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MITIGATION OF BULLYING ON STUDENTS IN PESANTREN; FOSTER CARER STRATEGY

Indi Aunullah[1](✉), Rofiqi[2], Muhammad Kholil[3], Samsi Elvia Windari[4], Naser Ali Abdulghani[5],

[1,2] Sekolah Tinggi Agama Islam Nurul Abror Al-Robbaniyin, East Java, Indonesia
[3,4] Universitas Nurul Jadid, Probolinggo, East Java, Indonesia
[5] University of Benghazi, Libya

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(✉)**Correspondence to:**
indi.aunullah@gmail.com

Abstract: The aim of this research was to determine the strategies of foster carers in dealing with bullying of students in Pesantren. This research used a qualitative approach with a case study type of research. The place of this research is at the Pesantren Nurul Jadid, especially the Az-Zainiyah Region, Village. Karanganyar, District. Paiton, Kab. Probolinggo. The data collection techniques used were observation, interviews and documentation. Meanwhile, data analysis techniques were used by collecting data, reducing data, presenting data, and drawing conclusions and verification. The research results showed that The results of the seminar on anti-bullying awareness among students generally covered several main aspects, such as increasing understanding of the impact of bullying, changes in student attitudes, and the effectiveness of the program in creating a safer and more inclusive school environment. Several foster carer strategies that can be applied in overcoming bullying against students include: Interpersonal Communication, Modeling, and seminars. Having a foster care strategy implemented can help reduce students from doing as they please which can lead to bullying behavior, and can help Pesantren, especially the Az-Zainiyah region, to be environmentally friendly and caring. Foster carers played a very important role in overcoming bullying against students, so that bullying behavior does not continue to become a tradition.

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INTRODUCTION

Pesantren include institutions for education and teaching to students in deepening Islamic religious knowledge. They also include learning institutions for various religious sciences, especially in the formation of a generation of character with the guidance of kiai, ustadz and ustadzah (Rozi et al., 2024). Pesantren are among the oldest educational institutions that remain strong in maintaining their role as centers for deepening the Islamic religion (Al Atikho et

al., 2023). Pesantren also develop students to have Muslim personalities who adhere to the teachings of the Islamic religion and instill this sense of religion in all aspects of their lives, and make them into people who are useful for religion, society and the state (Aghaei et al., 2020). Pesantren as one of the traditional Islamic educational institutions have a function not only to understand Islam, but also to practice the teachings of the Islamic religion(Isbah, 2020).

Pesantren, which are currently the most popular place for Islamic education among the public, feel the need to always improve and improve by optimizing the educational structure and activities (Rohman, 2022; Kawakip & Sulanam, 2023). So, this is where the role of companions for students is really needed. In general, accompanying students in dormitories does not have a specific term that is standard and applies to all Pesantren. The terms used can vary because each Pesantren has its own system (Irwandi et al., 2022). There are several terms that may be used to refer to students' companions in the dormitory, such as, Caregiver, this term was often used for those who have greater responsibilities such as taking care of all aspects of the students' life in the dormitory, Supervisor, this term places more emphasied on the aspect of developing the character and morals of the students, Carer. This term indicated the role of protector and protector for students, Ustadz/Ustadzah, this term is generally used for those who have the task of teaching religion (Hilal & Rohim, 2024).

Pesantren Nurul Jadid is one of the Pesantren that had a system that focuses on parenting patterns (carership system). The parenting pattern that was meant in the meaning in the Pesantren as a companion for students is called a foster carer. The administrator who has this responsibility is called a foster carer. The concept of a foster carer applied by the Pesantren makes security and control over students more optimal.

