

Preventing Bullying in Integrated Islamic Boarding Schools of Lhokseumawe City: A Strategic Management Approach

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ABSTRACT

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This study aims to analyze the role of Islamic boarding school residents in preventing bullying behaviour among students in integrated boarding schools in the city of Lhokseumawe. This research adopts a qualitative research design with a phenomenological approach. Data collection techniques are carried out through participant observation, in-depth interviews, and documentation. The research informants consist of the Islamic boarding school leaders and caregiving staff. Data validity is ensured through source verification techniques. Data analysis is conducted through data reduction, data presentation, and drawing conclusions. Bullying behaviour in Dayah Terpadu Ulumuddin and Pesantren Misbahul Ulum Integrated Boarding Schools is prevented by the boarding schools' authorities through measures such as reprimanding, advising, punishment, and involving parents. However, the psychological approach has not been fully implemented due to the lack of counselling teachers in the boarding school. The boarding schools' authorities provide guidance and advice to bullying victims. Some bullying behaviours are considered normal among the students, such as teasing and using nicknames. This behaviour will receive less attention from the boarding school authorities. However, if the bullying involves physical violence, the victim will receive special attention.



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ABSTRAK

Kata Kunci:

*Bullying;
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Penelitian ini bertujuan untuk menganalisis peran warga pesantren dalam pencegahan perilaku bullying pada santri di pesantren terpadu Kota Lhokseumawe. Penelitian ini menggunakan jenis penelitian kualitatif dengan pendekatan fenomenologi. Teknik pengumpulan data dilakukan melalui observasi partisipan, wawancara mendalam, dan dokumentasi. Informan penelitian ini terdiri dari pimpinan dayah, bidang pengasuhan. Pemeriksaan keabsahan data dilakukan dengan teknik pemeriksaan melalui sumber. Teknik analisis data dilakukan dengan cara reduksi data, penyajian data, dan penarikan kesimpulan. Perilaku bullying di Dayah Terpadu Ulumuddin dan Misbahul Ulum dicegah oleh pihak dayah terhadap pelaku bullying, yaitu memberikan teguran, nasihat, hukuman, dan pemanggilan orang tua, sedangkan pendekatan psikologis belum dilaksanakan secara maksimal karena belum tersedianya guru bimbingan konseling di dayah. Tindakan pihak dayah terhadap korban bullying berupa pembinaan dan pemberian nasihat. Perilaku bullying yang dianggap wajar terjadi, seperti mengejek dan memanggil dengan nama julukan kurang mendapat perhatian dari pihak dayah. Akan tetapi, jika bullying yang bersifat fisik seperti pemukulan, korban akan mendapat perhatian khusus.

INTRODUCTION

The increasing incidents of bullying in Islamic boarding schools have caused a decline in public trust towards these institutions ([Juvonen et al., 2014](#); [Nurlelah, 2019](#)). Therefore, the managers of Islamic boarding schools are required to be adaptive to the bullying phenomenon ([Fauzia, 2021](#); [Winarni & Lestari, 2016](#)). The managers need to undertake a series of strategic efforts to prevent bullying behaviour in the schools. Islamic boarding schools, as educational institutions based on religion, have the advantage of character education due to their focus on religious values ([Aini, 2021](#); [Dacholfany, 2015](#)).

Human behaviour is a set of behaviours exhibited by humans and influenced by customs, attitudes, emotions, values, ethics, power, persuasion, and/or genetics ([Nguyen et al., 2022](#); [Prasetyo et al., 2022](#)). One's behaviour can be classified into normal behaviour, acceptable behaviour, strange behaviour, and deviant behaviour ([Pasban & Nojedeh, 2016](#)). In sociology, behaviour is considered something that is directed towards others and therefore is a fundamental human social action ([Darrow, 2021](#); [Dubin, 2017](#); [Perkins & Arvinen-Muondo, 2013](#)).

The behaviour occurs through the process of stimuli acting on organisms, and then the organisms respond. This theory, proposed by Skinner, is referred to as the 'S-O-R' theory (Stimulus-Organism-Response) ([Morris, 2014](#); [Skinner et al., 2010](#)). Based

on Skinner's definition, behaviour can be defined as activities or actions carried out by an individual to fulfil desires, wants, needs, impulses, passions and so on ([Putra et al., 2021](#); [Szabo, 2020](#)).

