



Religious Character Development at Pertiwi 2 High School

Tiara Maryanti Putri

Tarbiyah Islamiyah Foundation Islamic College of Padang
tiaramarianti41@gmail.com

Eliza Guspita

Tarbiyah Islamiyah Foundation Islamic College of Padang
elizaguspita5@gmail.com

Hanifa Fadila

Tarbiyah Islamiyah Foundation Islamic College of Padang
hanifahadillah09@gmail.com

Ridho Efendi

Tarbiyah Islamiyah Foundation Islamic College of Padang
ridhoef3ndi@gmail.com

Rafli Asyura

Tarbiyah Islamiyah Foundation Islamic College of Padang
rafliasyura7@gmail.com

Randi Okta Hidayah

Tarbiyah Islamiyah Foundation Islamic College of Padang
randioktahidayah@gmail.com

Yovanda Rivaldi

Tarbiyah Islamiyah Foundation Islamic College of Padang
yovandarivaldi882@gmail.com

Azvi Rahmi

Tarbiyah Islamiyah Foundation Islamic College of Padang
azvirahmi53@gmail.com

Serpuadi Zeky

Tarbiyah Islamiyah Foundation Islamic College of Padang
serpuadizekyzey@gmail.com

Abstrak

This study aims to analyze the role of religious character development in preventing bullying behavior at SMA 2 Pertiwi Padang. This research employed a qualitative approach using the library research method by collecting data from journals, scientific articles, books, and previous studies related to bullying and religious character education. The findings revealed that bullying behavior in schools includes verbal, physical, social, psychological, and cyberbullying, all of which negatively affect students' mental, emotional, and social well-being. The causes of bullying are influenced by low self-control, weak religious understanding, peer influence, lack of supervision from families and schools, and the rapid development of social media. Religious character development through religious activities, moral habituation, teacher role modeling, and the implementation of a religious school culture has proven effective in improving students' empathy, discipline, responsibility, tolerance, and self-control, thereby reducing bullying behavior in schools. In addition, teachers

play an important role as educators, mentors, motivators, and role models in creating a safe, comfortable, and harmonious educational environment. Collaboration between schools, families, and communities is also an important factor in supporting the success of sustainable religious character development. Therefore, religious character development can serve as an effective preventive strategy in establishing a bullying-free school culture at SMA 2 Pertiwi Padang and in shaping students with noble character, discipline, and strong social awareness.

Keywords: bullying, religious character, students, Islamic education, school

INTRODUCTION

The problem of bullying in Indonesian schools has now reached a very alarming stage. Schools, which should be the safest place for children to learn, often become places where violence occurs. Data from the Indonesian Child Protection Commission (KPAI) shows shocking facts, where bullying cases have surged sharply from only 53 cases in 2021 to 1,478 cases in 2023 (Sulaeman et al., 2025). These figures serve as a reminder for all of us that our educational environment is not in good shape. Schools have a strategic responsibility in shaping students' character in accordance with religious and moral norms. In line with the mandate of Law No. 20 of 2003, national education aims to develop students' potential to possess spiritual and religious strength as well as noble character. One of the main foundations for achieving this goal is through the strengthening of religious character. Religious character reflects obedience in worship, tolerance, and the internalization of faith values that can serve as a moral fortress for students in social interactions (Habibah et al., 2025).

Bullying is not just 'joking' or a usual quarrel between friends. It is an act of aggression carried out deliberately and repeatedly by those who feel stronger towards those who are weaker. Its forms are varied, ranging from physical violence, verbal insults, to mental pressure that damages self-confidence (Susanti & Aulia, 2024). The impact is very dangerous; children who become victims can experience severe anxiety, trauma, and even lose the motivation to go to school. In facing this problem, the role of teachers is very important. Teachers are not only responsible for teaching in front of the class but must also have the ability to embrace students and create a harmonious classroom atmosphere (Handriadi et al., 2024). Moreover, school rules alone are not enough to stop bullying. We need something stronger to reach the hearts of the students, namely through the cultivation of religious character or religious values.

Character education based on religion teaches children that hurting others is wrong in the eyes of God. Values such as compassion, mutual respect, and self-control can serve as a natural 'brake' for students to prevent them from committing acts of violence (N. Zannah et al., 2025). By instilling religious values not only as memorization lessons, but as daily habits, we can build a more humane and caring school. Based on this, this article will discuss how fostering religious character can become a real solution in creating a school free from bullying.

