

The Existence Of Teachers Of Uptd Sdn 1 Samalanga In Forming Anti-Bullying Character Of Students

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ARTICLE INFO	ABSTRACT
Entered : May 05, 2025 Revised : May 20, 2025 Accepted : May 25, 2025 Published : May 29, 2025 Keywords: <i>UPTD SD Negeri 1 Samalanga, Formation, Anti-Bullying Character.</i>	Bullying behavior in schools remains an issue that hinders the development of students' positive character. This study aims to identify the role of teachers, learning strategies, and supporting as well as inhibiting factors in the formation of anti-Bullying character at UPTD SD Negeri 1 Samalanga. The findings reveal that (1) teachers play a strategic role as role models in instilling values of empathy, tolerance, and respect for diversity through integration in the curriculum and school programs. Open communication between teachers, students, and parents is also a key to success. (2) Learning strategies involve interactive approaches, such as group discussions, role-playing, and social activities that strengthen solidarity. Collaboration with parents through seminars and regular meetings reinforces the synergy between school and family. The study concludes that UPTD SD Negeri 1 Samalanga has developed the "School Synergy-Based Anti-Bullying Character Model," emphasizing collaboration between teachers, students, and parents to create a child-friendly and Bullying-free school environment..

INTRODUCTION

The stages of individual social development, from infancy to adolescence, are complex journeys that shape a person's identity and behavior. In early life, an individual's social interactions are limited to the family, especially parents, which form the basis for communication skills and interpersonal relationships. However, when entering adolescence, individuals begin to expand social relationships with peers, teachers, and the community.

Adolescence is an important period in the search for identity and role in society. At this stage, external influences such as technology and peers are very significant. Social media provides wide access to teenagers, but also carries the risk of bringing negative exposure, such as cyberbullying. Peers can be social support, but they also influence adolescent behavior, including delinquency or bullying behavior. Therefore, appropriate supervision and intervention are needed to prevent the negative impacts of these influences.



Bullying behavior among students has become a disturbing phenomenon at various levels of education, from elementary school to high school. As an environment that should be a place for character formation of students, the school environment should be a safe place and support their emotional and social growth. However, in reality, bullying behavior known as "naughty" has become a widespread problem in society.

Bullying can be defined as any form of abuse or assault carried out intentionally by an individual or group that has superior physical or mental strength to harm others. These forms of bullying can be verbal, physical, or psychological actions that make the victim feel oppressed, traumatized, and helpless. People who bully are often referred to as bullies, and they do not look at the gender or age of potential victims.

Data from the Indonesian Child Protection Commission (KPAI) shows that bullying has become a serious concern in Indonesia, both in schools and in cyberspace. In 2021, KPAI recorded 53 cases of bullying in schools, while there were 168 cases of bullying in cyberspace. This reflects a trend where, even though the learning process is carried out online, cases of bullying in cyberspace are higher than those that occur in schools. The latest data from KPAI in 2022 shows an increase in the number of bullying cases, both in schools and in cyberspace. In that year, KPAI reported 226 cases of bullying with physical and mental violence in schools, including 18 cases of bullying in cyberspace. This highlights the need for attention and joint efforts from various parties to address the problem of bullying and child protection comprehensively.

By the end of 2023, the Indonesian Child Protection Commission (KPAI) recorded 2,355 cases of child protection violations. These cases include: 87 cases of bullying, 27 cases related to lack of educational facilities, 24 cases due to inadequate educational policies, 236 cases of physical and/or psychological violence, and 487 cases of sexual violence. These findings emphasize the need to improve child protection in various aspects.

Bullying cases in Aceh are also not few. In 2023, according to the Head of the Regional Technical Implementation Unit for the Protection of Women and Children (UPTD PPA) Aceh, Irmayani Ibrahim, in September 2023 there was an increase in the number of cases of violence against children every month. The number of cases of violence against children reached 489 cases. This figure has increased compared to the previous month, where in August there were 457 cases, and in July there were 406 cases. This data shows a worrying trend in terms of increasing cases of violence against children in Aceh. The impact of bullying behavior experienced by victims is such as low self-esteem, feeling lonely, anxiety, low levels of socialization and alcohol use. This information illustrates that the effects of bullying are that victims usually isolate themselves and avoid being asked questions, have difficulty communicating, are withdrawn, and prefer to place themselves in places that are quiet from other people.