There have been numerous studies on bullying, but research specifically addressing the phenomenon of bullying in Islamic boarding schools is still very limited ([Emilda, 2022](#); [Schott & Søndergaard, 2014](#)). This study aims to comprehensively identify and analyze the bullying phenomena that occur in Islamic boarding schools through psychological and sociological perspectives.

According to Bandur's social learning theory, an individual's behaviour is shaped as a response to social stimuli ([Bandur, 2018](#)). This theory emphasizes that a person's identity is not only the result of the subconscious but also influenced by the expectations of others. Behaviour and attitudes develop through reinforcement or encouragement from the people around them ([Magyar-Moe et al., 2015](#); [Prasetyo, 2022](#); [Wong, 2015](#)). As social beings, humans rely on the assistance of others to achieve their goals. During these interactions, they experience different dynamics of interpersonal relationships in both positive and negative situations ([Singh, 2015](#)). Negative relationships can potentially create psychological disturbances that negatively impact individuals and groups ([Liu et al., 2014](#)). Simultaneously, human interactions, whether as perpetrators or victims, can threaten community life.

When people engage in negative relationships, whether as perpetrators or victims, the consequences extend beyond the people directly involved ([Edwards, 2011](#)). The consequences of such interactions have an impact on the larger community as well. Negative behaviors and conflicts have the potential to disrupt community life's harmony and cohesion ([Georges & Tomlinson-Clarke, 2015](#); [Juvonen et al., 2014](#)). Trust and social bonds can deteriorate, resulting in strained relationships, division, and a drop in the overall quality of communal interactions.

It is critical to recognize the complexities of human interactions and the possibility of both positive and negative outcomes. Maintaining individual well-being and promoting a thriving community require the development of healthy and supportive relationships ([Asmanto, 2015](#); [Tordjman, 2022](#)). Individuals can contribute to the creation of a harmonious social environment that fosters mutual respect, empathy, and cooperation by cultivating positive interpersonal dynamics ([Yukl, 1971](#)). Furthermore, it is critical to address and mitigate negative interactions and their negative consequences through intervention strategies, educational programs, and community initiatives aimed at promoting conflict resolution, empathy, and the development of positive social norms ([Raihani, 2011](#)).

As social beings, humans are inherently dependent on others to achieve their goals. While positive human interactions can be beneficial, negative relationships pose significant risks to individual and community well-being ([Chahal, 2022](#)). We can

cultivate a supportive and harmonious social fabric that improves the overall quality of life for individuals and strengthens community bonds by recognizing the potential consequences of negative interactions and taking proactive measures to foster positive relationships ([Bhatt, 2015](#); [Dave et al., 2012](#); [Hartlep et al., 2017](#)). This situation is further exacerbated by the phenomenon of bullying that occurs in Islamic boarding schools. However, as educational institutions, Islamic boarding schools should be a safe and comfortable environment for students to pursue knowledge. Therefore, a series of strategic efforts are needed to prevent and minimize bullying in boarding schools ([Nashiruddin, 2019](#); [Zainal, 2022](#)).

However, these efforts will not function properly if it was implemented alone. As social beings, people observe the behaviour of others and the consequences of those behaviours when they are responded to, either they were ignored, or punished. As a result, they can learn from the consequences they observe, as well as from their own direct experiences.

METHODS

The research is qualitative in nature using a case study technique. The study was conducted at Dayah Terpadu Ulumudin and Pesantren Misbahul Ulum. The selection of the research sites was based on several considerations. Firstly, both boarding schools are renowned in the city of Lhokseumawe, and their organizational behaviour can serve as a model for other boarding schools. Secondly, boarding schools have a high population of over 500 students. This dynamic reflects a high level of interaction within the organizational community, making it prone to have bullying behavior. Thirdly, as leading boarding schools, the issue of bullying becomes a sensitive matter. The study involved 10 informants consisting of the boarding school leaders, teachers who are in charge of students, and several students who were involved in bullying incidents. Data was collected through interviews, observations, and documentation. The data analysis employed Miles and Huberman's analysis approach..

