

Strategies of Islamic Religious Education Teachers in Preventing Bullying Behavior in Elementary Schools: A Case Study at SDN 005 Bontang Selatan

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Abstract

Bullying behavior among elementary school students remains a pressing educational concern because of its direct impact on students' sense of security, self-confidence, learning motivation, and mental development. This study aims to identify the forms of bullying behavior, analyze its implications for students' learning mentality, and uncover the strategies employed by Islamic Religious Education (PAI) teachers in preventing, addressing, and minimizing bullying at SDN 005 Bontang Selatan. A qualitative case study design was employed, informed by theological, pedagogical, and psychological paradigms. Primary data were obtained from the principal, PAI teacher, and classroom teacher through observation, semi-structured interviews, and document study, analyzed through data reduction, data display, and conclusion drawing, with validity established through source and method triangulation. The findings reveal that bullying manifests in verbal, social/relational, mild physical, and non-verbal forms, contributing to diminished feelings of safety, self-esteem, motivation, and classroom climate. PAI teachers implement layered strategies that are preventive, curative, educational, collaborative, and disciplinary, positioning themselves as educators, role models, counselors, motivators, mediators, and collaborators. This study contributes novel insight into the PAI teacher's role as an "empathy catalyst" and identifies the phenomenon of "joke-bullying," which requires deliberate deconstruction of students' perceptions of humor. These findings offer theoretical and practical contributions toward developing an Islamic character education model for bullying prevention in elementary schools.

Keywords

Islamic Religious Education teacher; bullying; students; elementary school; prevention strategy



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INTRODUCTION

Bullying behavior in students has become one of the educational problems that has continued to increase in recent years. Bullying not only has an impact on the physical aspect,

but also interferes with the psychological, emotional, social, and spiritual development of students, especially at the elementary school level when children are still in the stage of character and self-identity formation so that they are vulnerable to negative peer influences, social pressure, and aggressive behavior dynamics (Taihutu, Noya, & Kiriwenno, 2024). This phenomenon is paradoxical because it occurs in an environment that should be the safest and most educational space for children, namely schools. It is in this context that the role of Islamic Religious Education (PAI) teachers is very important in forming noble morals and preventing the emergence of bullying behavior (Sazliana, Alfia, Nurlaili, & Nuriyati, 2025).

In an Islamic perspective, bullying behavior is included in acts of tyranny, hurting, and degrading the dignity of others. Allah swt. said in QS. al-Hujurāt/49:11 which prohibits one race from making fun of another, because it may be better to make fun of one than to make fun of one, and also forbids reproaching each other and calling each other bad nicknames (Ministry of Religion of the Republic of Indonesia, 2015). Al-Maraghi emphasized that anyone who makes fun of the physical shortcomings or condition of others is actually wronging himself for insulting a creature that Allah swt glorifies. (Al-Maraghi, 1993). Sayyid Quthb added that the honor of each individual Muslim is collective, so making fun of one person means making fun of the honor of the entire congregation (Quthb, 2004). These normative values affirm that allowing bullying to happen is the same as allowing tyranny to take place, and PAI teachers bear the moral and spiritual responsibility to internalize these teachings to students.

Juridically, Law Number 20 of 2003 concerning the National Education System emphasizes that education aims to develop the character of students into human beings of faith, noble character, and good personality, while Regulation of the Minister of Education and Culture Number 82 of 2015 explicitly requires educational units to prevent all forms of physical, psychological, and social violence in the school environment. This regulation emphasizes that bullying cannot be tolerated and that schools are obliged to carry out systematic interventions, with teachers including PAI teachers as the parties responsible for coaching and supervising student behavior.

Theoretically, Olweus (1993) defines bullying as an aggressive act that is carried out repeatedly and involves an imbalance of power between the perpetrator and the victim. Bandura (1977) through social learning theory explains that aggressive behavior can be

learned through observation and imitation of behavior models in the surrounding environment, so that the family, school, and media environment have a significant role in shaping or preventing bullying behavior. A number of studies show a fairly high level of vulnerability: the research of Farihal, Jarkawi, and Dayu (2025) revealed that the limitations of anti-bullying classroom management are still a common obstacle in elementary schools, while Coyle, Cipra, and Rueger (2021) found that the dual role of perpetrators in bullying in early adolescence correlates with complex patterns of social relations. These findings show that bullying is a multidimensional problem that demands a comprehensive approach, including a religious education approach.

