-based teaching methods are often used to encourage students to think critically and reflectively. These discussions allow students to share personal experiences and seek solutions based on Islamic teachings. For example, a discussion on the concept of "amar ma'ruf nahi munkar" helps students understand their responsibility in preventing bad behavior, such as bullying, in their environment. This approach not only increases student engagement but also creates a sense of collective responsibility among them. (Habib & Prabowo, 2024a)

4. Challenges in Implementing the PAI Curriculum

Although the PAI curriculum has great potential, several challenges are found in its implementation. Limited learning time often makes teachers only able to deliver theoretical material without emphasizing practical application. In addition, some teachers feel less confident in dealing with social issues such as bullying, which require a more complex approach.

One of the main challenges in implementing the PAI curriculum is the lack of specialized training for teachers to address social issues such as bullying. Many teachers feel they lack the skills or resources needed to handle these complex problems, particularly as discussions about bullying often require approaches that incorporate psychological and social aspects. This leaves some teachers feeling less confident in providing relevant guidance to students. (Kartini et al., 2024)

In addition, the high administrative workload is another significant barrier. Teachers are often burdened with administrative tasks such as daily reports and curriculum documentation preparation, which reduces the time they can devote to developing creative and practical teaching materials. Under these circumstances, many teachers can only deliver theoretical content without

linking it to the students' real-life context, preventing the values of PAI from being fully internalized. (Habib & Prabowo, 2024b)

The lack of involvement from parents and the community in supporting the implementation of PAI also poses a challenge that needs to be addressed. Although PAI teaches strong moral values, its application is often limited to the school environment. The mismatch between the values taught at school and the students' experiences at home or in their communities can reduce the effectiveness of the instruction. This highlights the need for synergy between teachers, parents, and the community to strengthen the implementation of Islamic values in students' daily lives. (Kartini et al., 2024)

5. Students' Response to Islamic Values

Interviews with students show that they tend to be more responsive to teaching that is linked to personal experiences or real situations. For example, students who had been victims of bullying felt more connected when classroom discussions highlighted the importance of respecting each other. However, some students admitted that they were bored with monotonous teaching methods, such as lectures without interaction.

Observations show that students who actively participate in interactive activities such as role-playing or group discussions tend to feel more inspired to apply Islamic values in their daily lives. They find these activities helpful in understanding the emotional impact of negative behaviors like bullying and how values such as empathy and compassion can address such issues. One student stated that experiencing a role-play as a bullying victim made them more aware of the importance of respecting others' feelings. (Habib & Prabowo, 2024b) However, some students expressed that PAI lessons often felt too theoretical and less relevant to their daily lives. They desired a more practical approach, such as analyzing real-life cases from their surroundings or using digital media to visualize moral concepts. This approach would not only increase students' interest but also help them understand the importance of Islamic values in a modern context. (Diana, 2023)

6. Impact of Empathy Value in Preventing Bullying

The value of empathy taught in PAI proved to play a major role in preventing bullying behavior. Students who are taught to understand the feelings of others show a decreased tendency to commit aggressive acts. Observations of student interactions outside the classroom showed an increase in solidarity, such as helping friends in difficulty or apologizing when making mistakes. The integration of empathy into daily classroom activities has shown to be effective in fostering a positive school environment. Teachers who encourage students to reflect on their own actions and consider how their behavior affects others reported significant improvements in peer relationships. For instance, group activities that require collaboration and mutual support often lead to students developing a better understanding of each other's emotions and challenges, reducing tendencies toward bullying. (Habib & Prabowo, 2024b)

Additionally, storytelling about empathetic figures from Islamic teachings, such as the Prophet Muhammad (SAW) and his companions, has been a powerful tool in instilling empathy among students. These stories provide relatable examples that resonate with students and inspire them to adopt similar

behaviors in their interactions. Many students reported that these lessons encouraged them to apologize for mistakes and actively help friends in need, further strengthening the community within the school.(Kartini et al., 2024) Empathy-focused extracurricular activities also contributed significantly to preventing bullying. Programs such as peer mentoring and community service projects enabled students to experience the value of helping others firsthand. These activities not only built their sense of responsibility but also created opportunities for students to form meaningful connections with peers, reducing feelings of isolation that often lead to bullying behaviors. Observations confirmed that students who participated in these programs demonstrated a noticeable decline in aggressive tendencies and an increase in cooperative behavior.(Habib & Prabowo, 2024a)