RESULTS AND DISCUSSION

The core concept in Bandura's social learning theory is as follows ([Bandura, 2018, 2019, 2021](#)). Firstly, learning through observation. In his famous experiment known as the Bobo doll study, Bandura showed that children learn and imitate behaviours that they observe being performed by others. In this observation, children witnessed adults engaging in violent behaviour towards the Bobo doll. When the children were allowed to play in the room with the Bobo doll, they began to imitate the aggressive actions they had previously observed being performed by the adults.

There are two types of observational learning. Firstly, learning through observation can occur through vicarious conditioning, where individuals learn by observing the consequences experienced by others. For example, a student sees their

friend being praised or scolded by their teacher for their actions, and as a result, the student imitates a different action with the aim of receiving praise from their teacher. This is an example of reinforcement through praise experienced by others or vicarious reinforcement. Secondly, learning through observation involves imitating the behaviour of a model even if the model does not receive reinforcement or punishment while the observer is paying attention. The observer expects to receive praise or reinforcement upon mastering what they have learned. The model does not have to be demonstrated by a person directly but can also use an actor or visual representation as a model.

In his theory, Bandura identified three basic models of observational learning:

- (a) Live models, who demonstrate behaviour in a demonstrative manner.
- (b) Verbal instructional models, who describe and explain behaviour.
- (c) Symbolic models, which use real or fictional characters displaying specific behaviours in books, films, television programs, or online media.

Furthermore, according to his theory, the mental state plays a crucial role in learning, and external stimuli and environmental influences are not the sole factors affecting individual learning and behaviour. The individual's mental condition remains important in shaping behaviour and the learning process they experience. It is driven by internal motivations such as pride, satisfaction, and a sense of achievement. Without these internal motivations, changes in attitudes or behaviour would not be possible. Due to this standpoint, Bandura's theory has nuances of cognitive developmental and is referred to as "social cognitive theory."

According to Harvey Theory, humans, as social beings, are inherently dependent on the support and collaboration of others in order to achieve their goals and aspirations ([Harvey et al., 2014](#)). Individuals encounter a variety of dynamics within their interpersonal relationships during these social interactions, including both positive and negative experiences. It is important to recognize, however, that negative relationships have the potential to cause psychological disturbances that can have a significant impact on both individuals and groups involved. The findings of this investigation concur with those of Prasetyo, McKee and Schauman, who found these disturbances can manifest as increased stress, anxiety, depression, and decreased well-being ([McKee et al., 2021](#); [Prasetyo et al., 2023](#); [Schauman et al., 2019](#)).

The social cognitive theory emphasizes that besides social factors, the cognitive and mental factors of individuals play a significant role in learning. Cognitive factors include expectations or individuals' hopes of achieving success. Bandura thus developed a model known as reciprocal determinism, which consists of three main factors, namely behaviour, personal/cognitive factors, and the environment. These factors interact with the learning process. The environment influences behaviour, and

behaviour affects the environment. Similarly, personal/cognitive factors influence behaviour. The personal factors that Bandura refers to include personality and temperament, while cognitive factors encompass expectations, beliefs, thinking strategies, and intelligence.

In this model, personal (cognitive) factors play a crucial role. Bandura emphasizes self-efficacy as a significant personal (cognitive) factor. Self-efficacy is defined as one's belief in their ability to face and effectively solve problems ([Kazumi & Kawai, 2017](#); [Putrisari et al., 2017](#)). It also means believing in oneself and one's capability for success. Individuals with high self-efficacy are committed to solving their problems and do not give up when they encounter unsuccessful strategies. According to Bandura, individuals with high self-efficacy readily face challenges without hesitation because they have full confidence in their abilities.

Individuals with high self-efficacy are also quick to confront problems and can bounce back from failures. He views the process of observing and imitating the behaviour and attitudes of others as an act of learning. Bandura's theory explains human behaviour within the context of continuous reciprocal interactions between cognitive, behavioural, and environmental influences. The individual's surrounding environment greatly influences the patterns of this social learning. For example, someone who grows up in a gambling environment is more likely to choose to gamble or, conversely, consider it to be unacceptable or bad.