Based on initial observations at SDN 005 Bontang Selatan, indications of bullying behavior were found, especially in the verbal and social categories. A number of students admitted that they had been ridiculed, scolded, shunned by friends, or given derogatory nicknames, and teachers admitted that incidents of mocking or shaming each other often occurred during breaks or play activities. PAI teachers have tried to provide moral development through joint prayer, habituation of greetings, and short lectures, but the internalization of religious values is considered not optimal due to the limited learning time and the lack of involvement of all teachers in supervising student behavior. This condition shows that the role of PAI teachers needs to be further optimized in fostering character and preventing bullying behavior in elementary schools.

The urgency of this research can be traced from several reasons. First, bullying in elementary schools continues to increase and affects children's development; At this stage of age, bullying behavior can form an aggressive personality or leave permanent trauma if not addressed early. Second, PAI teachers have a strategic role as moral and spiritual educators who not only deliver material, but also guide, supervise, and become role models for students in their daily lives at school. Third, the internalization of religious values in students' daily behavior is not optimal; Even though students have received PAI materials on a regular basis, the implementation in the aspects of empathy, responsibility, and social manners is still relatively weak. Fourth, local context-based research on the role of PAI teachers in cases of bullying at the elementary school level in the East Kalimantan region, especially Bontang, is still very minimal, so that this research can fill the existing literature gap. Fifth, the findings of this study are expected to support school policies in preventing

violence by strengthening character development programs and standard operational procedures for handling bullying that are more responsive to the context of basic education with Islamic characteristics.

Several previous studies have examined the role of PAI teachers in bullying prevention, including Saputra (2024) at State Elementary School 03 Bungo Tanjung, Gempita (2023) at SMP Negeri 7 Malang City, Aisah (2021) at MTs Hasyim Asy'ari Sidoarjo, and Sumarni (2023) at SMKN Luwu Utara. However, these studies generally focus on the secondary school level and focus more on the role of classroom teachers or counseling teachers in general, while in-depth studies of the specific role of PAI teachers in heterogeneous public primary school contexts combining simultaneous theological, pedagogical, and psychological reviews are limited. This gap is what this research seeks to fill, as well as to support the formulation of school policies in the prevention of violence based on Islamic values at the basic education level.

Conceptually, the role of PAI teachers in this study is broadly understood, including the role of educators who instill religious values and noble morals; as a teacher who designs effective and meaningful learning; as an example that shows consistent Islamic behavior; as a mentor who helps students solve moral, social, and spiritual problems; as a supervisor who identifies the initial symptoms of deviant behavior; as a motivator that arouses the spirit of positive behavior; as a mediator in resolving conflicts between students; and as a collaborator who establishes synergy with parents and other school residents. The bullying behavior is understood to include five categories, namely physical bullying, verbal bullying, social/relational bullying, psychological/emotional bullying, and cyberbullying (cyberbullying), each of which has different characteristics and levels of detection in the field.

This research has theoretical uses, namely contributing to the development of Islamic Religious Education theory related to the role of teachers in character formation, enriching the study of the relationship between value education, PAI learning, and social behavior of students, and becoming the basis for the development of Islamic character education models and anti-bullying interventions based on religious values. The practical uses are to be a guideline for PAI teachers in designing effective learning strategies to prevent bullying, helping schools develop prevention policies and programs that are integrated with character

education, providing input for parents to strengthen collaboration with teachers, and being a reference for school supervisors or education offices in designing teacher competency improvement training related to character education and bullying prevention.

Based on the description of the background, this study was formulated to answer three main questions, namely: (1) what form of bullying behavior occurs in students at SDN 005 Bontang Selatan; (2) how the implications of bullying behavior on students' mentality in learning; and (3) how the PAI teachers' strategies are in preventing, handling, and minimizing bullying behavior in the school. This research aims to identify forms of bullying, analyze its implications on the mentality of students, and formulate strategies for PAI teachers that are applicable and based on Islamic values, so that they can make a theoretical contribution to the development of Islamic character education studies as well as practical contributions for teachers, school principals, and education policy makers in designing a holistic bullying prevention program.