Schools should be a safe and supportive place for students to grow and develop positively. However, bullying often occurs in school environments and is carried out by fellow students. This can damage the school climate, affect the emotional and academic well-being of victims, and create an environment that is not conducive to learning and development. By understanding the stages of an individual's social development, we can better understand the complexity of the process of forming a person's identity and behavior. By providing the right support from parents, educators, and the community, we can help adolescents navigate this time well and shape themselves into strong individuals who have a positive impact on society.

One of the main tasks of a teacher is not only to produce students who are academically qualified, but also those who have mature personalities, social skills, emotional balance, and spiritual depth. According to Zakiyah Daradjat, a teacher is a mentor who has a personality with a noble attitude and outlook on life, so that every teacher must try to equip themselves with all the requirements as a teacher, educator and mentor for current and future students. Teachers are one of the most important factors influencing the quality of education. Teachers interact directly with students in the classroom through the teaching and learning process. Teachers are the ones who must produce quality students who are academically mature, skilled, emotional, moral and spiritual.

Islamic Religious Education teachers are required to set an example and always practice the teachings of Islam. In addition, even though they are not Islamic Religious Education teachers, other teachers also have the same responsibility in teaching, guiding, fostering, and providing an example so that students stay away from this bullying attitude. So forming an anti-bullying attitude is not solely the task of one teacher, but is a shared responsibility of every school personnel.

The existence of teachers in schools has a very important role in advancing and developing the faith and piety of their students. This research was conducted at an elementary school, namely SD Negeri 1 Samalanga. This research is expected to provide a significant picture and contribution in understanding the existence of teachers in preventing bullying in the school environment concerned and encouraging the formation of better student character. According to the researcher's initial observations at the location, this school has an anti-bullying policy that has been implemented by the principal. This policy shows the school's commitment to creating a safe, inclusive, and bullying-free learning environment. During observations at the school, the researcher identified a tendency for disruptive behavior among students playing on the field. This behavior ranges from excessive joking to actions that can be categorized as bullying. For example, a student cries because his pen was taken by his friend, but the response from his friends is to laugh, not show sympathy or help.

In seeking a deeper understanding of this issue, the researcher discussed with the teacher and the Vice Principal of Student Affairs at the school. The Vice Principal of Student Affairs explained that behavior such as 'teasing' friends often occurs among children, but can escalate into bullying. He stated that incidents like this are taken seriously and students involved will be called to the student room. In this case, the problem will be handled constructively with the aim that the students involved can understand the consequences of their actions and return to interacting positively with their friends. This process is important to ensure that the school environment remains safe and supportive for all students.

The focus of this study is to analyze the existence of teachers in the formation of anti-bullying character of students at UPTD SD Negeri 1 Samalanga. This study also aims to explore more deeply the strategies used by teachers in forming these characters, as well as analyzing the factors that support or hinder the implementation process of these learning strategies. Through this analysis, it is hoped that a comprehensive understanding can be obtained about how the role of teachers, learning approaches, and school environmental conditions influence the formation of anti-bullying character of students.

METHODOLOGY

This study uses a qualitative approach with a descriptive method, which aims to deeply understand the phenomenon of anti-bullying character formation in UPTD SD Negeri 1 Samalanga. This study was conducted in a school with 12 classes and 359 students, located in Samalanga District, Bireuen Regency, Aceh Province. Data collection was carried out through direct observation of classroom learning practices and the school environment to observe how anti-bullying character values are applied in student activities, both in learning and extracurricular activities. In addition, in-depth interviews were conducted with various key informants, including the principal, vice principal, class teachers, and Islamic Religious Education (PAI) teachers, to explore information about policies, strategies, and experiences in forming student character. Documentation techniques were also used to collect and analyze documents such as curriculum, syllabus, and learning modules in order to find character elements that are integrated into the education process.