The foster parents here consisted of several administrators (female students), where to become administrators or foster parents who are tasked with spiritual and emotional guidance of students, not all female students can be selected because they have to go through certain stages through tests for the foster family. Foster parents are also an extension of the Kiai to educate, protect and guide students in all Pesantren activities. The role of the foster parents represents the role of parents while at home, where the foster parents have equal responsibility for the development of students or their foster children while at the Pesantren. The duties of this foster parent are not much different from the role of parents towards their children, starting from spiritual activities including guidance of the Al-Qur'an, Furudul Ainiyah and morals of students, to the emotional realm of students by protecting and fostering in the formation of character of students and becoming counselors for students who are less disciplined in obeying Pesantren regulations. The central role of this foster parent is expected to be able to deliver the hopes of the parents of the students (Moyer & Goldberg, 2020; Gouveia et al., 2021).

Being in an Pesantren and being a student certainly cannot be separated from studying Islamic religious knowledge. However, it does not mean that

Pesantren are free from bad deeds, one of the interesting phenomena is violence in Pesantren (bullying) (Fajar, 2024). In fact, Pesantren are places to seek knowledge and are also places to instill moral values, but on the contrary, there are many acts of violence that occur in Pesantren, which should be Pesantren to create generations with noble character, in fact this has become a place where bullying is often reported (Hadiana et al., 2024). In Pesantren, bullying has been rampant which has become a challenge to be faced by the students' companions or carers. Although the reality is not in accordance with the expectations of the knowledge taught, the influence of this bad tradition has entered and has almost become a common phenomenon (Afkarina et al., 2022). So, this is where the role of carers is needed to avoid the shift of religious values in the learning process.

The term bullying itself has a broader meaning, encompassing various forms of using power or strength to hurt others (Chang, 2021). Bullying perpetrators are usually called bullies. Bullying itself is a situation where there has been abuse of power carried out by a group or individual with the aim of hurting others (Harrison et al., 2022; Celik, 2023). Bullying includes violent behavior carried out by a person or group of people who have the power or strength to hurt other people physically or psychologically through actions or words, so that the victim feels depressed, traumatized and helpless (Retnowuni & Yani, 2022). Bullying is one form of despicable moral behavior, while morals are a fundamental aspect of humans, especially students, without morals humans can be like animals that do not have human values. Bullying is also an act of hurting others and causing someone to be sad and disturbing other people's activities (Wee, 2020).

In the Pesantren Nurul Jadid, especially in the Az-Zainiyah Region, cases of bullying were found among students. The form of bullying that occurred and was found by researchers was seniority. Seniority would make certain groups, which later the perpetrators feel the strongest, so that the perpetrators can hurt friends who are considered weak, such as mocking their friends verbally, calling their friends by other names that are not appropriate to say, and with various threats and others. One of the reasons for the bullying was because it considered a tradition by the perpetrators of bullying and is caused by the lack of guidance from the foster carer. Although the bullying case at the Pesantren Nurul Jadid was not like the case that went viral in the previous Pesantren with beatings that eventually caused trauma, prevention and handling must be carried out. Bullying was one of the actions that should not be carried out by students because considering the status as a student, it was very unreasonable to carry out bullying, because students are identical to religious knowledge and noble morals. As a foster carer, handling must be carried out because when groups or gangs are increasingly allowed, it is feared that the same thing will happen as the cases of violence that occurred in other Pesantren. Therefore, as a foster parent, must be able to understand what and how bullying is, so that you can easily prevent unwanted consequences.

Foster parents as educators in the Pesantren environment must have techniques and strategies to mitigate bullying in Pesantren. A good foster parent

must explain to students by showing good and noble behavior through polite speech and behavior, so that students can imitate that good behavior (Fajri & Mukarroma, 2020). At the Pesantren Nurul Jadid, foster parents who were also parents of students play a very important role in providing guidance, approaches, supervision and handling what students do in their daily activities. Foster parents need to be aware of acts of violence committed by students. The behavior of students who had a tendency towards bad or unpraiseworthy traits in the life of the Pesantren cannot be separated from their life stories. Therefore, every administrator or carer must had preventive and dynamic efforts in minimizing negative events in the Pesantren environment, in order to achieve the main goal of students in gaining knowledge and religion.

