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Trend Strategy to Prevent Bullying in Islamic Boarding Schools (*Pesantren*)

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TREND STRATEGY TO PREVENT BULLYING IN ISLAMIC BOARDING SCHOOLS (PESANTREN)

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Abstract

The presence of bullying within Islamic boarding schools is a serious issue that demands immediate attention and prevention. This research aimed to investigate the factors of bullying, the characteristics of bullying behavior in Islamic boarding schools, and the preventative measures implemented by Islamic boarding schools to shield their students. The research approach employed is a systematic literature review focused on published articles. The data was restricted to articles published from 2013 to 2023. The researchers used PRISMA analysis to analyze the data. The research results found that individual, a supportive environment, parental parenting patterns, particularly authoritarian parenting patterns, and aggressive or violent video or film elements were all factors in bullying. Several strategies had been put into effect, including the following: creating a fun cottage movement (GPM) program, strengthening conflict and emotional management, carrying out regular outreach and training regarding the dangers of bullying, cyber bullying, and legal education for bullies, implementing an anti-bullying curriculum, and others. Besides, more comprehensive research findings indicated that Islamic boarding schools must implement character formation based on Josephson's "Character Counts" theory with six main pillars to prevent bullying behavior among students.

Keywords: *Bullying; Islamic Education; Islamic Boarding School.*



A. Introduction

Islamic boarding schools - (In the next few mentions, the author refer to it as *pesantren*) - are educational establishments that adhere to the Islamic faith and aim to spread *rahmatan lil alamin* for Islamic *da'wah* in their regions or communities of origin. During the pre-colonial period, Islamic scholars founded Islamic boarding schools in Indonesia (Isbah, 2020; Muafiah et al., 2022). Dhofier et al. documented Islamic boarding schools as the earliest establishments to emerge and evolve in response to the era's challenges, focusing on Islamic education (Dhofier, 2011; Lukens-Bull, 2000). Assa'idi further stated that Islamic boarding schools contribute significantly to the socioeconomic advancement of enrolled students (*santri*) and emphasize Islamic education (Assa'idi, 2021; Ma'arif et al., 2023). Furthermore, Niam asserted that Islamic boarding schools are among the Islamic educational establishments that can appropriately collaborate with the cultural heritage of Indonesia (cultural acculturation) (Ni'am, 2015) to develop a social identity in society (Abubakar, 2020).

Islamic boarding schools can adapt to contemporary developments by virtue of their educational framework that integrates Islamic religious education with various academic subjects, including but not limited to algebra, history, and mathematics (Azra, 2019; Azra & Afrianty, 2005; Inayatussahara & Hasan, 2023). Mukhibat investigated how Islamic boarding schools employed technology to deliver Islamic education. He also uncovered indications of the schools' evolution in the digital age, including implementing social media-driven learning processes (e.g., websites, YouTube, WhatsApp, Facebook, and Telegram) (Mukhibat, 2021). The fundamental characteristic of Islamic boarding school education, apart from subjects and learning materials, is the preservation of the process of character formation and moral development for students. This is crucial for developing a robust and honorable nation (Abidin, 2020; Indra, 2020).

On the contrary, Islamic boarding schools are a subset of academic establishments that prioritize cultivating virtuous character and advancing Islamic scholarship (Arif, 2018). Researchers uncovered numerous facts

about student bullying (*santri*). Volk et al. define bullying as aggressive and oppressive behavior that aims to cause harm to an individual due to a power asymmetry between the bullies and the victims (Borualogo & Casas, 2023). The frequency of physical (actions) or psychological (words) oppression can induce fear or intimidation in an individual (Aalsma & Brown, 2008; Farrington, 1993). Amri's research documented instances of bullying at the Mambaul Ma'arif Denanyar Jombang Islamic boarding school. Various factors contributed to these incidents, including familial, peer, environmental, boredom-related, and personal difficulties with emotional expression (Amri, 2019). A further instance of conduct that does not qualify as bullying at Islamic boarding schools in Jember is the public humiliation, ridicule, and strike of the victim (S. Ernawati, 2022). Divisions between senior and junior students at Al-Hikmah Kajen Pati Islamic Boarding School precipitated bullying, with seniors resorting to verbal and non-verbal aggression (e.g., kicking, removing *kopyah* as a form of bullying), as evidenced by Nashiruddin (2019).

Digital media platforms have also documented the occurrence of bullying within Islamic boarding schools. For example, students at the An-Nur Islamic Boarding School in Malang experienced bullying due to persecution. The victim, identified by the initials AM, perished at Gontor Boarding School as a result of abuse inflicted by seniors upon juniors (Mubyarsah, 2022). This unequivocally demonstrates the necessity for Islamic boarding schools to implement rigorous oversight. In addition to the data above, researchers have conducted several studies examining bullying acts based on field phenomena.

According to the research of Matondang et al., bullying has emerged as a new culture that is prevalent in Islamic boarding schools, with seniority being one of the contributing factors (Matondang et al., 2022; Muhtadin et al., 2023). Contrary to the conclusions drawn by Fadhilah et al., 35% of instances of bullying that transpired in Islamic boarding schools were indirect, devoid of any deliberate remarking (Fadhilah et al., 2021). The administrators of Islamic boarding schools inadequately oversee the occurrence of bullying, contributing to its prevalence (E. Ernawati, 2018).



Several programs tailored to mitigate bullying within Islamic boarding schools have been developed alongside numerous studies examining this issue. Firdaus believed that to mitigate or eradicate bullying from Islamic boarding schools, expanding the values imparted in Islamic education beyond mere knowledge acquisition was imperative (Firdaus & Aisyah, 2020). Islamic boarding schools provided students (*santri*) with psychoeducation, which consisted of structured activities aimed at improving their understanding of preventing psychological disorders and bullying (Damopolii et al., 2023; Rahman et al., 2023).