The data analysis process in this study was carried out using the interactive model from Miles and Huberman, which consists of three main stages. First, the data reduction stage is carried out by sorting and simplifying data from interview notes, observations, and documentation, so that only relevant and significant data is used in the analysis. Second, the data that has been sorted is presented in the form of a systematic description to facilitate drawing conclusions. The final stage is drawing conclusions and verification, where researchers interpret the data to find patterns, relationships, and meanings that can answer the formulation of research problems. This process is carried out repeatedly and continuously until the data reaches saturation point, ensuring the accuracy and validity of the research results

RESULTS AND DISCUSSION

Research result

UPTD SD Negeri 1 Samalanga is an elementary education institution in Samalanga District, Bireuen Regency, Aceh, under the supervision of the Bireuen Education Office. This school implements the Merdeka Curriculum which focuses on competency-based learning and student character development, with teachers acting as facilitators to support flexible and contextual learning. In addition, this school actively carries out extracurricular activities such as sports, arts, and other skills to develop students' interests, talents, and character, such as cooperation, responsibility, and discipline. UPTD SD Negeri 1 Samalanga has obtained B accreditation based on the 2020 Accreditation Decree, which shows that this school has met national education standards, including curriculum, learning, facilities and infrastructure, and school management, thereby increasing public trust in the quality of education provided. The following are research findings based on the focus of this research, namely;

1. The Existence of Teachers in Forming Anti-Bullying Characters

Teachers have a strategic role in shaping students' anti-bullying character. Teachers not only act as transmitters of knowledge, but also as role models who instill the values of empathy, tolerance, and respect for differences through integration into

the learning curriculum. They create a safe and comfortable environment, maintaining open communication with students, parents, and the school committee.

In the learning process, teachers emphasize character education through activities that instill the values of empathy and tolerance, and implement anti-bullying policies. They provide examples of good behavior in daily interactions, reprimand students with a personal approach, and set consequences for bullying behavior. Teachers also actively socialize the impact of bullying through socialization, and involve students in resolving conflicts peacefully.

In addition to classroom learning, teachers and principals hold seminars and workshops for teachers and parents to improve understanding of the importance of creating a bullying-free environment. Extracurricular activities such as sports and arts also play a role in strengthening cooperation between students, reducing the potential for conflict, and providing a space for positive interaction. Schools also provide a confidential reporting channel for victims of bullying to increase a sense of security. Various other supporting policies, such as the installation of anti-bullying posters in strategic areas of the school, strengthen the commitment of teachers and schools in forming students' anti-bullying character as a whole. See Figure 1 below:



Figure 1 above contains the text 'Let's stop bullying' and "stop bullying" as well as cartoon illustrations about statements or terms that lead to bullying. This indicates that the narrative of anti-bullying character formation is also built or campaigned through pamphlets or wall magazines in the school environment.

The views of Islamic Religious Education (PAI) teachers at UPTD SD Negeri 1 Samalanga highlighted the importance of synergy between religious values and the formation of anti-bullying characters. PAI teachers instill the value of *rahmah* (compassion) as the core of education, teaching students to have empathy and respect for others, thus preventing behavior that hurts others. Empathy and social appreciation are emphasized as pillars in relationships between students, by instilling Islamic teachings about respect regardless of differences.

The story of the Prophet Muhammad SAW is used as a concrete example in teaching tolerance, justice, and protection of the weak. The concept of universal brotherhood in Islam is also instilled to strengthen solidarity among students. Through good interaction guidelines, teachers provide clear direction on appropriate behavior in everyday life, helping students avoid bullying and building a character full of compassion, respect, and tolerance. This existence shows that Islamic Religious Education teachers not only act as teachers, but also as moral role models

whose integration into learning aims to form a strong social awareness among students. This creates an environment that supports positive behavior, making anti-bullying character education more effective.