METHODS

This study uses a qualitative approach with a case study design, which was chosen because of its ability to explore phenomena in depth in a real-life context (Yin, 2018). Qualitative research is descriptive and focuses on the meaning, experience, and perspective of the subject being studied, so it is appropriate to explore the complexity of the role of PAI teachers and the dynamics of bullying behavior of students (Moleong, 2022). The research is based on three paradigms at once, namely the theological paradigm to examine problems from the perspective of Islamic teachings, the pedagogical paradigm to read the strategic role of PAI teachers, and the psychological paradigm to analyze the motivation of perpetrators and the impact on bullying victims.

The research was carried out at SDN 005 Bontang Selatan, East Kalimantan, with the consideration that students at this school are heterogeneous and have previously identified bullying behavior at a low level, so it requires effective, humane, and educational handling. The data source consists of primary data obtained directly from school principals, PAI (Religious Education and Ethics) teachers, and classroom teachers, as well as secondary data derived from relevant official school documents (Sugiyono, 2019). The research instruments included participatory and non-participatory observations of students' interactions inside and outside the classroom, semi-structured interviews with the three key informants, and

document studies on records of school activities and policies related to violence prevention.

Data is analyzed through three stages, namely data reduction (summarizing and selecting data relevant to the focus of the research), data presentation (through narratives and tables to facilitate interpretation), and drawing conclusions and verifying through triangulation (Sugiyono, 2019). The validity of the data was tested through source triangulation (comparing data from interviews, observations, and documents), method triangulation (combining more than one data collection technique), member check (confirming provisional findings to participants), and trail and thick description audits to ensure that the research process could be traced transparently and contextually (Moleong, 2022).

The three key informants were selected purposively based on the consideration that they have direct involvement and in-depth knowledge of the dynamics of student interaction in schools, namely the principal as the policy holder and the main supervisor of school conditions, the Religious Education and Ethics (PABP) teacher as the implementer of the moral development strategy, and the classroom teacher as the party who most intensely interacts with students in daily learning activities. Interviews will be carried out in stages in February 2026 in the school environment, while observations are carried out in the same time frame to directly observe student interactions both in the classroom and during breaks. The data analysis process is carried out simultaneously with the data collection process, so that the researcher can cross-verify the results of the interview and the results of direct observation in the field, as well as deepen the next interview question based on the findings of previous observations.

RESULTS AND DISCUSSION

Based on data collected through observations, interviews with three key informants (principal, PAI teacher, and classroom teacher), as well as document studies, the bullying phenomenon at SDN 005 Bontang Selatan shows a potential and dynamic character. Interaction between students in the school environment still leaves the potential for deviant behavior, especially in the form of minor bullying which is often considered common by the students themselves. This behavior generally begins with a mild interaction in the form of jokes, then in some cases develops into a more serious form of physical violence or psychological distress if not treated immediately. The results of the research in this section

are presented in three sub-sections, namely the form of bullying behavior, its implications for students' mentality in learning, and the strategies of PAI teachers in responding to these problems, which are then integrated with relevant theories and previous research results.

Forms of Bullying Behavior in Students at SDN 005 Bontang Selatan

The results of the study show that the form of bullying behavior in students at SDN 005 Bontang Selatan is complex and is no longer limited to abusive physical contact, but has shifted to a more "subtle" but still destructive form. The most dominant form is verbal bullying in the form of ridicule related to physical condition, family background, and academic ability, as well as the giving of embarrassing nicknames. The fundamental problem lies in the perception of students who consider the act to be just an ordinary "joke", even though repeated jokes slowly erode the victim's confidence and create a learning environment that is overshadowed by fear.