Several previous studies have explored the relationship between religiosity and student behavior. Wahyuni's research (Wahyuni, 2011) shows a positive relationship between religious maturity and self-concept. Meanwhile, Rijal's study (Anggrena et al., 2025) stating that character education in the Islamic educational environment is able to build solidarity that prevents acts of intimidation. Nevertheless, the cultivation of religious character must be carried out consistently so that there is no gap between the understanding of theory and the actual behavior of students in society (Arifin et al., 2024). The role of teachers in preventing violence in the educational environment goes beyond mere knowledge transfer; it requires mastery of pedagogical

competencies that can touch the humanity of students. Competent teachers act as architects of the classroom atmosphere who are not only skilled in preparing learning materials but also capable of designing inclusive interactions. Through good classroom management, teachers can create a harmonious learning space, so that potential social friction can be mitigated from the instructional planning stage (Handriadi et al., 2024).

This effort is reinforced by the integration of religious values as the foundation of students' character. Religion is not merely a subject for memorization, but an instrument to build emotional maturity and self-control. Specifically, individuals who have a mature spiritual understanding will have higher empathy and the ability to control negative impulses, because they possess a strong moral awareness in interacting with others (H. A. Zannah et al., 2025). Thus, religious values function as a highly effective "internal fortress" in minimizing the seeds of deviant behavior in schools.

Finally, creating a school climate free from violence greatly depends on consistency through daily habituation strategies and exemplary behavior. A structured daily program, ranging from the culture of greeting to consistently practiced manners, becomes a means to naturally refine students' character. However, this success is highly determined by the extent to which teachers are able to serve as role models; when teachers demonstrate non-violent behavior in every action, students will adopt that behavior as their moral standard (Nanda et al., 2025). The integration of good classroom management, spiritual strengthening, and exemplary behavior is the main key to a safe and comfortable school. The issue of bullying has become a significant concern for schools, as bullying in the school environment today has reached a very worrying level.

The author found the problem of bullying at SMA 2 Pertiwi Padang, where several students bullied their classmates, resulting in physical injuries as well as psychological and mental trauma. This can be seen in a child named AK, who required intensive care and had to recover his mental condition at RSJ Prof. HB. Saanin Padang. Therefore, the school must further discipline its students through religious activities. This aligns with the opinion (Zakiyullah & Sofa, 2025) which states that religious activities play an important role in addressing social problems among students. This can be seen from the poor character and behavior of students, students who do not respect teachers, students who like to bully their peers, and do not value or respect their fellow students. This harsh reality is clear evidence that a non-violent educational atmosphere will not automatically be created without teachers' pedagogical competence in designing tools and a harmonious classroom environment (Rahmi et al., 2024).

The incident indicates a lack of self-control and empathy among students, which should be strengthened through the internalization of religious values. Based on this, this study seeks to analyze how optimizing the cultivation of religious character in schools can become a concrete preventive solution to eliminate bullying practices, whether in physical, verbal, or social forms. Through the strengthening of spiritual values, it is hoped that individuals with religious maturity who possess strong self-control will emerge, thereby minimizing negative behaviors that harm others (H. A. Zannah et al., 2025). This strategy is not merely about delivering material in the classroom, but through daily habituation programs and the exemplary behavior of all school personnel to create a safe and dignified educational climate (Nanda et al., 2025).

As the final part of this background presentation, the research is focused on strategies for internalizing spiritual values as the primary foundation of preventive school policies. The results of this study are expected not only to provide theoretical contributions but also practically serve as a

guide for educational institutions in designing policies based on religious values. The great hope is that the tragic incident that befell students at SMA 2 Pertiwi Padang will not happen again, and that the school can truly transform into a safe, inclusive, and morally upright educational environment.

Based on the problems above, the researcher will examine and further review how the role of religion contributes to addressing the issues found in the field. Specifically, this study will analyze strategies for internalizing spiritual values in preventing physical, verbal, and social bullying. The results of this research are expected to serve as a foundation for educational institutions in designing preventive policies based on religious values to create safe and character-building schools.

RESEARCH METHODS

This study uses a qualitative approach. The research focuses on reviewing various literature discussing religious character development as a means of preventing bullying in schools. The research subjects in this article are relevant written sources, such as scientific journals, books, academic articles, and official documents related to character education, religiosity, and bullying behavior in schools. Source selection was carried out purposively, based on the suitability of the literature content to the research focus.