Additionally, several preventative measures against bullying are carried out, including the provision of counseling to *santri*'s caregivers (Najmi et al., 2022), the fun Cottage Movement program (GPM) (Yani & Retnowuni, 2019), welfare provision to *santri* (Borualogo & Casas, 2023), emotion management training (Suzanna et al., 2023), *santri* conflict management (Ananda et al., 2023), peer group as an effort to increase students' self-confidence (Yunita & Isnawati, 2022), and behavioral approach (Hastri et al., 2022).

Some researchers have implemented specific findings from empirical research on the topic of non-bullying in Islamic boarding schools, which includes an investigation into the topic (Ghafar, 2023; Winarni & Lestari, 2016), identification of bullying behavior of *santri* (Khasanah et al., 2023; Riyanti et al., 2022), and bullying behavior of *santri* (Mansur et al., 2021).

Furthermore, extensive research has been conducted on the determinants of success and failure in Islamic boarding schools' efforts to prevent student bullying (*santri*). Commencing from the circumstances above, the researcher identified an unoccupied void that required investigation. A systematic literature review methodology was employed to gather multiple published studies about bullying in Islamic boarding schools to accomplish this objective. This research aimed to investigate the factors of bullying in Islamic boarding schools, the characteristics of bullying behavior within these institutions, and the preventative measures implemented by Islamic boarding schools to shield their students from bullying.

B. Method

The research method used in this research was a systematic literature review, as it examines a collection of published articles with a particular study focus (Dziopa & Ahern, 2011). Each investigation was conducted with a particular theme. In the investigation of abuse in Islamic boarding schools, for example, the theme was identified using several significant and reputable resources, such as Google Scholar, Semantic Scholar, and the Scopus database, by investigating several important topics, such as bullying in *pesantren*, bullying in Islamic education, bullying and *pesantren*, and bullying in Islamic boarding schools. The search results of the three databases were analyzed using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) method. Huston et al. revealed that in PRISMA analysis, researchers must appropriately plan, identify, and test feasibility and conduct meta-analyses (Abelha et al., 2020; Blackwell et al., 2023).

1. Inclusion and Exclusion in Literature Selection

The literature selection procedure was comprised of five phases. First, during the data search phase of the research, only journal articles were selected, not book reviews, proceedings, conferences, or other research results (Selçuk, 2019). Furthermore, the selection of data was limited to the range of the last ten years, namely 2013–2023, and specific themes: bullying in *pesantren*, bullying in Islamic education, bullying in Islamic boarding schools, and bullying in Islamic boarding schools. Next, the researchers chose three large databases, namely Google Scholar, Semantic Scholar, and Scopus. In addition, in the data search process, the researcher used a third application, Publish or Perish 8, to read the mapping and research relationships measurably (Arif et al., 2022). Moreover, in the theme search stage, researchers used two languages (Indonesian and English) because the study of Islamic boarding schools and bullying has become a trend in research studies in Indonesia.



2. Screening and Feasibility Assessment Analysis

The screening and assessment analysis stages of the research were taken according to the keywords previously selected through the Google Scholar, Semantic Scholar, and Scopus databases, with the help of the Publish or Perish 8 application. The search was carried out to coincide with August 10, 2023. Detailed search results can be seen in the following table.

Table 1. The screening and assessment analysis stages of the research

No.	Keywords	Year	Data based	Total
1.	Bullying in pesantren	2013-2023	Scopus	33
2.	Bullying in islamic education	2013-2023	Scopus	57
3.	Bullying and pesantren	2013-2023	Google Scholar	988
4.	Bullying di pesantren	2013-2023	Google Scholar	734
5.	Bullying in pesantren	2013-2023	Semantic Scholar	113
Total				1.925

According to the search data, there were 1925 results from Google Scholar, Semantic Scholar, and Scopus. Accordingly, the researchers evaluated 70 themes, studies, and titles using the Zotero application and incorporated RIS data into the VOS Viewers application to identify relevant themes, as demonstrated below.

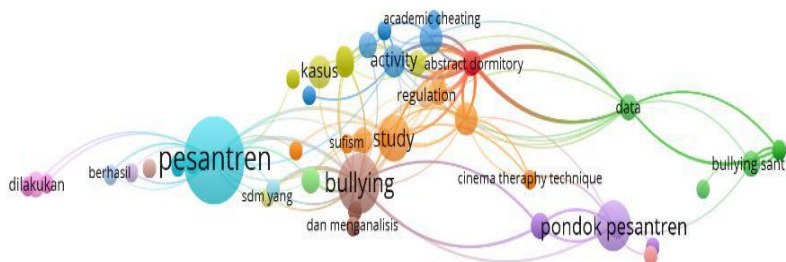


Figure 1. Distribution of linkages between studies on Islamic boarding schools and bullying

Based on the picture above shows that some studies are dominated, namely Islamic boarding schools and bullying. In addition, the study of Islamic boarding schools has a close relationship with acts of bullying as well as cases that occur in the field. There are interrelated paths between Islamic boarding schools and bullying cases.