7. Islamic Value-Based Extracurricular Activities

Extracurricular activities such as religious mentoring or recitation provide additional space for students to explore Islamic values. Research found that students who are active in these activities have higher moral awareness and are less likely to engage in bullying behavior. The activities also help students develop positive social relationships with their peers. Extracurricular activities rooted in Islamic values not only reinforce moral teachings but also provide practical opportunities for students to practice those values in real-life scenarios. For example, religious mentoring sessions often include discussions about personal challenges, encouraging students to apply principles such as patience, forgiveness, and understanding in their daily interactions. This creates a supportive environment where students feel more connected and less inclined to engage in bullying behaviors.(Kartini et al., 2024)

Participation in Islamic recitation groups, such as Quran study circles, fosters a sense of community and mutual respect among students. These activities encourage teamwork and collaboration, helping participants appreciate diverse perspectives and develop a shared sense of responsibility. Observations revealed that students who regularly participated in these groups were more likely to intervene when witnessing bullying and to promote a culture of kindness and inclusion within the school.(Muru'atul Afifah & Riftini Yulaiyah, 2022) Moreover, activities such as Islamic-themed drama or storytelling competitions have proven to be effective in conveying moral lessons in an engaging way. These events allow students to creatively express their understanding of Islamic values, reinforcing concepts like empathy and justice. Teachers noted that students who actively engage in these programs often serve as role models for their peers, demonstrating behaviors that align with the teachings of Islam and actively discouraging bullying.(Kartini et al., 2024)

8. Collaboration with Parents

Bullying prevention is not only the responsibility of teachers, but also parents. Research shows that collaboration between schools and parents through Islamic values-based parenting programs can strengthen student character building. Parents who are involved in children's learning at home help reinforce the moral messages received at school. Effective collaboration with parents plays a critical role in creating a holistic approach to bullying prevention. Parents who actively participate in school programs, such as workshops on Islamic parenting,

gain a deeper understanding of how to reinforce moral teachings at home. This alignment between school and home ensures that students are consistently exposed to values such as empathy, respect, and kindness, reducing the likelihood of bullying behavior both in and outside of school.(Khumairoh & Sya'bani, 2024)

Regular communication between teachers and parents further strengthens this collaboration. For instance, the use of parent-teacher meetings and digital platforms to discuss students' behavioral progress creates a bridge for sharing insights and strategies. Parents who receive updates about their child's behavior are better equipped to address issues early and support the school's efforts in fostering a positive environment. This partnership not only addresses existing cases of bullying but also works preventively by promoting awareness and early intervention.(Suriani, 2024) Additionally, schools can encourage parents to participate in community-based activities, such as anti-bullying campaigns or family-oriented social programs. These initiatives help build a unified community effort against bullying, emphasizing shared responsibility among all stakeholders. By involving parents in these activities, schools foster a sense of collective ownership and accountability, empowering parents to become active contributors in shaping a safe and respectful learning environment for their children.(Khumairoh & Sya'bani, 2024)

9. The Influence of a Religious School Environment

Schools that create a religious environment, such as through regular religious activities, recorded a decrease in bullying cases. Students who are involved in activities such as congregational prayers and religious studies tend to have more respect for others. A religious environment also creates a calmer and more harmonious learning atmosphere.

A religious school environment fosters a sense of community and shared values among students, which plays a significant role in reducing bullying behavior. Regular religious activities, such as reciting prayers or participating in Quran study sessions, provide opportunities for students to internalize Islamic teachings that emphasize compassion and mutual respect. This consistent reinforcement of moral values cultivates a culture of empathy, where students are more inclined to support and uplift their peers rather than engage in harmful behaviors.(Khumairoh & Sya'bani, 2024)

The presence of religious symbols and practices in the school environment also contributes to a sense of accountability among students. Knowing that their actions are observed not just by their peers but also within the framework of religious principles instills a deeper awareness of the consequences of negative behaviors such as bullying. Teachers report that students in religious schools often demonstrate higher levels of self-control and are more willing to resolve conflicts amicably, attributing these changes to the influence of a faith-centered atmosphere.(Karim et al., 2023) Moreover, the incorporation of religious values into school policies and activities helps create a more inclusive and supportive environment. Programs like religious mentoring and character-building workshops inspired by Islamic teachings encourage students to reflect on their behavior and take responsibility for their actions. These initiatives not only address the root causes of bullying but also inspire a collective commitment

among students to maintain a peaceful and harmonious school environment .(Choiriyah et al., 2024)

10. Relationship between Justice Value and Bullying

One of the most relevant Islamic values in bullying prevention is justice. Students are taught not to discriminate or harm others, in accordance with the principles of justice in the Qur'an. The research found that students who understand this value are more likely to intervene when they see bullying, instead of getting involved. The value of justice, deeply rooted in Islamic teachings, provides a powerful framework for fostering fairness and mutual respect among students. By emphasizing that all individuals deserve equal treatment regardless of their differences, the value of justice discourages actions that harm or discriminate against others. Teachers have observed that students who are actively taught about justice through religious education are more likely to stand up for their peers and oppose unfair treatment, effectively reducing incidents of bullying in their schools.(Khumairoh & Sya'bani, 2024)