Data collection techniques were conducted through documentation studies, collecting, reading, recording, and categorizing various references related to the research theme. The data used came from national journals, previous research results, reports from official institutions such as the Indonesian Child Protection Commission (KPAI), and regulations related to character education and child protection. All data obtained was then selected based on its relevance, novelty, and relevance to the research objectives.

The data analysis technique used was content analysis. The collected data were analyzed through the stages of data reduction, data presentation, and conclusion drawing. In the reduction stage, the researcher selected information that aligns with the research focus. Next, the data was systematically organized to clearly understand the relationship between religious character development and bullying prevention. The final stage involved drawing conclusions based on the data interpretation, providing a clear picture of strategies for optimizing religious character in creating a safe and bullying-free school environment.

RESULTS AND DISCUSSION

1. Forms of Bullying in the School Environment SMA 2 Pertiwi Padang

Literature review results indicate that bullying behavior in the school environment remains a serious problem in the field of education. Based on the confirmed issues found at SMA 2 Pertiwi Padang, bullying occurs in various forms, such as verbal bullying, physical bullying, social bullying, and psychological pressure that impacts students' mental conditions.

In general, bullying practices in the school environment can be manifested in several main forms. Referring to their impact, the following are the forms of bullying that frequently occur among students:

- a. Verbal Bullying: Carried out through speech or words that attack the victim's psyche, such as ridicule, insults, giving bad nicknames (labeling), and actions that embarrass friends in front of the class.

- b. Physical Bullying: Carried out in the form of physical contact or actual violence, such as hitting, pushing, kicking, or other acts of physical intimidation. This action is usually repeated by students who feel stronger towards students considered weak.
- c. Social (Relational) Bullying: Carried out by weakening the victim's social position, such as exclusion, spreading negative rumors or gossip, and manipulating friendships to undermine someone's mental state.

Bullying has serious impacts on children's mental health, such as anxiety, fear, depression, and even the loss of students' self-confidence. An uncondusive school environment causes students to feel unsafe in participating in the learning process, which affects their academic performance and social relationships (Felayati et al., 2024). In addition, the study explained that weak supervision and low instilling of moral values are one of the causes of increasing aggressive behavior in the school environment.

Bullying is not only in the form of physical violence, but also mental pressure and verbal humiliation that are carried out continuously (Aulia & Susanti, 2024). These actions are often considered just a harmless joke by the perpetrators, but they have a profound psychological impact on the victims. In the context of SMA 2 Pertiwi Padang, the bullying that occurs shows that some students still have a low level of empathy and self-control in social interactions. In addition to verbal and physical bullying, social bullying is also found in the form of exclusion, not inviting someone to be friends, spreading hatred, and lowering the self-esteem of other students. Social bullying is one of the most dangerous forms of bullying because it has a significant impact on the emotional development of students (Smith, 2019). Social bullying is often difficult to detect because it is carried out indirectly, but its impact can cause victims to experience trauma and lose motivation to study. The effects of bullying not only affect students' emotional conditions but also impact their mental health and social relationships within the school environment.

Victims of bullying tend to experience anxiety, a decline in motivation to study, as well as difficulties in social interactions with peers. A less harmonious school environment also increases the potential for bullying behavior among adolescents (Prasetyo, 2023). Poor social relationships in the school environment can trigger aggressive behavior and conflicts among students. In addition to physical and verbal bullying, technological developments have also led to the emergence of cyberbullying, which affects students' psychological conditions (Hidayat & Sari, 2023). Forms of digital bullying are often carried out through social media and online communication that are difficult for the school authorities to monitor (Smith, 2019).

Aggressive and antisocial behavior in students arises from weak moral supervision and a lack of early character development. Behaviors such as teasing, bullying, hitting, and disrespecting others are early forms of bullying, which, if left unchecked, can develop into more serious social violence (Aulia & Susanti, 2024). Thus, the research results indicate that bullying in schools is not only in the form of physical violence, but also includes verbal, social, and psychological pressure that greatly impacts the character development of students. Therefore, an educational approach is needed that can touch on the moral and spiritual aspects of students through continuous development of religious character.