The second form is social or relational bullying, which is the exclusion of students who are considered "different" in terms of economy, physical, or character from play activities or group tasks. This form is classified as difficult for teachers to detect because it is invisible, but it has a significant psychological impact such as low self-esteem, loneliness, and loss of confidence. The third form is mild physical abuse, such as pushing, pinching, or taking a friend's belongings without permission, which often starts as excessive play but has the potential to develop into more serious conflicts. The fourth form is non-verbal bullying in the form of gestures, such as looking at cynical, ignoring the existence of friends, or openly showing dislike, which still creates feelings of unwelcome even without words. A summary of these forms of bullying is presented in Table 1.

The results of interviews with the principal corroborated the findings, where the forms of bullying that often occurred included ridicule, ostracization, and mild physical violence that generally appeared outside of class hours. These findings show that bullying does not always occur in formal learning situations, but rather appears more often in free interactions between students, such as during breaks or in areas of school with minimal supervision, so that social control outside the classroom is an aspect that needs to be strengthened. The PAI teacher informant emphasized that the dominant form of bullying is ridicule of physical appearance and exclusion of students who are considered different or unpopular, which indicates the existence of certain social standards that develop among

students and also influence the emergence of bullying behavior. This phenomenon shows a tendency for social discrimination to form from an early age, which if not handled properly has the potential to develop into more complex patterns of behavior in the future.

Bullying behavior can also be seen from the pattern of power relations between students. Learners who have greater influence in the group tend to dominate and, in some cases, commit acts that harm friends who are perceived to be weaker, poorer, or less popular. Furthermore, environmental factors also influence the forms of bullying that appear; A family environment with minimal strict rules and unrestricted cell phone use by parents can affect the mentality of students, including their focus on learning. Thus, the forms of bullying that appear at SDN 005 Bontang Selatan are a reflection of broader social conditions, which require a comprehensive approach in handling them, not solely individual student problems.

Table 1. Forms of Bullying in Students at SDN 005 Bontang Selatan

Category	Form of Action	Impact & Characteristics
Verbal	Physical taunts, family background, academic ability; an embarrassing nickname.	It is often considered an ordinary joke but has a negative impact if it is repeated.
Social (Relational)	Exclusion; not invited to play or be involved in a group because they are considered "different".	Difficult to detect; causes low self-esteem, loneliness, loss of confidence.
Physical	Pushing, pinching, picking up items without permission.	Starting from excessive jokes, it has the potential to develop into conflict.
Non-verbal/gestur	Looking at cynically, ignoring, openly disliking.	Causing a feeling of unacceptance even without words.

The findings regarding the dominance of the verbal form are in line with Berliani (2025) who states that failure to build healthy social interaction at the psychosocial stage of children's psychosocial development can trigger aggressive behavior as a form of self-defense or identity search. This is also in line with Bandura's (1977) social learning theory which emphasizes that aggressive behavior is learned through observation and imitation of

behavioral models in the surrounding environment. Meanwhile, the perception of students who normalize ridicule as a joke is in line with Rahman's (2025) findings that weak social control and the lack of optimal internalization of moral values make verbal bullying often ignored by the school environment.

The pattern of dominance of students who feel stronger towards those who are considered weak, as found in this study, is in accordance with the concept of power imbalance which is characteristic of the definition of bullying (Frontiers in Applied Mathematics and Statistics, 2024) and the principle of social stratification by Sumardjan (2015) which emphasizes that social norms and values affect the distribution of power in groups. Digital environmental factors have also worsened the situation; The influence of social media content that normalizes verbal violence tends to be imitated by students in daily interactions (Aini, Hafiza, & Syahira, 2024), in line with a study by Kowalski et al. (2014) on cyberbullying which shows that exposure to aggressive behavior on social media increases the risk of bullying behavior in the real world.

Implications of Bullying Behavior on Students' Mentality in Learning

Bullying behavior at SDN 005 Bontang Selatan has significant implications for the mentality of students in learning, both in psychological, emotional, and social aspects. The first implication is the emergence of insecurity and a tendency to withdraw from social interactions, which interferes with the mental readiness of learners to receive lessons. The second implication is a decrease in confidence; Students who are subjected to ridicule tend to be reluctant to speak in front of the class, avoid attention, and choose not to be actively involved in learning discussions, thus hindering the development of their courage and communication skills.