3. PRISMA Analysis

As the data obtained in Figure 1 above, the researchers conducted a PRISMA analysis as follows:

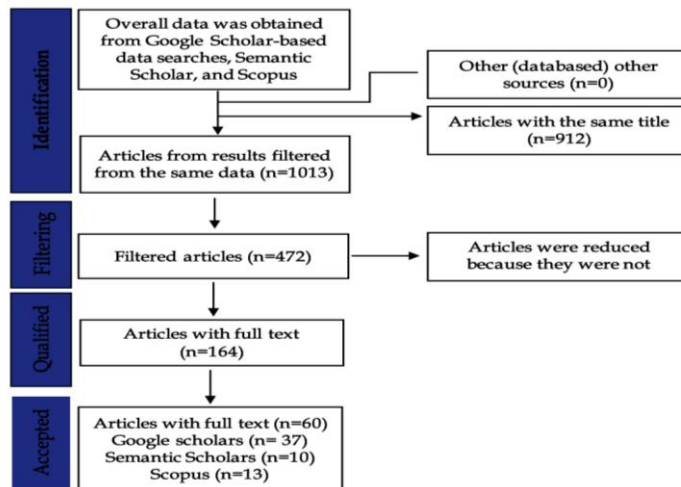


Figure 2. PRISMA Analysis

Three global databases, namely Google Scholar, Google Semantic Scholar, and Scopus were utilized to conduct the initial research for the analysis process. The search data returned 1925 journal articles published between 2013 and 2023 (excluding proceedings, conferences, book reviews, and student final projects). Researchers discovered 912 articles with the same title and 1013 with the same data results in 1925. A total of 60 articles were received, including 37 articles from the Google Scholar database, ten from the Semantic Scholar database, and 13 from the Scopus database. In the subsequent phase, the results of the RIS VosViewers were analyzed using the application N-Vivo 12 Plus, and the two research topics were modified.

C. Result and Discussion

1. Result

After conducting an in-depth analysis based on the theoretical framework and primary research constructs that focused on research



questions, the researcher found 60 journal articles out of a total of 1,925 articles from three databases: Google Scholar (37 articles), Semantic Scholars (10 articles), and Scopus (13 articles). In the next stage, the researcher mapped the articles, directly and indirectly, using a systematic literature review approach based on three research focuses, namely the factors behind the occurrence of bullying in Islamic boarding schools, what bullying behavior is in Islamic boarding schools, and Islamic boarding school strategies for preventing bullying among students.

The results of 60 journal articles on the research objectives will be described in detail in the table below (Table 2). The table below provides a detailed description of the 60 journal articles that align with the research objectives. The table includes information such as the Name of the Journal, Researcher, Method, Country, Database, Language, and Research Questions (abbreviated as RQ: this data is the result of analysis according to the research objectives). The information is divided into three parts: Research questions, abbreviated (RQ). What are the research questions, abbreviated as (RQ)? RQ. 3.1: Factors that cause bullying in Islamic boarding schools. RQ. 3.2: What are the bullying behaviors in Islamic boarding schools and RQ? 3.3: What strategies do Islamic boarding schools employ to prevent bullying?

Table 2. The results of 60 journal articles that are by the research objectives

No.	Journal	Researcher	Method	Country	Database	Language	Research Question (RQ)
1.	International Journal of Innovative Technology and Exploring Engineering (Vol.8 No.6) 2019. https://doi.org/10.4108/eai.21-11-2018.2282026	Baequni et al.,	Qualitative Method	Indonesia	Scopus	English	RQ 3.3
2.	Child Indicators Research (Vol. 16. No.3) 2023. https://doi.org/10.1007/s12187-023-10013-5	Boruhalo, Casas	Quantitative Method	Indonesia	Scopus	English	RQ 3.1

No.	Journal	Researcher	Method	Country	Databased	Language	Research Question (RQ)
3.	HTS Teologiese Studies/ Theological Studies (Vol. 78 No.4) 2022. https://doi.org/10.4102/HTS.V78I4.7073	Irawan	Qualitative Method	Indonesia	Scopus	English	RQ 3.2
4.	Qudus International Journal of Islamic Studies (Vol. 8 No. 1) 2020. https://doi.org/10.21043/QIJS.V8I1.5629	Isbah	Literature Review	Indonesia	Scopus	English	RQ 3.1
5.	Ulumuna (Vol. 26 No. 2) 2022. https://doi.org/10.20414/ujis.v26i2.558	Muafiah	Qualitative Method	Indonesia	Scopus	English	RQ 3.1
6.	Eurasian Journal of Educational Research (Vol. 21. No. 39) 2021. https://doi.org/10.14689/ejer.2021.93.21	Assa'idi	Qualitative Method	Indonesia	Scopus	English	RQ 3.1, 3.2
7.	Indonesian Journal of Islam and Muslim Societies (Vol. 11 No. 2) 2021. https://doi.org/10.18326/ijims.v11i2.185-212	Mujahid	Qualitative Method	Indonesia	Scopus	English	RQ 3.3
8.	Global Journal Al-Thaqafah (Vol. 12 No. 1) 2022. https://doi.org/10.7187/GJAT072022-5	Rohman	Qualitative Method	Indonesia	Scopus	English	RQ 3.3
9.	3L: Language, Linguistics, Literature (Vol. 28 No. 1) 2022. https://doi.org/10.17576/3L-2022-2801-05	Sabiq	Qualitative Method	Indonesia	Scopus	English	RQ 3.3
10.	Heliyon (Vol.8 No. 7) 2022. https://doi.org/10.1016/j.heliyon.2022.e09958	Sauri	Qualitative Method	Indonesia	Scopus	English	RQ 3.3
11.	Utopia y Praxis Latinoamericana (Vol. 25 No. 1) 2020. https://doi.org/10.5281/zenodo.4280090	Suud	Qualitative Method	Indonesia	Scopus	English	RQ 3.3
12.	International Journal of Innovation, Creativity, and Change (Vol. 9 No. 7) 2019.	Susylo wati	Qualitative Method	Indonesia	Scopus	English	RQ 3.1, 3.2