2. Teacher Strategies in Forming Students' Anti-Bullying Characters

Teachers of UPTD SD Negeri 1 Samalanga apply various strategies to form anti-bullying characters through a structured, interactive, and compassionate value-based approach. One of the main strategies is to provide students with an understanding of the concept of bullying, by explaining the definition, types, and impacts through real examples. Teachers also use active learning methods, such as group discussions, simulations, and role-playing. Through role-playing, students learn to experience firsthand the position of perpetrator, victim, or observer, which helps increase their awareness of the importance of empathy and appreciation.

Teachers also involve students in creative activities, such as making anti-bullying posters, to raise awareness of the issue. In addition, students are trained to be good listeners and are taught how to interact healthily in a social environment. Open communication between teachers, students, and parents is encouraged to create a safe environment in the school. Teachers build a "positive circle" in the classroom to discuss behaviors that constitute bullying, how to avoid them, and supportive social values.

Observations show that teachers insert values of compassion in learning. Discussions about compassion in the family become a medium to instill empathy, tolerance, and appreciation among students. Teachers also encourage students to show compassion in interactions between friends, so that anti-bullying values are embedded naturally. Interviews with teachers revealed that this strategy succeeded in increasing students' awareness and solidarity towards the issue of bullying. Many students began to support their friends who were victims and collectively rejected bullying behavior. This strategy created positive behavioral changes, both in perpetrators and victims, and strengthened healthy social relationships in the school environment. The following is a summary of research findings on classroom teacher strategies in forming anti-bullying characters.

Class Teacher Strategy Table in Forming Anti-bullying Character

Strategy	Explanation	Objective
Provides an understanding of the concept of bullying	The teacher explains the definition, types, and impacts of bullying with relevant real examples.	Raise student awareness of bullying and its impacts.
Using class discussion method	Students are invited to share experiences or discuss cases related to bullying openly.	Provide reflective space for students to understand their behavior.
Implementing simulation and role-playing methods	Students practice situations as perpetrators, victims, and observers of bullying in certain scenarios.	Help students understand the role and emotional impact in bullying situations.

Train students to be good listeners	Teachers train students to listen actively and support healthy social interactions.	Building students' abilities to support harmonious social relationships.
Teaching students to report bullying	Students are taught to report bullying with the assurance of confidentiality of their identity.	Creating a sense of safety for students to talk about bullying.
Engaging students in creative activities	Students create posters or visual materials that support anti-bullying values.	Increase student involvement in promoting anti-bullying values.
Building a positive circle	Group discussions are conducted to identify and prevent bullying behavior.	Identifying and understanding bullying behavior for further prevention.
Involving students in social action and sharing activities	Students are invited to participate in social activities to build solidarity.	Cultivate a sense of caring and togetherness among students.

Islamic Religious Education (PAI) teachers at UPTD SD Negeri 1 Samalanga implement strategies based on religious values to shape students' anti-bullying character. This strategy includes integrating the concepts of compassion, empathy, brotherhood, and forgiveness in learning. Teachers use the stories of the Prophet Muhammad SAW as role models, providing examples of respect for others, protection of the weak, and peaceful conflict resolution. Materials such as rights and obligations, manners of interaction, and speaking ethics are also delivered to instill anti-bullying values deeply.

During the learning process, the teacher uses lecture methods, group discussions, and case studies. Discussions involve students in sharing experiences and working together in groups, which aims to strengthen solidarity and avoid teasing friends. The teacher also provides concrete examples of empathy, such as helping friends who are victims of teasing. This activity helps students understand and practice how to solve problems wisely.

The Islamic Religious Education teacher closed the lesson with moral reflection, reminding students of the importance of protecting the feelings of others and rejecting all forms of violence or bullying. Observations showed that this approach succeeded in increasing students' awareness of anti-bullying values, as seen from the students' enthusiasm in responding to reflective questions and support for friends. Figure 3.3 below is Islamic Religious Education teaching material containing anti-bullying character values that the author summarized based on interview data, observations and documentation studies.



Anti Bully Character Values Image PAI Material

Discussion

Based on the previous research results, the researcher makes a discussion of the research results based on previous findings and research studies. The theories of anti-bullying character formation that have been described in the previous section are a relevant basis for comparison with the findings of this study. The concepts of Islamic character education and the views of figures such as Kohlberg, Bandura, Seligman, and Gardner are the framework for analyzing the implementation of anti-bullying programs at UPTD SD Negeri 1 Samalanga.