The third implication is emotional disorders in the form of social anxiety, sadness, anger, and frustration that are not expressed in a healthy way, which manifests in impaired study concentration and difficulty completing tasks. The fourth implication is related to a decrease in motivation to learn; Students who feel uncomfortable in the school environment lose interest in learning and in more extreme cases show a reluctance to come to school. The fifth implication concerns social relationships and character, where bullying creates exclusive groups that make it difficult to collaborate in learning and reduce empathy for the perpetrator. The sixth implication is collective, namely the disruption of the overall

classroom learning climate, because students who witness bullying also feel discomfort even though they are not direct victims. A summary of these implications is presented in Table 2.

In addition to having an impact on the victim, bullying behavior also has implications for the perpetrator. Students who are used to bullying tend to have low empathy and are less able to understand the feelings of others, which affects the way they interact in the learning process, such as not respecting the opinions of friends or having difficulty working together in groups. In the long term, this condition can hinder the development of students' social skills as perpetrators, as well as leave long-term emotional traces for victims if not handled appropriately, and even have the potential to cause trauma and rigidity in interacting with others in the future. The results of the observation also show that the success of PAI teachers in encouraging empathy and cooperation between students through discussions and group activities is highly dependent on the psychological condition of the students themselves; As long as students still feel pressured due to bullying, they tend not to be able to respond optimally to the learning stimulus given, so handling bullying is an important prerequisite for the creation of effective learning.

Table 2. Implications of Bullying Behavior on Students in Learning

Implications	Specific Impact	Manifestations in Learning
Psychological & Sense of Security	Insecurity and social anxiety.	Withdrawing, hesitant to participate, inhibited mental readiness.
Confidence	Decreased confidence.	Reluctant to speak in front of the class, avoiding attention, passively discussing.
Emotional	Sad, angry, frustrated, sensitive.	Concentration disorders, daydreaming, difficulty completing tasks.
Cognitive & Motivation	Decreased motivation and clear thinking.	Loss of interest in learning, decreased achievement, reluctance to go to school.
Social & Character	Social relationships are disrupted,	Exclusive groups, difficult to

Implications	Specific Impact	Manifestations in Learning
	the empathy of the perpetrator is low.	collaborate, lack respect for opinions.
Learning Climate	The classroom environment is not conducive.	Collective learning disorders; Witnesses of bullying also felt uncomfortable.

The findings regarding low victim confidence are relevant to Nopriyanti et al. (2024) who affirm that bullying systematically damages children's mental health and hinders their social adaptation, and is in line with the Self-Determination Theory (Deci & Ryan, 2000) which states that a sense of security and social involvement are basic needs that affect intrinsic motivation to learn. The impact on the aspect of academic achievement was also strengthened by Abdillah (2024) and Ramadhani et al. (2025) who found a direct correlation between the level of bullying and the decline in academic scores of elementary school students through the mechanisms of stress, anxiety, and decreased study concentration. Thus, handling bullying is not just a matter of discipline, but an important prerequisite for the creation of an effective learning process.

Islamic Religious Education Teachers' Strategies in Preventing, Handling, and Minimizing Bullying

The PAI teachers' strategy at SDN 005 Bontang Selatan is comprehensive, systematic, and character-building-oriented, covering five categories of complementary approaches. First, a preventive approach is carried out through the integration of moral values (honesty, patience, compassion) into every learning process, the example of teachers as role models of polite and fair behavior without discrimination, and active supervision of student interactions both in the classroom and during breaks. Second, the curative approach is realized through a dialogical approach that listens to both parties before sanctioning, an empathetic individual approach to understand the background of behavioral triggers, and conflict mediation that prioritizes the value of peace and mutual forgiveness with the dimension of local wisdom.

Third, educational and interactive approaches are applied through learning methods such as group discussions, role-playing, and simulations to foster empathy, accompanied by

providing positive reinforcement in the form of praise and appreciation for students who show good attitudes. Fourth, a collaborative and systemic approach is carried out through synergy with classroom teachers and counseling teachers, regular communication with parents regarding child development, and structured and scheduled special anti-bullying programs. Fifth, a repressive approach in the form of consistency in enforcing discipline against every act of bullying in accordance with applicable rules, in order to provide a deterrent effect while affirming the school's commitment to rejecting bullying. A summary of these strategies is presented in Table 3.