Before that, many similar studies were conducted by several researchers on foster carers' strategies in bullying mitigation, such as research conducted by Ramadhanti & Hidayat (2022) It stated that bullying behavior is caused by family factors, in addition to other causes such as the influence of media in the form of television showed and mobile phones that showed violent scenes that were not good for children. The teacher's strategy in dealing with bullying behavior was to intervene between students involved in bullying cases, perform ablution, ask for an explanation from both parties, ask the perpetrator to realize his mistake and apologize. Second, Vatin et al. (2024) explained that the role of Islamic religious education teachers in bullying students, as people who guided or give advice and direction and foster students so that they can overcome cases or problems that occur regarding bullying in order to minimize bullying that occurs in schools. Third, by Nasution & Adi (2023) said that the factors causing bullying consist of physical factors, seniority factors and environmental factors.

The three studies above, there were some similarities with the research that will be conducted by the researcher in this study, the similarity was examining the teacher's strategy in mitigating bullying. However, of course in this case there were differences, if in the previous study discussed the teacher's strategy in mitigating bullying in schools. Then this study would explain the strategy of foster carers in mitigating bullying in Pesantren, where foster carers not only teach but also educate, foster, care for, approach, supervise, and handle what the students do every day (for 24 hours).

This research was important to do because it was very unfortunate that Pesantren that certainly teach religious knowledge but there are still many students involved in bullying cases, and this research also aims so that the Pesantren Nurul Jadid, especially the Az-Zainiyah Region, did not experience a shift and continues to uphold the values of the five awareness of students and the trilogy of students. Seeing the reprehensible behavior that often occurs among students, it was necessary for foster parents to understand the conditions of their foster children and know how to handle them. Therefore, this research will review the "Strategy of Foster Parents in Mitigating Bullying against Students in Pesantren".

The focus of this study was to determine the steps that need to be taken by foster parents in mitigating bullying against students. Because foster parents had

an important meaning for students to process during their time at the Pesantren, not only providing academic consultation for students, but also providing personal consultation related to several things. One of them was that foster parents then became a special encouragement for students in forming self-awareness related to bullying that is rampant and helping students realize their proper goals.

RESEARCH METHOD

This study used a qualitative approach with a case study type of research. Qualitative research of the case study type was chosen to explore information, explain facts, understand and explain phenomena and events that occur in a research object. Pesantren Nurul Jadid was located at Jl. KH Zaini Mun'im, Karanganyar Village, Paiton District, Probolinggo Regency. Data collection techniques were carried out by observation non-participant, deep interviews and documentation. Interviews in this study were conducted with research informants, namely foster children, foster carers, BK (Guidance and Counseling) administrators, and regional heads. The presence of researchers in this qualitative research was absolute because they must interacted directly with the person concerned or informant. Data analysis techniques included collecting data, data reduction, data presentation and drawing conclusions and verification. Verify data by rechecking the data and testing its validity through theories related to the research results or data found.

RESULT AND DISCUSSION

Result

Before entering into a deeper realm regarding the analysis of foster carer strategies, the following first mentions the roles and duties of a foster carer for students.

Table 1. The Roles and Duties of a Foster Carer

NO	The Roles	The Duties	The Functions
1	Spiritual and Moral Guidance	Guiding and Supervising Students	As Substitute Parents
2	Emotional Support Provider	Providing Emotional Support	As Discipline Supervisors
3	Behavior and Discipline Supervisor	Instilling Islamic Values and Morals	As Moral and Character Mentors
4	Education Facilitator	Facilitating the Needs of Students	As a Motivator and Counselor
5	Giver of Love and Care	Establish Communication with Parents/Carers of Students	As a Liaison between Students and the Pesantren Environment

The strategy of foster carers in mitigating problems of students in Pesantren such as bullying is very important. Bullying had a negative influence that must be handled by foster carers as a form of prevention and resolution. Therefore, the role of foster carers was very much needed in every development of students

and always acts on problems caused by students. The following were some strategies that can be applied by foster carers:

Interpersonal Communication

In this study, it was found that the daily behavior of students at the Pesantren Nurul Jadid, especially in the Az-Zainiyah Region, does not rule out the possibility of sometimes causing problems and misunderstandings between fellow students, this happens because of a lack of communication between each other. It can be seen from their behavior which sometimes starts with excessive jokes, so that feelings of hurt arise and eventually argue between friends. This act is unknowingly included in bullying. In general, a student must study religious knowledge and then practice his knowledge in everyday life. However, in certain situations, a student seems to have not fully practiced the knowledge that has been learned so that it is not uncommon for students to commit violations of the Pesantren, one of which is bullying.

Communication between the foster carer and the foster child is very necessary, in the Pesantren Nurul Jadid itself there is a foster carer sharing program that can help strengthen the relationship between the two. Foster carer sharing is one of the activities carried out once a week, by gathering together between the foster carer and the foster child intensively which functions to strengthen the emotional relationship between the two and their friends who are under the guidance of the same foster carer.

Moreover, students at the Pesantren Nurul Jadid do not have the role of parents as monitors of student activities, but there are foster carers who act as substitute parents while at the Pesantren. Foster carers must know the problems that occur to foster children and in this case, foster carer sharing is needed to exchange ideas on various things starting from the development of foster children with the surrounding environment, listening to complaints conveyed and others, so that foster carers can provide direction to the thoughts of foster children and provide advice on the dangers of behaving deviantly from religious teachings. This sharing can help foster carers understood the feelings of foster children better and provide a broader perspective to know the personality of foster children, in addition, at the Pesantren Nurul Jadid. Analysis of the emotional development and anti-bullying behavior of students will be mentioned in the discussion of the implementation of the seminar. Both affective and cognitive values and this sharing is very helpful in the input.

Figure 1. Sharing Carer

The picture above showed when the foster child is sharing with the foster carer. The closeness of the foster carer to the foster child is not a problem, even including a good thing accompanied by the fulfillment of two conditions that must be done: First, not violating sharia, such as when there is a foster child who is close to the foster carer, then it is possible that they will confide about themselves, but when the foster child tells stories about other people, it is immediately stopped because it is included in gossip, and gossip violates Islamic law. Second, not violating the agreement, such as when the agreement is from the beginning of such and such time until such and such because after that there are other activities, then after the time has arrived it must be finished so as not to interfere with other activities. The closeness of the foster carer to the foster child is very important to make them strong, feel that there are parents, feel heard and others, and this makes their character mature both in its development in the future. When the foster carer showed involvement and concern, it can motivate students to support each other and create a safer environment.