The existence of teachers is a key element in creating a healthy, safe educational climate that supports the development of student character. At UPTD SD Negeri 1 Samalanga, teachers are not just teachers, but also shapers of values and role models of behavior. Teachers show their presence actively and visibly through interaction, teaching, and character building. The role of teachers in forming anti-bullying characters is very significant and strategic.

The principal explicitly stated that teachers are the center of all educational activities that have an impact on students. Teachers not only teach knowledge, but also instill attitudes of tolerance, empathy, and compassion. These values are included in the curriculum and daily activities at school. Thus, the existence of teachers is seen in the collective effort to build an anti-bullying culture. Teachers demonstrate their role by integrating anti-bullying values into various lessons. Every interaction between teachers and students becomes a medium for learning positive values. Students are guided to understand the importance of respecting differences, protecting the feelings of friends, and avoiding hurtful actions. This character education takes place directly and indirectly in school life.

Observations made show that teachers are not passive in dealing with bullying cases. They proactively detect, reprimand, and handle inappropriate behavior among students. The approach used is not solely based on punishment, but rather on moral and emotional development. Teachers show high social sensitivity to the dynamics of student interactions. Class teachers also play a role in shaping students' collective awareness

through group discussions. These discussions provide space for students to express their experiences related to bullying. From here, students learn to understand each other and develop solidarity. This activity is very effective in strengthening empathy values and eroding the potential for bullying.

In practice, teachers also adopt interactive learning methods such as role-playing. This method allows students to experience what it is like to be a victim or perpetrator of bullying. They become more sensitive to the social and emotional impacts of bullying. Teachers use this approach as a way to develop students' sense of social responsibility. Creative activities such as making anti-bullying posters are also part of the teacher's strategy. These posters are posted in strategic areas of the school and serve as visual reminders. This campaign not only conveys a moral message but also invites students to be actively involved. This involvement strengthens the message conveyed and encourages ownership of values among students.

The school also supports the existence of teachers by providing a discussion and reporting space. Safe reporting channels make students more courageous in expressing bullying experiences. Teachers guarantee the confidentiality of the reporter's identity as a form of protection. This shows that there is a system that supports teachers in creating a conducive environment. The Vice Principal for Student Affairs also plays an important role in dealing with bullying. With an empathetic approach, the Vice Principal for Student Affairs accompanies victims so that they do not feel alone. The perpetrators are also invited to dialogue so that they understand their mistakes and progress towards improvement. Teachers and the Vice Principal for Student Affairs work together to create a balance between protection and education.

In addition to classroom teachers, Islamic Religious Education (PAI) teachers contribute greatly to shaping anti-bullying characters. They integrate Islamic values into learning as a moral foundation for students. Concepts such as *rahmah*, *ukhuwah*, and *adab* become the main topics of discussion in class. This enriches the approach to character building with spiritual values. PAI teachers use the story of the Prophet Muhammad SAW as a concrete example. The story provides a real picture of how to treat others with compassion and justice. Students are invited to emulate the Prophet's attitude in maintaining social relationships. These values are then internalized in students' daily behavior at school.

Teachers also teach the concept of forgiveness and peaceful conflict resolution. These values are reinforced through discussion, reflection, and social exercises. In this way, students are equipped not only with norms, but also practical ways to avoid conflict. The existence of teachers is seen in their role as moral and spiritual facilitators. Observations also show that teachers create an open and loving classroom. They greet students, listen to their concerns, and provide constructive feedback. This atmosphere becomes an important emotional foundation for building student trust. This trust is the foundation for developing anti-bullying characters.

Teachers show consistency in fostering students' characters from day to day. They do not only remind once, but continuously provide understanding. This process requires patience, perseverance, and real presence. This is where the essence of the teacher's existence as a true educator is clearly visible.

Supportive school programs such as seminars, teacher training, and extracurricular activities also strengthen teachers' efforts. Teachers become the driving force in implementing these programs directly. They also facilitate student involvement in

activities that build cooperation and empathy. This synergy shows that the role of teachers does not work alone, but is in a supportive system.