Thirdly, mere learning does not necessarily result in behavioural changes. Not all actions or behaviours observed by individuals automatically lead to changes in their behaviour. Many factors must be considered in the behavioural changes of an individual undergo after observation.

According to Bandura, the cognitive foundation in the learning process can be summarized into four stages, namely attention, retention, reproduction, and motivation.

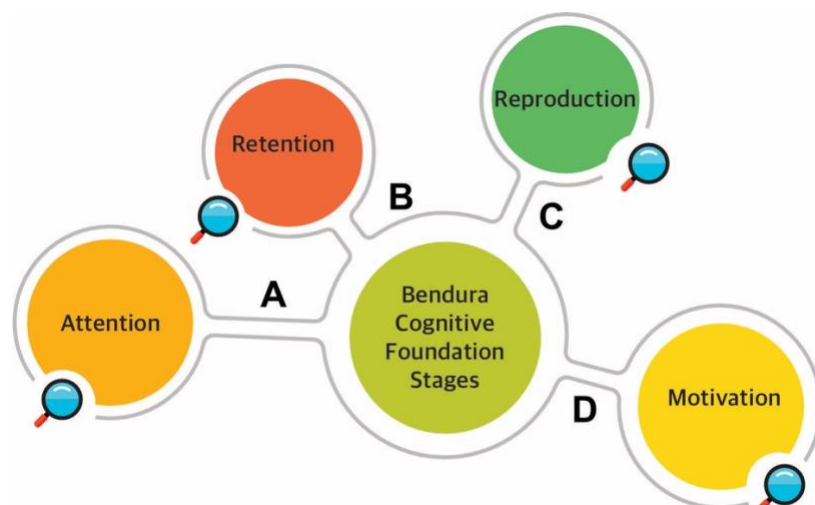


Figure 1: Bandura Cognitive Foundation Stages

Figure 1 describes Bandura Cognitive stages. The first stage is attention. Individuals tend to pay attention to the model behaviour in order to learn from them. Their attention is focused on the values, self-worth, attitudes, and other aspects they perceive the model to possess. For example, an insecure musician may imitate the behaviour of a famous musician, not displaying their own style. In the research studies on bullying, those involved in bullying need to receive serious attention. The coordinator responsible for the student's well-being has a nurturing approach through personal engagement. The second stage is retention. Individuals who are learning must encode or record the events they want to imitate in their memory system. This provides them with the opportunity to replicate or reproduce that action later when needed or desired.

The third stage is reproduction. After knowing or learning a behaviour, individuals tend to demonstrate their ability or reproduce it in the form of behaviour. For example, their ability to speak a foreign language or play soccer. So, after observing the model and storing the information, it is now time to actually practice the observed behavioural example. Further practice of the learned behaviour leads to progress, improvement, and skill development.

The fourth or last stage is motivation. It is important in modelling because individuals are driven to continue doing something. Thus, motivation should be a model in life. Bullying behaviour is a subset of aggressive behaviour that has additional characteristics, namely the imbalance of power, where aggressive behaviour is performed by the stronger party towards the weaker party, and the behaviour is repeated.

School bullying may be the most negatively impactful form of aggression among students. The manifestations or forms of aggressive behaviour include physical aggression such as hitting and kicking, which can cause physical harm; verbal aggression such as shouting, teasing, or name-calling that hurts others' feelings; and behaviour related to social exclusion, such as spreading rumours, ignoring, and not allowing someone to join friendships.

Bullying comes from the word "bully," which refers to the presence of a "threat" made by one person to another person that causes psychological disturbance to the victim in the form of physical or psychological, or both. In Indonesian, bullying comes from the words "rundung" and "merundung," which mean disturbing, harassing persistently, and causing trouble .

The definition of bullying according to the National Commission for Child Protection is long-term physical and psychological violence perpetrated by an individual or group against someone who is unable to defend themselves. Bullying

can also be interpreted as an intentional act of making someone else fearful or threatened, causing the victim to feel afraid, threatened, or at the very least, unhappy.