No.	Journal	Researcher	Method	Country	Databased	Language	Research Question (RQ)
	https://www.ijicc.net/images/vol9iss7/9707-SusyLOWATI_2019_E_R.pdf						
13.	Developmental Review (Vol. 34 No. 4) 2014. https://doi.org/10.1016/j.dr.2014.09.001	Volk et al.,	Literature Review	Canada	Scopus	English	RQ 3.2, 3.3
14.	Borobudur Nursing Review (Vol. 2 No. 2) 2022. https://doi.org/10.31603/bnur.7356	Retnowuni dan Yeni	Qualitative Method	Indonesia	Google Scholar	Indonesia	RQ 3.1, 3.2
15.	Idarah (Jurnal Pendidikan dan Kependidikan) (Vol. 7 No. 1) 2023. https://doi.org/10.47766/idarrah.v7i1.138	Alwi et al.,	Qualitative Method	Indonesia	Google Scholar	Indonesia	RQ 3.3
16.	Jurnal Ekonomika Dan Bisnis (Vol. 3 No. 2) 2023. https://doi.org/10.47233/jeps.v3i2.807	Ananda et al	Qualitative Method	Indonesia	Google Scholar	Indonesia	RQ 3.2, 3.3
17.	Jurnal Ilmiah Psikologi Terapan (JIPT) (Vol. 6 No. 1) 2018. https://doi.org/10.22219/jipt.v6i1.5435	Arofa et al.,	Qualitative Method	Indonesia	Google Scholar	Indonesia	RQ 3.1
18.	Tawshiyah: Jurnal Sosial Keagamaan dan Pendidikan Islam (Vol 14 No. 2) 2019. https://doi.org/10.33379/tepiswiring.v2i1.1958	Distina	Qualitative Method	Indonesia	Google Scholar	Indonesia	RQ 3.2, 3.3
19.	Sustainable Jurnal Kajian Mutu Pendidikan (Vol. 5 No. 2) 2022. https://doi.org/10.32923/kjimp.v5i2.2751	Emilda	Literature Review	Indonesia	Google Scholar	Indonesia	RQ 3.1, 3.2
20.	ABDI MOESTOPO: Jurnal Pengabdian Pada Masyarakat (Vol. 1 No. 2). https://journal.moestopo.ac.id/index.php/abdimoestopo/article/download/519/245	Ernawati	Participatory Action Research	Indonesia	Google Scholar	Indonesia	RQ 3.3
21.	Jurnal Educazione: Jurnal Pendidikan,	Ernawati	Qualitative	Indonesia	Google Scholar	Indonesia	RQ. 3.1, 3.2



No.	Journal	Researcher	Method	Country	Databases	Language	Research Question (RQ)
	Pembelajaran dan Bimbingan dan konseling (Vol. 10 No. 2) 2022. https://ejurnal.ujj.ac.id/index.php/EDU/article/view/2029		Method				
22.	JCA of Psychology (Vol. 2 No. 1) 2021. https://ejurnal.ujj.ac.id/index.php/EDU/article/view/2029	Fadhilah et al.,	Qualitative Method	Indonesia	Google Scholar	Indonesia	RQ 3.3
23.	Jurnal Bimbingan dan Konseling Borneo (Vol. 5 No. 1) 2023. https://doi.org/10.35334/jbkb.v5i1.4061	Fadilah et al	Qualitative Method	Indonesia	Google Scholar	Indonesia	RQ 3.1
24.	Briliant: Jurnal Riset dan Konseptual (Vol. 4 No. 1) 2019. https://doi.org/10.28926/briliant.v4i1.265	Farhan dan Aziah	Qualitative Method	Indonesia	Google Scholar	Indonesia	RQ. 3.3
25.	Jurnal Sains Sosio Humaniora (Vol. 4 No. 2) 2020. https://doi.org/10.22437/jssh.v4i2.11734	Firdaus dan Aisyah	Qualitative Method	Indonesia	Google Scholar	Indonesia	RQ 3.3
26.	Mafaza: Jurnal Pengabdian Masyarakat (Vol. 2 No. 2) 2022. https://doi.org/10.32665/mafaza.v2i2.1215	Hastri et al.,	Qualitative Method	Indonesia	Google Scholar	Indonesia	RQ 3.1, 3.3
27.	Jurnal Psikologi Karakter (Vol. 1 No. 2) 2021. https://doi.org/10.56326/jpk.v1i2.1247	Mansur et al.,	Qualitative Method	Indonesia	Google Scholar	Indonesia	RQ 3.2
28.	Journal of Education and Teaching (Vol. 3 No. 2) 2023. https://doi.org/10.24014/jete.v3i2.20412	Marissa et al.,	Qualitative Method	Indonesia	Google Scholar	Indonesia	RQ. 3.3
29.	Jurnal Al-Taujih: Bingkai Bimbingan dan Konseling Islami (Vol. 8 No. 1) 2022. https://doi.org/10.15548/atj.v8i1.3426	Najmi et al.,	Qualitative Method	Indonesia	Google Scholar	Indonesia	RQ. 3.2, 3.3
30.	Psychomachina (Vol. 2	Okpria	Quant	Indonesia	Google	Indonesia	RQ 3.3