Teachers also work closely with students' parents. They convey their children's development, suggest appropriate approaches, and involve parents in solving bullying cases. This collaboration makes students feel cared for both at school and at home. This strengthens the overall character-building effect. The learning strategies used by teachers also show creativity and innovation. They adjust the methods to the students' level of understanding so that the anti-bullying message is conveyed effectively. Teachers are also open to student feedback in the learning process. This participatory relationship strengthens the interaction between teachers and students in forming values.

In general, teachers at UPTD SD Negeri 1 Samalanga show a strong existence in learning practices. They are not only physically present, but also present in the spirit, thoughts, and values they bring. The presence of teachers is an important symbol in the lives of students, who not only teach but also shape their personalities. The existence of teachers is a form of existence that is influential and inspiring. The effectiveness of teachers in shaping students' character can be seen from the changes in attitudes that occur. Students become more open, more courageous in reprimanding, and showing solidarity with victims of bullying. This shows that the values that are instilled have begun to shape students' mindsets and behaviors. Value learning is successful when it becomes part of students' daily lives.

The overall school environment also supports the existence of teachers in character formation. From policies, infrastructure, to school culture, all support each other. Teachers become the implementers and directors of these policies in the field. The alignment between the school's vision and teacher practice creates a positive synergistic effect. As the main actors in education, teachers also continue to learn and reflect on their roles. They attend training, discuss with colleagues, and read the classroom situation carefully. This reflection becomes material for improving their approach to character learning. Teachers who exist are those who never stop developing.

In a broader context, the existence of teachers is the basis for creating an ethical and tolerant generation. The formation of anti-bullying characters is only one of the many moral missions of education. However, success in this area reflects greater success in value education. Teachers are the bridge between science and character formation. Through the results of this study, it is seen that character education cannot run without the presence of a complete and committed teacher. This presence includes cognitive, affective, and spiritual aspects in interactions with students. Teachers at UPTD SD Negeri 1 Samalanga have shown that they are able to carry out these three aspects in a balanced manner. This makes them role models and inspirations for students.

The existence of teachers also has a direct impact on the social climate in schools. A safe, inclusive, and supportive environment emerges from the values instilled by teachers. An anti-bullying culture is formed not through rules alone, but through habits that are built every day. Teachers are the main controllers in forming these habits.

Anti-bullying characters formed through learning strategies also strengthen students' social skills. They learn to build healthy relationships, resolve conflicts, and appreciate differences. These competencies are very important in students' future lives. Thus, the role of teachers has provided relevant and sustainable provisions for the lives of students. The existence of teachers in schools cannot be ignored in character education planning. They are not only curriculum implementers, but also moral leaders and bearers

of values. Teachers build the future through the way they are present today. Every word, action, and decision they make leaves a mark on the souls of children.

CONCLUSION

This study concludes that teachers at UPTD SD Negeri 1 Samalanga have a strategic role in shaping students' anti-bullying character. Teachers not only act as teachers, but also as role models who instill the values of empathy, tolerance, and respect for differences through the integration of anti-bullying values in the curriculum. In addition, teachers create a safe environment, build open communication, and support school policies such as safe reporting programs and extracurricular activities. The strategies implemented include interactive learning, such as group discussions and role-playing, as well as involving students in creative activities that instill positive character values. Collaboration with parents and involvement in extracurricular activities also strengthen students' character, thereby preventing bullying behavior in schools. Supporting factors include school policies, teacher involvement, and good communication between schools and parents. However, there are obstacles such as lack of understanding of students and parents about bullying, limited learning time, and variations in parental participation in school programs. To overcome these obstacles, schools conduct teacher training, anti-bullying campaigns, and periodic evaluations. UPTD SD Negeri 1 Samalanga has developed an adaptive and comprehensive anti-bullying character formation model, called the "School Synergy-Based Anti-bullying Character Model." This approach shows that integrated collaboration and integration can be an inspiration for other schools in creating a culture of mutual respect and preventing Bullying.

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