The synonym of bullying is harassment. According to Coloroso, bullying or harassment is an act of intimidation carried out by a stronger party against a weaker party. Bullying is a deliberate behaviour that causes distress to others, whether through verbal violence, physical attacks, or subtle forms of coercion such as manipulation. Bullying which comes from the word "bully," means an angry or aggressive person. Simply put, bullying is the use of power and strength by an individual or a group to harm others, resulting in the victims feeling pressured, oppressed, traumatized, and powerless.

Bullying is categorized as antisocial behaviour or misconduct, where the perpetrator misuses their power against a weaker victim, either individually or as a group, and it often occurs repeatedly. Bullying is also considered a form of delinquency because such behaviour violates societal norms and can be subject to legal punishment. Emphasizing negative actions makes bullying connote intentional acts that cause discomfort to others. Insulting, belittling or degrading, mocking, name-calling, kicking, pushing, hitting, demanding money (extortion or coercion), avoiding, and refusing to befriend are tangible forms of bullying. One popular behaviour among teenagers nowadays is cornering new students or younger classmates. This behaviour is often disguised as an expression of their desire to teach proper behaviour and etiquette within the school, making bullying actions often go undetected by the school authorities. Bullying may even be considered a school tradition, wrapped in phrases like "I went through the same thing when I was a new student."

Based on the above definition, bullying behaviour can be defined as the intentional actions of individuals or groups to attack, threaten, or harm someone physically, psychologically, or verbally, making the victim feel scared, threatened, and unhappy.

Actions of Integrated Islamic Boarding School in Lhokseumawe City Against Bullying Perpetrators

The research findings indicate that the Islamic boarding school takes follow-up actions against bullying incidents by implementing integrated policies and measures involving all stakeholders, from the Ustaz (Islamic teachers), students, and school authorities, to parents. This is aimed at stopping bullying behaviour and ensuring a sense of safety for the victims. The anti-bullying program in the boarding school is carried out by increasing supervision and implementing appropriate sanctions against the perpetrators, as well as conducting campaigns through various means.

Preventing and inhibiting the occurrence of bullying behaviour in the boarding school must be taken seriously and requires the involvement of all parties related to the boarding school environment. The students are conditioned in an appropriate environment where they feel comfortable expressing their experiences and emotions. In addition, the boarding school should evaluate the interaction patterns that have been established so far. The teachers and senior students or the school's authorities should serve as role models for behaviour within the boarding school and promote anti-bullying among the students.

The boarding schools' authorities should provide reinforcement or praise for pro-social behaviours exhibited by the students. Furthermore, they encourage students to develop their talents or interests through various activities and maintain communication with parents if their children show any problems stemming from the boarding school or the surrounding environment. The research findings also indicate that teachers must have knowledge and skills in preventing and addressing bullying. The boarding school curriculum also supports pro-social attitudes by reinforcing their implementation in daily life at the boarding school.

"Bad habits are contagious. The same goes for the attitude of mocking each other, which is considered normal among students, but still remains wrong. Therefore, teachers always give warnings to students who engage in mocking behaviour." Informant 4.

Communication from the boarding school plays a significant role in preventing bullying behaviour. Research findings have shown several things that should be done to prevent bullying. One crucial aspect that should be emphasized and practised is empathy in relationships with others. Empathy is the ability to put ourselves in someone else's shoes and understand their situation and conditions.

The primary requirement for having an empathetic attitude is the ability to listen and understand others before being heard and understood by others. A good teacher will not demand that students understand their desires, but they will strive to understand the students first. He will engage in dialogue, and listen to their complaints and aspirations. Listening involves not only the senses but also the heart and feelings. This approach can foster trust and openness to minimize bullying in boarding schools.

The research has found that the actions taken by Islamic boarding schools include advising, reprimanding, and guiding the bullies, as well as imposing appropriate punishments according to the school's regulations.

"The most important factor in minimizing bullying cases, besides the educational system and regulations in the Islamic boarding school, comes from within oneself. Self-motivation is a conscious action and part of maturity." Informant 1.