No.	Journal	Researcher	Method	Country	Databased	Language	Research Question (RQ)
	No. 2) 2023. https://journal.scidacplus.com/index.php/psychomachina/article/view/240	nsyah et al.,	itative Method	esia	Scholar	esia	
31.	Jurnal Pendidikan Islam (Vol. 6 No. 2) 2020. https://doi.org/10.15575/jpi.v6i2.9916	Oktavia ni et al	Qualitative Method	Indonesia	Google Scholar	English	RQ. 3.2
32.	Joong-Ki: Jurnal Pengabdian Masyarakat (Vol. 2 No. 3) 2023. https://doi.org/10.56799/joongki.v2i3.1869	Rahman et al.,	Qualitative Method	Indonesia	Google Scholar	Indonesia	RQ 3.3
33.	Borobudur Nursing Review (Vol. 2 No. 2) 2022. https://doi.org/10.31603/bnur.7356	Retnowuni dan Yani	Qualitative Method	Indonesia	Google Scholar	Indonesia	RQ 3.2
34.	JMM (Jurnal Masyarakat Mandiri) (Vol. 6 No. 3) 2022. http://journal.ummat.ac.id/index.php/jmm/article/view/8636	Yunita dan Isnawati	Qualitative Method	Indonesia	Google Scholar	Indonesia	RQ 3.3
35.	Jurnal Konseling Pendidikan Islam (Vol. 3 No. 2) 2022. https://ejournal.alkhairat.ac.id/index.php/IKPI	Hasanuddin dan Amirullah	Qualitative Method	Indonesia	Google Scholar	Indonesia	RQ 3.1, 3.2
36.	Fikrah: Journal of Islamic Education (Vol. 3 No. 1) 2019. https://www.jurnalfaiuikabogor.org/index.php/fikrah/article/download/448/pdf	Nurlelah	Qualitative Method	Indonesia	Google Scholar	Indonesia	RQ 3.2, 3.3
37.	Jurnal Keperawatan (Vol. 20 No. 4) 2022. https://digilib.itskesicme.ac.id/ojs/index.php/jip/article/view/1109	Isnawati dan Yunita	Qualitative Method	Indonesia	Google Scholar	Indonesia	RQ 3.2
38.	Innovative: Journal Of Social Science Research (Vol. 3 No. 3) 2023.	Khasanah et al.,	Qualitative Method	Indonesia	Google Scholar	Indonesia	RQ 3.1, 3.2



No.	Journal	Researcher	Method	Country	Databases	Language	Research Question (RQ)
39.	https://doi.org/10.31004/innovative.v3i3.2555 Journal of Holistic Nursing Science (Vol. 5 No. 1) 2018.	Lestari	Qualitative Method	Indonesia	Google Scholar	Indonesia	RQ 3.2
40.	https://journal.unimma.ac.id/index.php/nursing/article/view/1879 E-Amal: Jurnal Pengabdian Kepada Masyarakat (Vol. 2 No. 2) 2022.	Maslahah dan Lestari	Qualitative Method	Indonesia	Google Scholar	Indonesia	RQ 3.1, 3.2
41.	https://doi.org/10.47492/eamal.v2i2.1713 Keguruan (Vol. 10 No. 2) 2022.	Matondang et al.,	Qualitative Method	Indonesia	Google Scholar	Indonesia	RQ. 3.1, 3.2
42.	https://jurnal.ar-raniry.ac.id/index.php/legitimasi/article/view/15267 Legitimasi: Jurnal Hukum Pidana dan Politik Hukum (Vol 11 No. 2).	Mayasari dan Rambe	Qualitative Method	Indonesia	Google Scholar	Indonesia	RQ 3.3
43.	https://www.researchgate.net/publication/334384246_ORTODOKSI_DAN_HETERODOKSI_NILAI-NILAI_DI_PESANTREN_STUDI_KASUS_PADA_PERUBAHAN_PELAKU_SANTRI_DI_ERA_TEKNOLOGI_DIGITAL Jurnal Tatsqif (Vol 17 No. 1) 2019.	Mundiri dan Nawiro	Qualitative Method	Indonesia	Google Scholar	Indonesia	RQ 3.2
44.	https://doi.org/10.21043/quality.v7i2.6295 Quality (Vol. 7 No. 2) 2019.	Nashiruddin	Qualitative Method	Indonesia	Google Scholar	Indonesia	RQ. 3.1, 3.2
45.	Al-Hikmah: Jurnal Agama Dan Ilmu Pengetahuan (Vol. 17 No. 2) 2020.	Nugroho et al.,	Qualitative Method	Indonesia	Google Scholar	Indonesia	RQ. 3.1, 3.2



No.	Journal	Researcher	Method	Country	Databased	Language	Research Question (RQ)
46.	https://journal.uir.ac.id/index.php/alhikmah/article/view/5212 At-Ta'dib (Vol. 18 No. 1) 2023.	Prasetyo et al.,	Qualitative Method	Indonesia	Google Scholar	English	RQ 3.3
47.	https://ejournal.unida.gontor.ac.id/index.php/tadib/article/view/9458 Al Irsyad: Jurnal Bimbingan Konseling Islam (Vol. 13 No. 2) 2022.	Putra et al.,	Qualitative Method	Indonesia	Google Scholar	Indonesia	RQ 3.3
48.	https://doi.org/10.15548/jbki.v13i2.4716 Intuisi: Jurnal Psikologi Ilmiah (Vol. 10 No. 3) 2018.	Rahmanillah et al.,	Qualitative Method	Indonesia	Google Scholar	Indonesia	RQ 3.3
49.	https://doi.org/10.21154/cendekia.v20i2.4872 Cendekia: Jurnal Kependidikan dan Kemasyarakatan (Vol. 20 No. 2) 2022.	Rahmatullah et al.,	Qualitative Method	Indonesia	Google Scholar	Indonesia	RQ 3.2, 3.3
50.	https://karakter.esaunggul.ac.id/index.php/pku/article/view/213 Pendidikan Karakter Unggul (Vol. 1 No. 4) 2023.	Tampi et al.,	Qualitative Method	Indonesia	Google Scholar	Indonesia	RQ 3.3
51.	https://journal.unipdu.ac.id/index.php/edunursing/article/view/1841 Jurnal Edunursing (Vol. 3 No. 2) 2019.	Retnowuni	Qualitative Method	Indonesia	Semantic Scholar	Indonesia	RQ 3.2, 3.3
52.	https://journal.walisongo.ac.id/index.php/wahana/article/view/11012 Wahana Akademika: Jurnal Studi Islam dan Sosial (Vol. 9 No. 1) 2022.	Riyanti et al.,	Qualitative Method	Indonesia	Semantic Scholar	English	RQ 3.3
53.	https://www.journal.stithidayatullah.ac.id/index.php/tadribunajour Tadribuna: Journal of Islamic Management Education (Vol. 3 No. 1) 2023.	Sahbani dan Yandi	Qualitative Method	Indonesia	Semantic Scholar	Indonesia	RQ 3.2