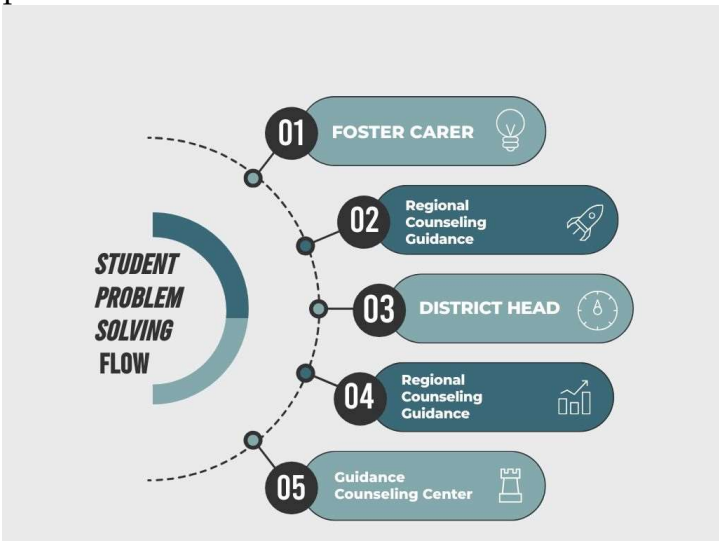

Figure 2. Student problem solving flow

The image above showed the flow of solving problems of students at the Pesantren Nurul Jadid in the Az-Zainiyah Region. If difficultied still occur after sharing the foster carer, the foster carer can report the problem of their foster child to the Regional Guidance and Counseling, then if it still cannot be handled, report it to the Regional Head, then the Regional Guidance and Counseling, and then the Central Guidance and Counseling, which in this case the Central Guidance and Counseling is handled directly by the female caregiver of the Pesantren Nurul Jadid Paiton Probolinggo. If the communicfation results showed a pattern of similar problems in several students, the foster carer can propose a special guidance program, such as social skills training, motivational programs, or religious reflection sessions. Holding group activities that could increase solidarity between students and reduce the potential for conflict. With proper follow-up, the foster carer could ensure that interpersonal communication with students was not just an exchange of information, but also an effective meant of supporting the overall development of students.

Modeling

In this study, it was found that students of Pesantren Nurul Jadid, especially in the Az-Zainiyah Region, have a high sense of seniority and it has become a tradition. The lack of awareness in seniors to be good role models makes students imitate these bad behaviors. It can be seen from their daily lives of excessive joking, rioting, not greeting or ignoring friends because of trivial matters and other bad behaviors. These actions are considered normal for them and without realizing it, are included as bullying.

With a model or example, the foster child will easily imitate and will eventually form a character in himself. As a foster carer, give a good example to the foster child, both in speech and actions and give positive sentences when speaking and no prohibition words when telling anything and give examples of behaviors that contain positive things. Foster carers also need to get to know the foster child more deeply in order to know the character of each foster child, because when they know each other, they will respect each other.

Figure 3. The process and activities of the foster carers' care for the students

The picture above is the Caretaker of the Pesantren Nurul Jadid, KH. Moh. Zuhri Zaini when delivering his sermon, one of his messages "School/Boarding school is not only about seeking knowledge but also improving morals to be better", he conveyed many motivations that we can learn as students and human beings. Ustadz Ibrahim Mandress said that there is no success without discipline and there is no discipline without exemplary behavior. Whatever our activities, discipline is a process to achieve success. The exemplary behavior of a teacher is very much needed, so as a foster parent or second parent while at the Pesantren, you must accompany your foster child in all activities with exemplary behavior.

The form of exemplary includes two forms, First, unintentional exemplary means that the foster carer appears as a figure who can provide good examples in his daily life and his success depends a lot on the quality of the sincerity of the

realization of the characteristics of the foster carer who is emulated, such as the quality of his knowledge, behavior, leadership, sincerity and others. Foster carers who are expected to be role models should maintain their behavior accompanied by the awareness that everything that is followed by others as their admirers is also a responsibility before God later. Second, deliberate exemplary, namely the foster carer deliberately provides a good example to the foster child so that they can imitate it. Such as when gathering with foster children, the foster carer sits politely, speaks softly and does other things that contain goodness.

The foster parent is also a student, besides focusing on improving themselves, they must also be good role models for their foster children to create awareness that there is no benefit in behaving badly because it affects themselves and others. If the foster child already understands the impact and risks, then the foster child can avoid things that bring them negative impacts such as bullying.

Seminars

Recently, Pesantren Nurul Jadid has often held seminars related to anti-bullying, both offline and online. Like during the UAS holiday training for female students, there was a seminar entitled "Bullying Training (Bullying in the educational environment)" which was held offline with the speaker Mrs. Yusri Dwi Lestari ST, M. Kes, and participants who attended were more than 100 participants including all female students in the Az-Zainiyah Region and Al-Hasyimiyah Region. In October 2024, there was also an anti-bullying seminar with the speaker Ustadz Ibrahim Mandres online and attended by more than 100 participants, also during OSPEKTREN (Campus and Pesantren Introduction Orientation) one of the materials presented was related to bullying with the speaker Mrs. Yusri Dwi Lestari ST, M. Kes, and attended by all female students of Nurul Jadid University Paiton Probolinggo. On October 14, 2024, there was a seminar entitled "Pesantren Halaqah in Overcoming Bullying", and this seminar was attended by all Caregivers and representatives of Pesantren administrators throughout East Java.