Integrating the concept of justice into classroom activities, such as debates or case studies, allows students to engage with real-life scenarios where fairness and equality are tested. These activities help students develop critical thinking and empathy, equipping them with the tools to recognize and challenge bullying behavior. For instance, a group discussion about the Islamic principle of "adl" (justice) can inspire students to reflect on how their actions impact others and encourage them to advocate for a supportive and fair school environment .(Karim et al., 2023) Moreover, justice-based school policies reinforce the importance of equality and accountability within the school community. Clear rules and consequences for bullying that align with Islamic values ensure that all students feel protected and respected. Schools that integrate justice into their disciplinary approaches have reported higher levels of student trust and cooperation, as students perceive the rules as fair and unbiased. This trust motivates students to report bullying incidents and fosters a collective responsibility to uphold a culture of justice and mutual respect.(Khumairoh & Sya'bani, 2024)

11. Obstacles in Implementing Islamic Values

However, there are some obstacles in the application of Islamic values, especially in schools that are less supportive of religious activities. Some students feel that the values taught at school are not in line with the behavior they encounter at home or their social environment. This shows the need for synergy between school, family and community.

One significant obstacle in implementing Islamic values is the inconsistency between the values taught at school and the practices observed in students' homes or communities. For example, while schools may emphasize empathy, respect, and fairness, some students come from environments where these principles are not reinforced or even contradicted. This mismatch creates confusion for students and diminishes the effectiveness of the values-based education provided by the school.(Khumairoh & Sya'bani, 2024) Another challenge lies in the limited time and resources available for Islamic religious activities in schools. Some schools, particularly those with tight academic schedules, allocate minimal time for extracurricular activities or moral education

sessions. This lack of dedicated focus on Islamic values makes it difficult for students to fully internalize and apply these principles in their daily lives. Teachers also report that such constraints often lead to a superficial understanding of moral teachings rather than meaningful character development. (Habib & Prabowo, 2024b)

Lastly, the role of peer influence cannot be overlooked. In some cases, students are heavily influenced by their peers, particularly in social environments where bullying or other negative behaviors are normalized. Even when students are taught Islamic values at school, the pressure to conform to their peer group's norms can outweigh the moral guidance they receive. This highlights the importance of creating a comprehensive support system that involves not only schools but also families and communities to ensure consistent reinforcement of positive values (Kartini et al., 2024).

12. Strategies for Strengthening the Role of PAI

To increase the effectiveness of PAI in preventing bullying, it is necessary to implement strengthening strategies, such as special training for teachers, developing modules based on real cases, and integrating technology in learning. A community-based approach is also recommended to create wider support for students in building character.

One effective strategy for strengthening the role of PAI in preventing bullying is to provide specialized training for teachers. These training programs can focus on equipping teachers with the skills to address complex social issues, including bullying, by utilizing Islamic values as a framework. Workshops on conflict resolution, emotional intelligence, and classroom management can empower teachers to handle bullying cases more effectively and proactively create a supportive learning environment (Karim et al., 2023).

Another important initiative is the development of learning modules based on real-life cases. By integrating actual bullying scenarios into the curriculum, PAI teachers can facilitate discussions that encourage students to apply Islamic teachings in practical contexts. For instance, modules can include activities like role-playing or analyzing Quranic verses related to justice and compassion, allowing students to connect religious values with everyday challenges (Suriani, 2024).

The integration of technology in PAI is also a promising approach. Interactive tools such as online discussion platforms, gamified learning, and multimedia resources can engage students more effectively and make the lessons on Islamic values more relatable. Additionally, technology can be used to create digital campaigns against bullying, encouraging students to take an active role in promoting positive behaviors. This approach not only modernizes the delivery of PAI but also extends its influence beyond the classroom to students' online interactions (Habib & Prabowo, 2024b).

D. CONCLUSION

Islamic Religious Education (PAI) holds significant potential in preventing bullying by embedding noble moral values in students. This study underscores that contextual and application-based teaching methods are more impactful in shaping students' character compared to theoretical approaches. To optimize the role of PAI, it is crucial to update the curriculum, provide comprehensive training for teachers, and foster collaboration between schools, families, and communities. A community-based and holistic strategy is essential to enhance the effectiveness of Islamic values education. The findings suggest practical measures such as developing PAI modules tailored to address real-world social issues, organizing regular teacher training programs, and strengthening partnerships between schools and the broader community. These steps are expected to create a safe, respectful, and harmonious school environment where students can thrive emotionally and morally while minimizing bullying behavior.

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