2. Factors Causing Bullying

The study results indicate that bullying behavior is influenced by various internal and external factors. Internal factors are related to low self-control, weak religious understanding, lack of empathy, and students' inability to manage emotions. Meanwhile, external factors come from

the family environment, peer groups, social media, and suboptimal supervision from the school authorities.

The level of religious maturity has a significant impact on students' social behavior. Students with a low level of religiosity tend to be more prone to engage in aggressive and violent actions toward their peers (H. A. Zannah et al., 2025). Conversely, students who have a good understanding of religion tend to be able to control their emotions, respect others, and avoid deviant behavior. The findings indicate that religious maturity has a positive relationship with an individual's self-concept (Wahyuni, 2011). Individuals who have a positive self-concept will find it easier to build healthy social relationships and avoid acts of violence. In the context of bullying, religious maturity serves as a moral shield that helps students distinguish between good and bad behavior in daily life.

Religiosity is closely related to adolescents' self-control abilities. Students with a high level of religiosity tend to be able to control their emotions and avoid deviant behavior in social life (Munawaroh, 2022). Strengthening spiritual values also has a significant influence on reducing aggressive behavior in students. Students who have a good spiritual understanding tend to respect others more and are able to build healthy social relationships in the school environment (Zahra & Rahmat, 2024). Family factors also contribute to the emergence of bullying behavior in students. A lack of attention and moral guidance in the family causes children to be more easily influenced by negative behavior in their social environment (Utami, 2023). In addition to religious factors, the social environment is also a major factor contributing to the increase in bullying in schools. A disharmonious learning environment can trigger aggressive behavior among students. Lack of teacher attention to students' psychological conditions causes bullying actions to often go undetected from the beginning (Nurhaliza, Adinda et al., 2024).

Teacher's pedagogical competence explains that teachers have an important role in creating a harmonious and inclusive classroom atmosphere (Rahmi et al., 2024). Teachers who have good pedagogical competence are able to understand student character, manage social conflicts, and build positive interactions in the school environment. This shows that poor classroom management can increase the potential for conflicts and bullying among students. Parents' efforts to avoid bullying explain that a lack of family attention to the emotional development of children also affects students' social behavior (Utami, 2023). Children who grow up in less harmonious family environments tend to have aggressive behavior and difficulty controlling emotions.

The influence of social media also becomes one of the causes of increased bullying among teenagers. Technological developments have led to the emergence of cyberbullying, which has a significant impact on students' mental conditions (Espelage & Swearer, 2018). The ease of access to digital media causes some students to imitate violent behavior they see without considering its impact on others.

Therefore, bullying behavior is influenced by various interrelated factors, including personal, family, school environment, and technological development factors. Consequently, addressing it requires a comprehensive approach through strengthening religious character education and ongoing social supervision.

3. Development of Religious Character as an Effort to Prevent Bullying

Research results show that the development of religious character plays an important role in preventing bullying behavior in the school environment. Religious character education not only

focuses on the practice of worship, but also teaches moral values such as love, empathy, tolerance, discipline, responsibility, and mutual respect. Strengthening religious character education can shape positive social behavior and reduce bullying actions in schools (Habibah dkk., 2025). Religious guidance programs conducted consistently help students understand that actions that hurt others are behaviors that contradict religious values and social norms.

- a. In the context of SMA 2 Pertiwi Padang, preventive solutions to overcome bullying are integrated through the optimization of religious character development, which is classified into several strategic programs as follows:
- b. Daily Religious Habits
 - 1) Regular implementation of congregational prayer to build discipline and spirituality.
 - 2) Reading the Qur'an together before starting the first lesson period to create a calm and conducive classroom atmosphere.
- c. Islamic Knowledge Development
 - 1) Organizing Seven-Minute Lectures (Kultum) as a means of internalizing the values of noble character and mutual respect among friends.
- d. Special and Incidental Programs (Special Religious Programs)
 - 1) Intensive implementation of Ramadan Pesantren to deepen character building and antisocial mentality.
 - 2) Commemoration of Islamic Holidays (PHBI) as an educational moment to teach history and exemplify the qualities of the Prophet (such as siddiq, amanah, tabligh, fathanah).
- e. Formation of School Culture (School Culture & Etiquette)
 - 1) Implementation of habituation of greeting, smiling, and saying hello, as well as instilling values of politeness in daily interactions to eliminate aggressive behavior (both fictional and verbal) among students.