No.	Journal	Researcher	Method	Country	Databases	Language	Research Question (RQ)
54.	nals/article/download/105/93 Gotong Royong: Jurnal Pengabdian, Pemberdayaan Dan Penyuluhan Kepada Masyarakat (Vol. 2 No. 2) 2023.	Suzanna et al.,	Qualitative Method	Indonesia	Semantic Scholar	Indonesia	RQ 3.3
55.	https://doi.org/10.51849/jp3km.v2i2.27 Islamic Review: Jurnal Riset dan Kajian Keislaman (Vol. 10 No. 2) 2021.	Ulum	Metode refleksi kritis	Indonesia	Semantic Scholar	Indonesia	RQ 3.2
56.	https://doi.org/10.35878/islamicreview.v10i2.285 Journal of Nursing Science Update (JNSU) (Vol. 4 No. 2) 2016.	Winarni dan Lestari	Qualitative Method	Indonesia	Semantic Scholar	Indonesia	RQ 3.2
57.	https://doi.org/10.31603/nursing.v6i1.2406 The Indonesian Journal of Health Science (Vol. 8 No. 2) 2017.	Yani	Qualitative Method	Indonesia	Semantic Scholar	Indonesia	RQ 3.2
58.	https://doi.org/10.36858/jkds.v7i1.143 Jurnal Kesehatan dr. Soebandi (Vol. 7 No. 1) 2019.	Yuhbaba	Qualitative Method	Indonesia	Semantic Scholar	Indonesia	RQ 3.3
59.	https://doi.org/10.21067/jmk.v8i1.7913 Jurnal Moral Kemasyarakatan (Vol. 8 No. 1) 2023.	Nasution dan Adi	Qualitative Method	Indonesia	Semantic Scholar	Indonesia	RQ 3.3
60.	https://doi.org/10.54213/jieco.v2i1.119 JIECO: Journal of Islamic Education Counseling (Vol. 2 No. 1) 2022.	Zahro	Qualitative Method	Indonesia	Semantic Scholar	Indonesia	RQ 3.1

2. Discussion

a. Factors of Bullying in Islamic Boarding Schools (*Pesantren*)

Bullying behavior, both verbal and non-verbal, in Islamic boarding schools, which are Islamic educational institutions, causes physical and



psychological depression in individuals (victims) (Anam, 2019; Oktaviani et al., 2020). The aggressive temperaments and personalities of the students contribute to several causes of bullying in Islamic boarding schools (Riyanti et al., 2022). Aggressive personality tends to be supported by a solid physique and agreeableness (Oktaviani et al., 2020) with peer support. Yani revealed that the aggressive behavior of students (santri) in Islamic boarding schools is innate and is formed by the individual's environment (Yani & Retnowuni, 2019), such as parenting styles and peer influence (Winarni & Lestari, 2016). Starting in this environment will lead to an aggressive character, so it becomes a habit to bully other individuals (victims) in Islamic boarding schools (Nocentini et al., 2019). Furthermore, the internal selves of vulnerable individuals also play a role in the occurrence of bullying. Zahro et al. found that the victims' timidity, reclusive natures, and social seclusion contribute to numerous incidents of bullying in Islamic boarding schools (Zahro, 2022).

Amri revealed that peers in Islamic boarding schools are formed in communities (groups or gangs) based on the same habits, giving rise to character. Peers in Islamic boarding schools are formed into communities (groups or gangs) based on the same habits, giving rise to character (Amri, 2019; Mayasari & Rambe, 2023; Mundiri & Nawiro, 2019). In addition, Nugroho et al. stated that senior peers engage in abusive behaviors against juniors due to their superior authority (from a larger group) (Arofa et al., 2018; Farhan & Aziah, 2019).

Next, according to Fadilah's research, environmental factors indicate that the Islamic boarding school environment has more space than other educational institutions (public schools) (Fadilah et al., 2023; Syukur et al., 2022; Tampi et al., 2023). Strom and Choi provide an example of how the occurrence of bullying in the educational environment (verbally and non-verbally) is based on individual academic factors (having lower academic achievement than their friends) (Choi et al., 2016; Strøm et al., 2013). Furthermore, Parenting factors are one of the answers (Eşkisü, 2014; Putra et al., 2022) to bullying occurrence in Islamic boarding schools.

According to Nugroho et al., parents with a history of violence and authoritarian parenting tend to treat their vulnerable peers poorly (Nashiruddin, 2019; Nugroho et al., 2020; Susylowati, 2019). In addition to authoritarian parenting, Huang and M. Boniel-Nissim argued that parents who frequently intimidate their children can develop poor character and that intimidating other peers is acceptable (Boniel-Nissim & Sasson, 2018; Huang et al., 2013). Parenting habits that cause anxiety in children are revealed by gratitude and have the potential to disturb their peace of mind, thoughts, and feelings, redirecting them toward weaker themes (Syukur et al., 2022).