Figure 4. Anti-bullying seminar activity pamphlet

Figure 5. Sermons from the caretaker of the Pesantren Nurul Jadid

Figure 6. Seminar activities by ustadz ibrahim mandress

The picture above was a photo of a pamphlet for an anti-bullying seminar. The seminar can help the management of the Pesantren mitigate problems that occur to students, especially bullying cases. In addition, it can also provide students with an understanding of the dangers of bullying and the uselessness of bullies. Currently, bullying cases were a hot topic among several Pesantren, so to anticipate bullying so that it did not continue, the Development Bureau and Education Bureau of Pesantren Nurul Jadid held a seminar as mentioned. Currently, cases of bullying were very rarely found in Pesantren Nurul Jadid, but to avoid actions that were not in accordance with the character of the students, the management of the Pesantren held these seminars.

Figure 7. Anti-bullying message poster

The picture above was a poster about anti-bullying messages. In addition to the anti-bullying seminar, all administrators of the Pesantren and carers built

a joint agreement with all students. Especially in the Az-Zainiyah Region, to reject all forms of bullying by sticking or placing posters depicting anti-bullying messages in all places that students will definitely pass, so that it was possible that students will read when passing through the place. The existence of posters that were pasted in all places functions as a joint commitment that creates positive norms and students are more likely to support each other and reject bullying and can help increase students' awareness and understanding of the problem of bullying.

At the Pesantren Nurul Jadid in the Az-Zainiyah Region, CCTV was also installed in almost all places, both in the Pesantren office, each area, yard, garden, prayer room, and clothesline, except in the bathroom. The installation of CCTV helped to make it easier to supervise students and also as evidence if problems occur later. Creating a safer environment by supervising certain areas in the Pesantren and this supervision can reduce bullying behavior.

The results of the seminar on anti-bullying awareness among students generally covered several main aspects, such as increasing understanding of the impact of bullying, changes in student attitudes, and the effectiveness of the program in creating a safer and more inclusive school environment. The results of the anti-bullying awareness seminar: 1) Increased Student Understanding. Most students showed a better understanding of what bullying is, its types (verbal, physical, social, and cyberbullying), and its negative impacts on victims and perpetrators. Students began to realize that bullying is not only physical actions, but can also be in the form of teasing, exclusion, or spreading rumors. 2) Changes in Attitude and Awareness. Many students expressed a willingness to care more about friends who were victims of bullying. Awareness to report bullying incidents to teachers or the school increased, compared to before when many students chose to remain silent because they were afraid or did not care. 3) School Commitment to Bullying Prevention. The school began implementing stricter policies in handling bullying cases, such as an easier reporting system and counseling sessions for victims and perpetrators. Teachers and school staff are better prepared to recognize signs of bullying and provide appropriate interventions.

After the seminar, several changes in student attitudes and behaviors were observed: 1) Decrease in Bullying Incidents. In some cases, there was a decrease in the number of bullying reports after the seminar, because students were more aware of the consequences and chose not to do it. 2) Increased Empathy. Students are more active in supporting friends who are being bullied, for example by providing social support or reporting bullying cases. 3) Reduction in Passive Attitudes. Previously, many students were just "spectators" when they saw bullying. After the seminar, more students dared to speak up and prevent bullying from happening. 4) More Responsible Use of Social Media. 5) Awareness about cyberbullying has increased, so students are more careful in using social media and avoiding actions that can hurt others online. Although there have been positive changes, there needs to be follow-up such as ongoing

coaching programs, psychological support for victims, and stricter policies to ensure that the school environment remains free from bullying.