The advice is expected to provide a full understanding to the students of the impact of bullying on other students. This is because they are not aware of and do not understand the negative effects on both the victims and the perpetrators. In line with the goals of Islamic Education, which is to instil Islamic values that align with social ethics or social morality, the moral or ethical dimension becomes an important aspect of the objectives in the world of Islamic boarding schools.

"The caretakers approach the students personally depending on their level of maturity. We advise them not to repeat the act of bullying." Informant 3.

Islamic boarding schools are synonymous with character education based on faith values. This potential becomes an advantage in itself to increase the student's awareness to avoid bullying behaviour.

"Moreover, in Islamic boarding schools, students are taught religious values, and when faith values emerge, they indirectly keep the students away from bad behaviours such as bullying." Informant 2.

Children who grow up in aggressive and abusive families will imitate such habits in their daily lives. Physical and verbal violence inflicted by parents towards their children will become a model of behaviour. If parents educate their children well at home, the children will also behave well in the boarding school and the community. Conversely, if parents' way of educating their children at home is poor, such as allowing them to be more relaxed, play more, and be indulged, the children will become rebellious, naughty, disrespectful or impolite, and lazy in the boarding school or the community. Students who enter early adolescence greatly need the role of parents. This is because the formation of attitudes is greatly influenced by the parenting style provided by their parents. The intensity of this good relationship will also affect the formation of the child's self-concept.

Therefore, Dayah Terpadu Ulumuddin and Pesantren Misbahul Ulum involve parents in order to minimize bullying in boarding schools. Students who engage in bullying behaviour will receive punishment in the form of reprimands, advice, and penalties (cleaning the dormitory) as well as contacting their parents. The preventive efforts carried out by these boarding schools against bullying are still limited to punishment approaches, while psychological approaches have not been maximally implemented due to the lack of psychology teachers or counselling services in the boarding schools.

Not only that, the punishment imposed by the boarding schools has not had a deterrent effect on the perpetrators. One of the boarding school authorities explained that the boarding school has made efforts to address bullying by providing advice, punishment, and contacting parents, but such behaviour still occurs among the students. The boarding school authority further added that the school is faced with a

dilemma in punishing bullies. Giving severe punishment to the perpetrators for their actions will lead to protests and refusals, so the boarding school will take action to expel the perpetrators if they frequently engage in bullying, especially physical bullying. The study's findings support Ulum, Donoghue and Darrow assertion that bullying has sociological and psychological effects on students ([Darrow, 2021](#); [Donoghue & Pascoe, 2023](#); [Ulum, 2021](#)).

The Action of the Integrated Islamic Boarding School in Lhokseumawe City Towards Bullying Victims

Bullying victims are the ones who suffer from the action of bullying behaviour and they should receive special attention to prevent psychological disturbances. Bullying actions can have negative impacts on the victims, both physically and psychologically. Physical bullying can result in decreased physical well-being, occasional physical pain, and physical injuries. Psychologically, the effects may not be immediately visible, but the long-term consequence is a trauma for the child.

"The Islamic boarding school has strict and clear rules. Bullying is a disciplinary violation. Offenders will be given appropriate sanctions based on the level of their offence." Informant 2.

Bullying victims experience negative emotions, such as resentment, anger, humiliation, anxiety, stress, fear, shame, sadness, discomfort, and feeling threatened. Over the long term, these emotions can lead to low self-esteem because they perceive themselves as unworthy of their environment.

"In certain cases like severe bullying incidents occur, will constitute serious violations. These cases are not exposed publicly because it would affect the psychological well-being of the individuals involved. Therefore, the Islamic boarding school pays serious attention to this issue, providing guidance and, in some cases, resorting to expulsion or returning the student to their parents." Informant 5.

Bullying victims exhibit poor social adjustment. This causes them to develop a fear of going to school, withdraw from social interactions, have low motivation to learn, struggle to express themselves, experience difficulty concentrating during studies, which results in decreased academic performance, and, in severe cases, develop suicidal thoughts due to the pressures of insults and punishments. Difficulties in adapting to the social environment also arise for bullying victims, as they may desire to transfer to another school. If they remain in the same school, their academic achievements decline.