In practice, PAI teachers explicitly associate learning materials with anti-bullying attitudes, for example by integrating exemplary stories in Islam to teach the importance of respecting others and staying away from bad behavior. This kind of story method is considered effective if the teacher is able to provide real examples in the daily lives of students, so that the values taught do not stop at the normative level, but can be internalized contextually. In terms of handling cases, PAI teachers do not directly punish when bullying incidents occur, but first hold meetings with the students involved to discuss their feelings and find solutions together, an approach that aims to build awareness from within students, not just instill fear of sanctions.

Cooperation with other parties is also an important support for the success of this strategy. PAI teachers collaborate with classroom teachers and counseling teachers to identify students who need special attention, as well as involve school committees and parents of students in resolving emerging cases. The school also has a special anti-bullying program that includes counseling and character building activities, which are developed and implemented on a scheduled basis and communicated well to the parents of students in order to create a shared perception and commitment. However, a number of obstacles are still encountered in the field, including the lack of awareness of some students and parents, as well as the influence of social media which is difficult to control because it can significantly affect students' behavior without being fully supervised by the school.

Table 3. PAI Teachers' Strategies in Prevention, Handling, and Minimizing Bullying

Category Strategy	Form of Approach & Action	Purpose & Impact
Preventive	Integration of moral values; exemplary	Forming internal awareness

Category Strategy	Form of Approach & Action	Purpose & Impact
	teachers; active supervision inside and outside the classroom.	and early detection of potential conflicts.
Curative (Handling & Mediation)	Dialogical approach; an empathetic individualized approach; fair conflict mediation.	Build awareness of behavioral impacts and encourage self-change.
Educational & Interactive	Group discussions, role-playing, simulations; positive reinforcement.	Increases empathy and intrinsically motivates good behavior.
Collaborative & Systemic	Synergy with classroom teachers/BK; parental communication; special anti-bullying programs.	Creating a comprehensive protection system at school and at home.
Repressive (Discipline)	Consistency of enforcement of rules for acts of bullying.	Provide a deterrent effect and affirm the school's commitment.

The role of PAI teachers as role models is in line with the thinking of Putro et al. (2024) who emphasize the importance of an emotional approach and compassion in changing students' behavior, while reflecting the exemplary method that has long been the foundation of Islamic education. The role of teachers as mediators in this study is also in line with the global trend of handling bullying that applies the principle of restorative justice to restore social relationships, not just impose punishment (PMC Narrative Review, 2024), in line with the spirit of Islamic education that emphasizes morality, mutual respect, and coexistence with a sense of brotherhood. The strategy of integrating moral values in learning is also supported by Agustin (2024) and Harmoni and Hasan (2026) who emphasized that strengthening character education based on Islamic values including empathy, respect, and zero tolerance policies against bullying is the main foundation for bullying prevention in a religious-based education environment.

The importance of cross-stakeholder collaboration in these findings is also relevant to Nisma and Nelliraharti (2024) who conclude that the role of teachers will not be maximized

without synergy with supervision at home, while reflecting the application of Bronfenbrenner's (1979) ecological approach theory which emphasizes the interaction between individuals, school microsystems, and the external environment in shaping children's behavior. However, obstacles are still found in the field, especially the lack of awareness of some parents and the influence of social media that is difficult to control, so more intensive and sustainable efforts are needed to overcome them.

Research Novelty: PAI Teachers as a Catalyst of Empathy and the Phenomenon of Joke-Bullying

This research finds novelty value in the form of affirming the strategic role of PAI teachers as an "empathy catalyst" in the midst of the torrent of moral disruption due to social media at the public elementary school level. In contrast to previous studies that generally focused on the role of classroom teachers or counseling teachers in general, this study proves that the approach based on spiritual and moral values taught by PAI teachers is able to touch students' internal awareness (intrinsic motivation) to stop bullying, not just avoid formal punishment. PAI teachers in this context not only function as a conveyor of teaching materials, but also as a bridge that transforms theological values into an internal and continuous empathic awareness.