The activity serves as a means for the internalization of spiritual values that can gradually shape students' behavior. Students' spiritual intelligence explains that Islamic Religious Education teachers play a significant role in developing students' spiritual intelligence through religious habituation at school (Susanti & Aulia, 2024). The activity serves as a means for the internalization of spiritual values that can gradually shape students' behavior. Students' spiritual intelligence explains that Islamic Religious Education teachers play a significant role in developing students' spiritual intelligence through religious habituation at school (Fatimah et al., 2023).

In addition, research on "Instilling Character Education Values for Early Childhood Through Read Aloud Activities" explains that habituating moral values through learning activities can enhance students' empathy, politeness, and social concern. This indicates that the formation of a religious character needs to be carried out continuously through habitual activities at school. Religious activities can help students build self-control and reduce aggressive behavior (Fatimah et al., 2023). Students who are active in religious activities tend to have a calmer, more disciplined attitude and respect others. Character education conducted continuously can create a safe and harmonious school environment (Handriadi et al., 2024). When students are accustomed to a religious culture and moral values, the potential for bullying actions will be increasingly smaller. Therefore, the development of a religious character must become a main part of the school education system. The internalization of religious values must be carried out consistently so that there is no gap between theoretical understanding and the actual behavior of students (Arifin et al., 2024). Religious values are not enough to be taught only through theory, but need to be applied

through habituation and role modeling in the school environment. Thus, the development of a religious character has proven to be an effective preventive strategy in creating a safe, harmonious, and bullying-free school culture.

4. The Role of Teachers in Building a Bully-Free School Culture

Teachers hold a strategic position in shaping a school culture that is safe and free from violence. Teachers are not only responsible for delivering lesson material but also play a role as educators, mentors, motivators, role models, and supervisors of students' moral development. Teachers' pedagogical competence greatly affects the quality of social interactions in the school environment (Felayati et al., 2024). Teachers who are able to manage the classroom well can create a comfortable learning atmosphere and minimize conflicts among students. The humanistic approach taken by teachers also helps students feel valued and emotionally cared for.

Teachers have a significant responsibility in shaping students' character through moral guidance and role modeling in the school environment. Islamic Education teachers play an important role in instilling moral values and building the social behavior of students

Teachers' strategies in creating a harmonious learning atmosphere also affect the prevention of bullying in schools. A comfortable learning environment helps students build more positive social relationships (Handriadi et al., 2024). The humanistic communication approach carried out by teachers is able to help students manage emotions and resolve conflicts positively. Good communication between teachers and students helps create a safer and more conducive school environment (Maiseptian et al., 2024).

In the context of fostering religious character, Islamic Religious Education teachers have a great responsibility in instilling moral values in students. Teachers must be able to serve as role models in speech, behavior, and daily attitudes. The teacher's example is an important factor because students tend to imitate behaviors they see directly in the school environment. The teacher's example is the most effective strategy in building the religious character of students (Nanda et al., 2025). Teachers who demonstrate patience, politeness, and do not engage in violence will provide a positive example for students in daily life. In addition to role modeling, teachers also need to build good communication with students. A humanistic communication approach can help students manage emotions and resolve conflicts positively (Maiseptian et al., 2024). Through good communication, students will feel more comfortable conveying the problems they experience, including bullying that occurs in the school environment. This study also shows that self-control has a significant influence on an individual's social behavior. The better someone's self-control, the lower their tendency to engage in aggressive and violent actions toward others.

Creative moral and religious education can increase students' interest in understanding moral values. Engaging learning helps students more easily understand the importance of respecting others and avoiding deviant behavior (Handriadi et al., 2024). Teachers also need to cooperate with parents and the school in supervising student behavior. Bullying prevention cannot be carried out individually, but requires collaboration between the school, family, and community so that the development of religious character can run optimally and sustainably.

5. The Impact of Religious Character Development on Student Behavior

The study results show that religious character development has a positive impact on students' social behavior. Students who consistently receive religious guidance tend to have higher levels of empathy, are able to respect others, and have good self-control.

Character education is able to shape positive social behavior in students. Values such as honesty, responsibility, cooperation, and tolerance become an important foundation in creating healthy social relationships in the school environment (Yusuf, 2020). Religiosity has a significant influence on student behavior; the higher a person's level of religiosity, the smaller their tendency to engage in aggressive and violent actions (Habibah et al., 2025). This shows that religious values are able to shape moral awareness within students.