The findings also indicate that bullying victims are not merely passive participants in the bullying situation. They also contribute to maintaining and

perpetuating the bullying situation by remaining silent. Victims generally do not take any action and allow the bullying behaviour to continue because they lack the strength to defend themselves or fight against it. Their silence is rooted in the belief that reporting bullying incidents will not resolve the problem. In fact, if the teacher takes action against the bullying perpetrator, it may exacerbate the bullying situation for the victim.

"One of the challenges faced by the boarding school's caregiving department is the closed-off attitude of the victims. They are afraid to disclose the actual incidents due to various reasons, such as fear of intimidation or threats." Informant 5.

In addition, the students have developed a set of values that discourages reporting on others, as it is seen as childish, spoiled, weak, and immature behaviour. For the victims, it is better to endure this suffering rather than violate the values of the students and report their fellow students.

The handling of bullying victims at Dayah Terpadu Ulumuddin and Pesantren Misbahul Ulum is through guidance or counselling and advice. Verbal bullying, such as teasing and using nicknames, is considered normal and the victims usually receive less attention from the teachers or the school's authorities. However, if the bullying is physical and involves fighting, the victims will receive special attention from the teachers or the school's authorities.

According to the school's authorities, verbal bullying, such as teasing and using nicknames, does not have a negative effect on the students. Initially, the victims may feel uncomfortable and self-conscious, but after some time, they consider it normal behaviour and it has no influence on them. The school authorities also add that it is difficult to distinguish between victims and perpetrators because they both engage in name-calling and teasing, and this happens almost every day.

"This might be a unique phenomenon in Islamic boarding schools. Teasing is one of the bullying actions. However, some students actually enjoy being teased. They take pride when called by a nickname. It is said to be an affectionate and friendly gesture among students." Informant 3

The victims of verbal bullying at Dayah Terpadu Ulumuddin and Pesantren Misbahul Ulum also express that initially, they felt inferior and embarrassed by the nicknames and teasing, but over time, these names became an identity that blended with them, so it became normal. The students perceive that almost all their friends have nicknames and engage in teasing, which makes them feel less burdened mentally. Verbal bullying, particularly in the form of teasing and using nicknames, turns the students into victims as well as perpetrators of bullying.

Strategic Phases

Assessment of the Current Situation The initial phase of the strategic management approach entails conducting a comprehensive assessment of the current situation of bullying in integrated Islamic boarding schools. This evaluation includes the collection of quantitative and qualitative data regarding the prevalence, types, and outcomes of bullying. In addition, the evaluation should identify the underlying causes of bullying, such as power imbalances, social dynamics, and cultural influences.