Media factors such as films and video clips on social media (Facebook et al., etc.) are the cause of bullying in educational institutions (imitating what is known from the media) (Amri, 2019; Parris et al., 2022). Islamic boarding schools are no exception (Nurlelah, 2019; Okpriansyah et al., 2023). Distina revealed that one of the factors causing bullying in Islamic boarding schools was viewing aggressive (violent) videos and imitating weak individuals (victims) (Distina, 2019). According to Olivera and Kazan, perpetrators of bullying develop a habit of watching videos of violence on social media and in video games, which exposes them to verbal and non-verbal forms of violence (Kazan, 2022; Oliveira et al., 2023).

b. Bullying Behavior in Islamic Boarding Schools (*Pesantren*)

Some of the factors contributing to the occurrence of bullying in Islamic boarding schools are the failure to address deviant behavior and the resulting victimization. According to some data, students (*santri*) at Islamic boarding schools often carry out bullying behavior (Putra et al., 2022), including students (*santri*) calling friends' names using their parents' names or nicknames that cause discomfort to other students (*santri*) (Sahbani & Yandi, 2023); dirty and rude to the weaker victim (intimidation or threats) (Forsberg & Thornberg, 2016; Suzanna et al., 2023); mocking friends as behavior as like mocking (Arnout et al., 2020); inappropriate calling names ("Jacob", "fat", "ugly") (Smith & Slonje, 2009); behavior considered as regular habit by fellow students (*santri*) in Lhokseumawe Islamic boarding



schools and Islamic boarding schools in Minangkabau villages (Alwi et al., 2023; Putra et al., 2022); forms of bullying behavior (physical bullying) which events cannot be avoided among Islamic boarding schools (Khasanah et al., 2023; Kingham, 2023).

The incident in one of the Islamic boarding schools in East Java is a case of a beating from a senior to a junior (Mundiri & Nawiro, 2019; Saudi, 2023). Hasanuddin and Amirullah revealed examples of cases of bullying at the Miftahul Huda Islamic boarding school, namely the behavior of seniors towards juniors in five forms: disturbing, threatening, and ridiculing until bullying is used to extort the property rights of weak victims (Hasanuddin & Amirullah, 2022). Mahtodang gave a red note that must be evaluated at Islamic boarding schools. In truth, Islamic boarding schools are known for their religious values, such as mutual respect and refraining from harming fellow Muslim siblings; however, this reputation is beginning to wane as seniority is being bullied into oppressing juniors (Matondang et al., 2022). Adams revealed that potential seniors who have more power tend to bully those who are weak, based on research results from all levels of non-formal education in Islamic boarding schools and formal education, starting with primary education (Alharbi et al., 2023) to higher one (Adams & Lawrence, 2011).

c. Islamic Boarding School Strategies in Preventing Bullying Behavior in Islamic Boarding Schools (*Pesantren*)

Bullying in Islamic boarding schools is a negative trend for Islamic educational institutions. Islamic boarding schools allow students (*santri*) to seek knowledge safely and comfortably (Abdullah, 2014; Lukens-Bull, 2000). The presence of several victims of bullying in Islamic boarding schools currently causes disturbance. However, Islamic boarding schools gradually continue to make improvements in various aspects to eliminate bullying behavior in Islamic boarding schools (Alwi et al., 2023).

Data on strategies implemented by Islamic boarding schools to prevent bullying, such as Darul Ulum Jombang Islamic Boarding School

implemented the Fun Cottage Movement program (GPM) as a natural step against bullying behavior among students (*santri*) (Yani & Retnowuni, 2019). The study results show four foundations for preventing bullying: mutual respect and providing support (Kaplan et al., 2010), motivating and happy (Uusitalo-Malmivaara & Lehto, 2016), unlike the Al-Fattah Jember Islamic Boarding School, which uses conflict management and emotional management as an effort to ward off bullying among students (*santri*) (Ananda et al., 2023; Suzanna et al., 2023). The process is carried out to choose a board of trustees (not arbitrarily), to know the character of the students (*santri*), and to provide clear guidance (tasks, principal, and function) (Assa'Idi, 2021; Yundianto et al., 2023).

Wahid Hasyim Bangil Islamic Boarding School prevents bullying in Islamic boarding schools by conducting socialization (Delina et al., 2023) and counseling to all students (males and females) (SusyLOWATI, 2019; Tampi et al., 2023), such as psychoeducational socialization (Rahman et al., 2023) to provide an understanding regarding acts of bullying (both verbal and non-verbal) (E. Ernawati, 2018; S. Ernawati, 2022; Maslahah & Lestari, 2022; Winarni & Lestari, 2016). In line with Distina, Islamic boarding schools must consistently provide training to students (*santri*) and administrators in "counteracting bullying" (Distina, 2019).

Hastri and Riyanti et al., contribute ideas for counteracting bullying in Islamic boarding schools through strengthening digital literacy, cyberbullying (Nuroniyah, 2023; Riyanti et al., 2022) and dissemination of legal education for perpetrators of bullying (Hastri et al., 2022) so Islamic boarding schools can enforce rules (laws) for bullying offenders and provide escort persuasively to students (*santri*) (victims) (Mayasari & Rambe, 2023). As an example, the Nurul Jadid Islamic Boarding School enforces foster care at each Islamic boarding school complex (substitute parents in Islamic boarding schools) to overcome acts of bullying from senior to junior students (*santri*) (Farhan & Aziah, 2019).

In addition to the above strategies, Islamic boarding schools can also implement an anti-bullying curriculum by strengthening Islamic values in



every subject and daily life in Islamic boarding schools (Alid et al., 2022; Firdaus & Aisyah, 2020; Rohman, 2022), such as exemplifying mutual respect. A noble characteristic is the uniqueness of Islamic boarding schools (exploring Islamic religion) compared to other education (Isbah, 2020; Zulmuqim et al., 2020). Najmi advised on the need for Islamic boarding schools to apply counseling to students (*santri*), as well as mentoring Counseling Guidance (BK) teachers in schools (Najmi et al., 2022).