The habituation of religious activities in schools can improve students' discipline, responsibility, as well as social care for the surrounding environment. Students who are accustomed to participating in religious activities tend to have a lower tendency to engage in deviant behavior (Aulia & Susanti, 2024). The development of religious character also impacts the creation of a more harmonious school culture. Students become more accustomed to greeting each other, respecting teachers, helping friends, and maintaining proper behavior in social interactions. This condition helps create a safe and comfortable learning environment for all students.

In the context of SMA 2 Pertiwi Padang, the development of religious character can be an effective preventive solution to reduce bullying behavior in the school environment. Through habituation to religious values, teacher role models, and structured religious activities, students can be guided to have better morals and avoid deviant behavior. Thus, the results of this study show that fostering religious character has a significant contribution in realizing a school culture free from bullying. Strengthening spiritual values not only helps shape individual character but also creates a safe, inclusive, and dignified educational environment.

CONCLUSION

Based on the research results and discussions that have been conducted, it can be concluded that bullying behavior in the school environment is a problem that is not only related to physical violence, but also includes verbal, social, psychological bullying, and cyberbullying which have serious impacts on the mental, emotional, and social development of students. Bullying causes students to experience anxiety, fear, loss of self-confidence, decreased motivation to learn, and disrupted social relationships in the school environment. This phenomenon is influenced by various factors, such as low self-control, weak religious understanding, the influence of the social environment, lack of family and school supervision, and the development of social media that triggers aggressive behavior in adolescents.

The results of the study indicate that religious character development plays a very important role in preventing and reducing bullying behavior at SMA 2 Pertiwi Padang. Habitual religious activities such as congregational prayer, reading the Quran, sermons, moral development, habituation of greetings and politeness, and various other religious activities have been proven to be able to shape the character of students to be more disciplined, empathetic, responsible, and respectful of others. Strengthening religious values also helps students improve self-control and moral awareness so they are able to avoid deviant behavior in social life at school.

Furthermore, teachers play a strategic role in fostering a safe, harmonious, and bullying-free school culture. Teachers serve not only as transmitters of learning materials, but also as educators, mentors, motivators, role models, and supervisors of students' moral development. Teachers' pedagogical competence, a humanistic communication approach, and exemplary attitudes and behaviors are crucial factors in fostering a conducive learning environment.

Collaboration between schools, families, and the community is also crucial in supporting the success of sustainable religious character development. Thus, religious character development can be an effective preventive strategy in creating a bullying-free school culture. Consistently strengthening spiritual and moral values not only helps shape individual character with good morals but also creates an inclusive, safe, comfortable, and dignified educational environment for all students. Therefore, schools need to continue developing structured and sustainable religious character development programs to foster a generation that is not only academically intelligent but also possesses strong morals, social awareness, and character in community life.