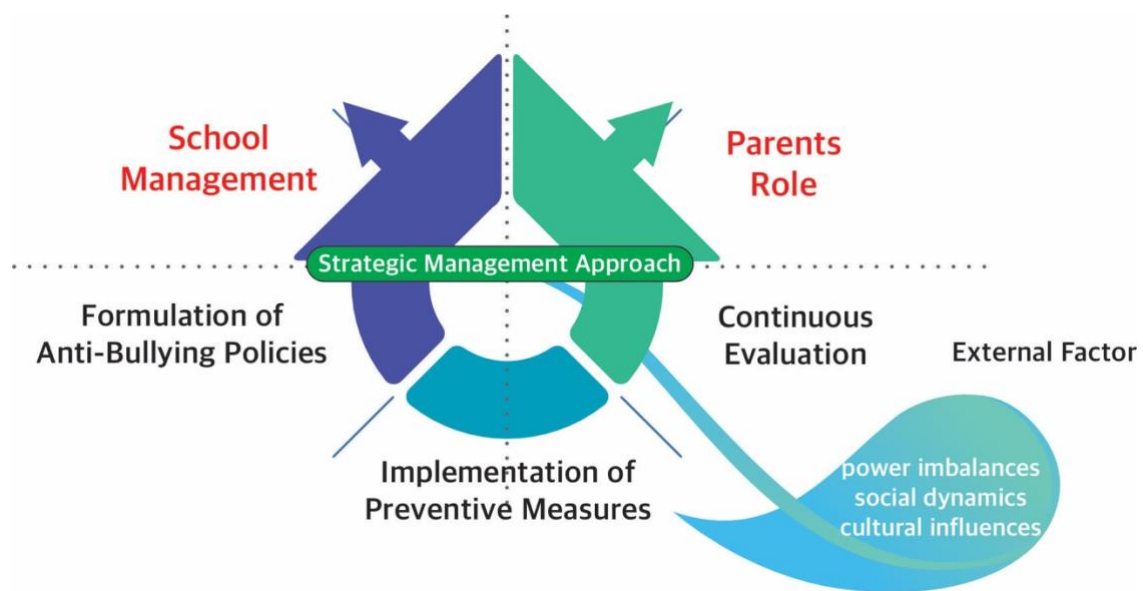


Figure 2: Research Novelty

Figure 2 aims to provide a comprehensive understanding of the unique bullying challenges schools face. First, *formulation of anti-bullying policies*. The next phase focuses on formulating comprehensive anti-bullying policies tailored to the unique context of integrated Islamic boarding schools, based on the findings of the assessment. These policies should define bullying explicitly, outline the repercussions for bullies, and emphasize the school's commitment to fostering a safe and inclusive environment. To ensure a collective and inclusive approach, it is crucial to involve key stakeholders, such as school administrators, teachers, students, parents, and community members, in the development of these policies.

Second, *implementation of preventive measures*. The third phase entails the implementation of preventive measures designed to foster a positive and respectful school climate. This includes educational programs that increase awareness of bullying, foster empathy and social skills, and cultivate an inclusive and tolerant culture. Integration of these programs into school curricula, extracurricular activities, and daily routines is necessary to ensure their efficacy. In addition, establishing

efficient reporting mechanisms, confidential channels for victims to seek support, and proactive intervention strategies are essential components of this phase.

Third, *continuous evaluation and adaptation of anti-bullying strategies*. The final phase stresses the significance of continuous evaluation and adaptation of anti-bullying strategies. Regular monitoring and evaluation of the implemented measures is essential for determining their efficacy and identifying areas for improvement. To improve anti-bullying policies and interventions, feedback from students, teachers, parents, and other stakeholders must be actively solicited and utilized. This iterative process ensures that the strategies continue to be responsive to the changing needs and challenges within the context of the integrated Islamic boarding school.

The research findings are in line with psychological theories that when children become bullying victims, several responses may occur. The children may respond in passive communication, where the children remain silent and don't fight back out of fear, thus continuously becoming a victim. They may also respond in aggressive communication with anger and retaliation. For example, if they are hit, they retaliate with a punch, or if they are teased, they respond with further teasing and so on. Or, the children may respond to the bullying in assertive communication, where they can respectfully express their dislike, while still respecting the other person and maintaining self-confidence. The findings of this study are supported by previous research by Gaffney, Noboru, and Uzunboyly, who described the need for a school management approach to prevent abuse in educational institutions ([Gaffney et al., 2021](#); [Noboru et al., 2021](#); [Uzunboyly et al., 2017](#)).

Based on the statements above, it can be seen that most of the students who become victims of bullying respond with aggressive communication, meaning they respond to teasing and name-calling with the same behaviour towards others, making them victims as well as perpetrators of bullying. Although the behaviour of teasing and using nicknames does not have serious consequences for the students, Dayah Terpadu Ulumuddin and Pesantren Misbahul Ulum should be cautious of the negative effects of such behaviour, such as fights or physical violence among the students or psychological disturbances for students who are not mentally resilient.

CONCLUSION

Bullying behaviour at Dayah Terpadu Ulumuddin and Pesantren Misbahul Ulum is prevented by the institution towards the perpetrators through various measures such as reprimanding, advising, punishing, and involving their parents. However, the psychological approach has not been implemented to its full potential due to the absence of guidance and counselling teachers at the boarding schools. The boarding schools provide support and advice to the victims of bullying through mentoring programs. There are bullying behaviours that are considered acceptable or normal among the students, such as teasing and using nicknames. This type of bullying receives less attention from schools. But, if the bullying takes a physical form, such as physical assault, the victims will receive special attention.

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