Disscussion

Interaction that uses language media is called communication. Communication plays an important role in educational or teaching interactions (Fook et al., 2021). Andrews et al. (2021), argued that interpersonal communication is communication between people face to face, which allows each participant to capture the reactions of others directly, both verbally and nonverbally. Communication in Islam is something that is very natural for humans to have, with communication humans can establish relationships with fellow creatures and with the Creator (Rasit et al., 2024).

This sharing is a medium to communicate intensively with the foster child (Ameis et al., 2020), stated that the strategy of the foster carer that must be done first with an approach, namely by maintaining pleasant communication with the foster child. Sharing foster parents create a space for students to share their experiences and feelings. This showed that foster parents care about the welfare of students and recognize the importance of open communication, because by sharing students feel heard and appreciated which can increase their self-confidence (Cameron et al., 2020; Hamuddin, 2023). What was chosen as a strategy to mitigate bullying cases, one of which is interpersonal communication with foster carers sharing, still had limitations to solve problems according to the ability to solve them (Elena et al., 2022).

Role model has an important meaning in the education process, ideally if the teacher has good morals then the students also have good morals and vice versa. Being a foster carer is not only fostering, guiding, caring for and others, but also must be a good role model for foster children because a good attitude will lead to goodness and avoid bad things (Fawaid, 2020; Naini, 2021). Mulyati & Hidayati, 2020, stated that teacher exemplary behavior is a good example from a teacher, both in relation to attitude, behavior, speech, and morals that should be an example for students. Exemplary behavior in psychology is known as modeling. Modeling is a learning process by observing others.

Talking about Pesantren and talking about schools, there is no discipline without exemplary behavior. A good habit that is imitated will give birth to good prayers and a teacher who is an example will be respected and his words will be heard (Widat & Lestari, 2022). Almafahir & Alpiansyah (2021; Prayoga (2019), stated that the example of an educator leaves a deeper influence than the words he says repeatedly. This is in accordance with the Hadith which means "an example through action gives a greater influence than verbal explanation. B.j. Habibi also said "Wherever you are, always be the best and give the best of what you give" (Munif et al. 2021; Arif et al. 2024).

A seminar is a process of delivering material by a resource person and a moderator as a guide during the process (Tudor et al., 2022), stated that a seminar is an activity that allows the presence of new information or findings carried out by students with the guidance of a professor or expert in discussing a problem. Seminars are usually held to discuss a problem scientifically. The

implementation of a seminar cannot be separated from the following four main things: First, Developing the theme and objectives of the seminar. Second, Developing the general profile of the participants. Third, Developing the general format and design of the seminar. Fourth, Developing the strategy for organizing and logistics (Hefni & Uyun, 2020). Tohet & Shalihah (2020), argues that seminars always involve a number of participants who are intended to provide responses to the topics taken. Participants can come from institutions, experts, academics, or the general public.

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CONCLUSION

Based on the research results, it was concluded that the form of bullying that occurs in Pesantren is seniority which forms groups so that the perpetrator feels the strongest and can hurt friends who are considered weak with various threats at will. Some of the foster carers' strategies for dealing with bullying include: Interpersonal Communication, role modeling, and seminars. Bullying is one of the actions that should not be carried out by students because students are synonymous with religious knowledge and noble morals. The results of the seminar on anti-bullying awareness among students generally covered several main aspects, such as increasing understanding of the impact of bullying, changes in student attitudes, and the effectiveness of the program in creating a safer and more inclusive school environment. The implications of this foster care strategy can reduce students from doing as they please which can lead to bullying behavior, and can help Pesantren, especially in the Az-Zainiyah region, to be environmentally friendly and caring. Foster carers play a very important role in overcoming bullying against students, so that bullying behavior does not continue to become a tradition. Further research is recommended for other researchers to develop similar topics from different points of view by using this research as a reference.

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