In addition, Islamic boarding schools can also provide services to prevent bullying through collaboration between counseling teachers and Islamic boarding schools' caretakers (Putra et al., 2022). Okpriansyah said that aside from the process that can be carried out formally, Islamic boarding schools can take advantage of cinema therapy (film or movie screenings), which contains messages to "stop bullying" (Okpriansyah et al., 2023).

Some of the facts above show Islamic boarding schools' rapid response to preventing bullying against students (*santri*). Just as the Zainul Hasan Islamic Boarding School also implements a peer group strategy as a solution to increase students' self-confidence so that they can prevent bullying behavior, peer groups provide an understanding of equality, Justice, and concern for fellow human beings (Boulton & Macaulay, 2023; Siddique et al., 2023; Yunita & Isnawati, 2022), Yuhbaba et al agree with some of the strategies above. However, there is one strategy that needs to be carried out by Islamic boarding schools, namely strengthening the educational pyramid of Islamic boarding schools (Yuhbaba, 2019), namely (boarding school caretakers, parents, and *santi*), the need for intensive communication practices from several directions is a solution to preventing bullying of weaker friends (Nasution & Adi, 2023) Because the impact of bullying behavior (verbal and non-verbal) can be mentally disturbing and traumatic for students (*santri*) (Mayo et al., 2019; Nurlelah, 2019).

Based on several findings that have been carried out through in-depth analysis, researchers have different points of view, especially in the process of overcoming bullying that occurs among students in Islamic boarding schools. Some strategies for preventing bullying behavior are still normative (Alwi et al., 2023; Ananda et al., 2023; Assa'Idi, 2021;

Rahman et al., 2023; Yani & Retnowuni, 2019). So it does not show sustainable growth (formation of good character). One of Josephson's thoughts on "Character Counts" is that there are six main pillars in developing good character for students in Islamic boarding schools (Josephson, 2002; Kenia & Uyun, 2023) to prevent bullying behavior.

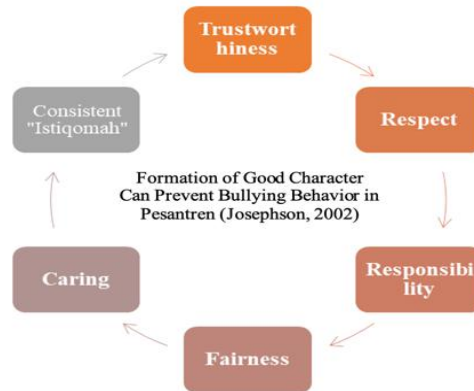


Figure 3. Prevent Bullying Behavior in Pesantren

Looking at the picture above (Figure 1.1), the six pillars of "Character Counts" can be implemented as follows: first, the trustworthiness of students in Islamic boarding schools in their daily lives, trained to foster honesty, integrity, and openness to the various conditions they experience. Second, respect, one of the characteristics that must be developed in every Islamic boarding school activity, must encourage the development of mutual respect and tolerance for certain races, ethnicities, cultures, and skin colors (Hamayotsu, 2013; Zulkhairi et al., 2024) so that a positive culture emerges. Third, Responsibility: Islamic boarding schools are institutions that consistently teach the meaning of responsibility for their actions and the existence of punishment in Islamic boarding schools as proof of responsibility for their decisions. For example, illegal socialization for perpetrators of bullying is the responsibility of the perpetrator.

Fourth, fairness is a step Islamic boarding schools take to provide fair opportunities and behavior for all students regardless of preferential treatment for senior students compared to junior students (Khasanah et al., 2023). So that anyone who commits bullying must receive a fair



punishment. Fifth, Caring, cultivating the nature of caring is the responsibility of the Islamic boarding school for its students. The caring nature that has developed in students will naturally and automatically prevent bullying. Sixth, the sustainability of Islamic boarding schools has a tradition of "*istiqamah*" in every practice (Indra, 2020). Likewise, the five initial pillars can be optimally formed in the process of growing character if they are carried out consistently.

D. Conclusion

Some of the outcomes of the discussion about abuse in Islamic boarding institutions identify the following topics: Individuals (aggressive and temperamental) and weak individuals (victims), friends who encourage bullying of other individuals (victims), a supportive environment, parenting styles, especially authoritarian parenting, and aggressive video and film factors (violence from media and social media (Facebook etc.)) all contribute to bullying in Islamic boarding schools.

Several bullying behaviors emerged in boarding schools as a result of the factors mentioned above, including calling people names, speaking filthy or rude words to those who are inferior, and ridiculing and labeling Laqob names such as fat, black, and ugly. Physically tormenting a victim, such as by striking or kicking them or intimidating them so that they feel threatened. However, Islamic boarding schools continue to make systemic enhancements to prevent aggressive behavior over time.

Several strategies have been implemented, including creating a fun cottage movement program (GPM), strengthening conflict and emotional management, conducting consistent outreach and training on the dangers of bullying, cyberbullying, and legal education for bullies, implementing an anti-bullying curriculum, providing foster care at each boarding school complex, the presence of Islamic boarding school guidance and counseling teachers, peer groups, and intensive strengthening of community ties.

Based on this data, character formation, according to Josephson regarding "Character Counts", with six main pillars, can foster good

character in students at Islamic boarding schools so that they can prevent bullying behavior. This research has a theoretical contribution to preventing bullying in Islamic boarding schools, especially in terms of Islamic boarding school strategies for preventing bullying. However, this research has limitations regarding the influence of bullying prevention factors and strategies in Islamic residential institutions.

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