Another important finding is the identification of the phenomenon of "bullying in jokes" (joke-bullying) which has been internalized as part of the culture of interaction among students of SDN 005 Bontang Selatan. This phenomenon shows that the line between healthy jokes and actions that degrade the dignity of others has become blurred in the eyes of elementary school-age students, so special handling is needed through the deconstruction of students' perceptions of the definition of healthy jokes, not just a normative prohibition. Thus, bullying in elementary schools is a multifactorial phenomenon that requires a comprehensive approach, including aspects of prevention, handling, and strengthening students' character simultaneously.

Epistemologically, these findings also confirm that the theological, pedagogical, and psychological approaches used simultaneously in this study reinforce each other. The theological perspective provides a normative basis for the prohibition of hurting fellow human beings as affirmed in QS. al-Hujurāt/49:11, the pedagogical perspective explains how these values can be transformed into concrete learning and coaching practices through the

multi-dimensional role of PAI teachers, while the psychological perspective explains the internal mechanisms both in the victim, the perpetrator, and the witness that are the target of the intervention. These three perspectives show that bullying prevention in elementary schools based on Islamic values cannot be reduced to just a formal program or discipline, but must touch spiritual awareness, pedagogical competence of teachers, and understanding of students' psychological dynamics at the same time. A further implication of this novelty is the need for schools, especially heterogeneous public elementary schools, to design a hidden curriculum that deliberately inserts the habit of empathy and respect for differences in every subject, not only in Islamic religious education hours, so that strengthening the anti-bullying character becomes the collective responsibility of all school residents, not just the task of PAI teachers. This research provides an empirical basis for teachers, parents, and education policymakers to design interventions that are holistic, effective, and appropriate to the local context of primary schools in Indonesia.

Research Limitations

This research has a number of limitations that need to be stated honestly. First, the research was carried out on one locu, namely SDN 005 Bontang Selatan, so that the findings produced were contextual and could not be generalized directly to all elementary schools with different socio-economic and cultural characteristics. Second, the number of key informants involved is limited to three people, namely the principal, PAI teacher, and classroom teacher, so that the perspective of students as victims and perpetrators has not been explored in depth through direct interviews, considering the ethical considerations and psychological vulnerability of elementary school-age children. Third, the relatively short duration of the study, which is six months, also limits the ability of researchers to observe the long-term development of the strategies applied by PAI teachers, including its effectiveness in changing the pattern of student interaction in a sustainable manner. These limitations open up space for follow-up research that is multi-site, involves ethically triangulating students' perspectives, and using longitudinal designs to measure the effectiveness of PAI teachers' strategies over time.

CONCLUSION

This study concludes three main findings. First, the form of bullying behavior in students at SDN 005 Bontang Selatan includes verbal, social/relational, mild physical, and

non-verbal bullying, which appears both inside and outside the classroom, especially when teacher supervision is reduced, and is influenced by power relations between students, the social environment, and the influence of digital media. Second, bullying behavior has major implications for students' mentality in learning, including disturbances in security, decreased confidence, anxiety, emotional disturbances, decreased learning motivation, and disruption of social relationships and learning climate, which ultimately reduces the quality of students' learning processes and outcomes.

Third, PAI teachers at SDN 005 Bontang Selatan apply multi-layered strategies that are preventive, curative, educational, collaborative, and repressive, by carrying out the role of educators, role models, guides, motivators, mediators, and collaborators. Theoretically, this study strengthens the understanding that bullying is a multidimensional educational phenomenon and affirms the strategic position of PAI teachers as moral coaches as well as catalysts for empathy, not just as a conveyor of teaching materials. Practically, these findings can be the basis for school principals in strengthening student protection policies, for PAI supervisors in designing supervision based on character strengthening, and for teachers in developing sensitivity to the early symptoms of bullying, especially the phenomenon of joke-bullying that often goes unnoticed. Further research is suggested to test the effectiveness of specific strategies, such as role-playing and conflict mediation based on Islamic values, in the broader context of primary schools in order to obtain a more comprehensive picture of bullying prevention patterns in Indonesia.

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