BIBLIOGRAPHY

- Anggrenna, A. A. S. O., Melani, P. A., & Gusmaneli, G. (2025). Character Education in the Perspective of Islam: Integration of Qur'anic Values in School Education Practice. *Journal Educational Research and Development*, 01(03), 368–373.
- Arifin, Z., Maharani, P., Rahmi, E., & Zeky, S. (2024). *Analysis of Identification of Anti-Social Behavior Tendencies in Early Childhood*. 2, 8–13.
- Aulia, M. Z., & Susanti, W. (2024). Implementation of Spiritual Education in the Formation of Student Character. *Al-Hashif: Jurnal Pendidikan Dan Pendidikan Islam*, 4(2), 35–48.
- Espelage, D. L., & Swearer, S. M. (2018). *Bullying in North American Schools*. Routledge.
- Fatimah, Rahmi, A., & Zeky, S. (2023). Strengthening Character Education through Religious Activities in Schools. *Khalaqa: Jurnal Pendidikan Islam*, 3(1), 20–34.
- Felayati, Fatimah, Rahmi, A., & Zeky, S. (2024). The Effect of Bullying Toward Early Age Children's Mental Health. *JIECE: Journal of Islamic Early Childhood Education*, 1(1), 1–10.
- Habibah, N., Nursalim, E., Ibnu, M., & Fauzi, F. (2025). Strengthening Religious Character Education in Preventing Bullying Behavior Through the Islamic Personal Development Program at SMAIT Daarussalaam Sangatta Utara. *02(04)*, 181–189.
- Handriadi, Rahmi, A., & Mulya, R. (2024). Teachers' Strategy in Creating a Harmonious Learning Environment. *Khalaqa: Jurnal Pendidikan Islam*, 4(1), 55–67.
- Hidayat, R., & Sari, M. (2023). The Influence of the School Environment on Student Bullying Behavior. *Jurnal Psikologi Pendidikan*, 9(2), 101–115.
- Maiseptian, F., Rosdialena, & Dewita, E. (2024). The Humanistic Communication Approach in Adolescent Character Development. *Jurnal Dakwah Dan Komunikasi Islam*, 8(1), 70–84.
- Munawaroh, S. (2022). The Relationship Between Religiosity and Self-Control in Adolescents. *Jurnal Konseling Islam*, 5(2), 50–63.
- Nanda, R., Aisna, R., & Amrullah, M. (2025). *Analysis of Strengthening Religious Character on Bullying Behavior in Elementary School*. 10(3), 866–880.
- Nurhaliza, Adinda, P., Mukaromah, Chika, F., Rahman, Dhesya, A., Hidayat, Rizky, A., & Prihantini, P. (2024). Overcoming Barriers and Resistance in the Implementation of Educational Innovation: Effective Strategies and Approaches. *Journal of Multidisciplinary Inquiry in Science, Technology and Educational Research*, 1(3), 666.
<https://jurnal-serambimekkah.org/index.php/mister/article/view/1714>
- Prasetyo, A. (2023). The Impact of Bullying on the Mental Health of High School Adolescents. *Jurnal Psikologi Remaja*, 10(1), 90–104.
- Rahmi, A., Handriadi, Fatimah, Zeky, S., & Mulya, R. (2024). The Contribution of Teacher Working Groups to Teacher Pedagogical Competence. *Jurnal Kajian Dan Pengembangan Umat*, 7(1), 44–57.
- Smith, P. K. (2019). Bullying: Definition, Types, Causes, Consequences and Intervention. *Social and Personality Psychology Compass*, 13(9), 1–12.
- Sulaeman, R., Za'far, Siddik, R., Daerobi, D. W., & Syakir, M. (2025). Islamic Religious Education as a Bullying Anti-Fortress: An Islamic Values and Character Building Approach. *JIIP (Jurnal Ilmiah Ilmu Pendidikan)*, 8(10), 11370–11377.
- Susanti, W., & Aulia, M. Z. (2024). Educating Students' Spiritual Intelligence: What is the Role of Islamic Education Teachers? *Al-Hashif: Jurnal Pendidikan Dan Pendidikan Islam*, 4(1), 15–28.
- Utami, R. D. (2023). Parents' Effort to Avoid Bullying Among Early Age Children. *JIECE: Journal*

- of Islamic Early Childhood Education*, 1(1), 11–20.
- Wahyuni, S. (2011). The Relationship Between Religious Maturity and Adolescent Self-Concept. *Jurnal Psikologi Islam*, 6(2), 88–97.
- Yusuf, M. (2020). Character Education in Shaping Students' Social Behavior. *Jurnal Pendidikan Karakter*, 11(1), 77–91.
- Zahra, N., & Rahmat, A. (2024). Strengthening Spiritual Values in Reducing Student Aggressive Behavior. *Jurnal Pendidikan Islam Kontemporer*, 6(2), 93–107.
- Zakiyullah, A., & Sofa, A. R. (2025). Implementation of the Concept of Islamic Religious Education in Overcoming Bullying: A Case Study at Zainul Hasan Genggong Islamic Boarding School develops the potential of students to become people who are faithful and devoted to God Almighty and have noble character. *Jurnal Budi Pekerti Agama Islam*, 3(1), 301–316.
- Zannah, H. A., Rahmat, M., Anwar, S., Indonesia, U. P., & Email, C. (2025). *THE INFLUENCE OF RELIGIOUS MATURITY LEVEL ON BULLYING BEHAVIOR*. 7(2), 451–468. <https://doi.org/10.37680/scaffolding.v7i2.7565>
- Zannah, N., Rahmat, H., & Anwar, M. (2025). Religious Maturity and Its Influence on Students' Social Behavior. *Jurnal Pendidikan Islam Kontemporer*, 6(1), 22–35.