



INTERNALIZING ISLAMIC VALUES IN PREVENTING BULLYING BEHAVIOR IN SCHOOLS

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Abstract:

Bullying is a serious and frequent problem in schools, affecting the well-being of students and the environment, both physically, emotionally, and even socially. This incident must be addressed immediately to prevent school concerns during school activities. This study aims to prevent bullying cases in schools by internalizing Islamic religious values. By naming the feeling of loving each other and fostering noble character. This method uses a case study approach which is one of the research methodologies. In this case study, researchers must conduct a more thorough analysis of an event, in the form of individuals and groups. In addition to collecting data, researchers also observe and interview and understand the event holistically. The results of the study show that Islamic values provide a strong foundation for bullying cases, thus creating a safe, inclusive, and civilized learning environment. By consistently understanding and deepening Islamic values, students are also able to apply student character and tolerance attitudes so as to maintain relationships with each other, by providing examples of the attitudes of the prophets and Islamic figures. The application of Islamic religious values is also able to create a school environment that. Thus, concrete steps in internalizing religious values to prevent bullying cases involving all related parties, as well as evaluating the effectiveness of prevention strategies, can create a school environment based on the principles of justice, compassion and equality.

Keywords: *Internalization Of Religious Values, Preventing Bullying Cases*

INTRODUCTION

Islam plays a crucial role in shaping a person's personality and character, especially for students as the nation's future generation. Religious values not only teach worship but also promote good attitudes toward life, such as honesty, discipline, compassion, and tolerance of differences. They also instill a sense of humanity and uphold human rights. Internalizing Islamic values means instilling and incorporating these values into students' daily lives (Nazilah et al., 2024). The value of wisdom refers to principles and attitudes that reflect wisdom, deep understanding, and the ability to make sound decisions in various situations (Ronzon et al. 2025). This way, students not only become religiously devout but also develop an open attitude and respect for differences among others. This is crucial given the diversity that exists in schools and communities. Therefore, understanding how internalizing Islamic values can shape students' religious character, tolerance, and responsibility is a crucial step in education

and helps prevent bullying (Sholihah & Imam, 2025).

Currently, education in Indonesia still experiences many serious issues of violence. And one of the main causes is the lack of morals among the younger generation, or Gen Z. If we dig deeper, the current moral condition of the younger generation is even more concerning. Bullying attitudes justified by the form of seniority are still found in various schools from elementary school to university. In fact, some acts of violence (bullying) are carried out intentionally and planned (Mannan & Shulhani, 2024). This phenomenon raises concerns and questions about the effectiveness and direction of character education that has been implemented. It even creates unfavorable relationships between school departments, thus creating an unsupportive environment. For example, the learning cycle isn't running smoothly, teachers lack the necessary qualities or competencies, there's no emphasis on learning that supports the development of good character in students, and so on (Tulungagung 2024).

Anti-Bullying means encouraging students to behave in a respectful manner toward their peers and teaching them about humanity and how to respect each other's differences (Rofiki & Badriyati, 2025). Bullying often leads to hatred and revenge. Bullying, which still frequently occurs in educational settings, should be minimized or even prevented entirely through the instillation of strong character education values. These values need to be consistently instilled in every student from an early age, both through classroom learning activities, social interactions at school, and the role models of educators and education staff (Astuti et al., n.d.).

Previous research mostly explains the internalization of religious values in shaping good character in students and preventing bullying cases through Islamic boarding school programs based on religious activities, Islamic holiday commemorations, and Quran memorization programs. (Amin, Nashihin, and Nursikin 2024) Schools that consistently build student character succeed in creating a more inclusive atmosphere, where students feel more accepted and valued. This way, students tend to be more considerate of others and avoid bullying (Ilmiah and Pustaka 2025). Religious character values must be internalized/instilled in everyone (especially students) so they can become individuals who truly understand and apply social behavior towards others (Adi Saingo 2023).

Meanwhile, this study aims to explore in-depth the strategies used to internalize Islamic religious values in students to prevent bullying that often occurs in schools through various religious and social activities held at the school . Identify and analyze effective methods and approaches used by madrasas to instill religious values in their routine activities. It also outlines core values such as tolerance, honesty, discipline, maintaining a sense of brotherhood, and devotion to worship in today's era of rampant bullying cases, even leading to death, due to the current decline in students' morality and character (Alfaridzih et al. 2024).

Data shows a rise in bullying cases in schools from junior high to high school, as well as a weak understanding of students' religious values. Existing religious education tends to focus on the cognitive aspect, with little emphasis on the affective and practical domains. However, internalizing Islamic values should not merely involve transferring knowledge but also fostering moral and spiritual awareness for religious and tolerant individuals. In reality, religious education often becomes a mere curricular formality with minimal integration with real life, lacking a sense of respect and fostering bonds of brotherhood.

This is crucial because the good and bad attitudes and behaviors of students significantly impact the progress of a nation (Sa'dijah and Misbah 2021).

RESEARCH METHODS

This study employed a qualitative approach with a descriptive approach. The study was conducted at Nurul Jadid High School in Paiton, Probolinggo, on October 8, 2025. Data collection techniques included interviews, observation, and documentation. This approach was chosen because it allows for a deep and comprehensive exploration of the strategies implemented by teachers in developing religious character and handling bullying cases, particularly those occurring in elementary schools. Through this approach, researchers can understand not only the technical steps taken by teachers, but also the background, considerations, and values underlying these decisions. A qualitative approach allows researchers to explore the subjective experiences of informants, resulting in richer, more meaningful, and contextual data. This approach allows for a more authentic capture of social and educational dynamics, particularly in efforts to build religious character and prevent bullying by educators in schools.

DISCUSSION RESULTS

Anti-Bullying means we must encourage students' behavior towards their friends and teach them about humanity and how we respect each other's differences. Bullying often leads to hatred and revenge, leading to an undesirable outcome, namely death. This is what happened to a Malaysian girl named Zara Qairina Mahathir (13 years old). She died on July 16, 2025, after being found unconscious near her dormitory at SMKA Tun Datu Mustapha, Sabah. This case sparked public attention and called for further action against the phenomenon of bullying in schools. Victims of bullying can lead to unwanted actions such as suicide (Zakiyullah and Sofa 2025).

As	Results
Perpetrator 1	This underdevelopment stems from a lack of attention and affection from his parents, which stems from his divorce from his parents when he was young and lived with his grandmother. This resulted in a lack of warmth within his family.
Perpetrator 2	The perpetrator lacked time with his parents due to their busy work schedules and lack of support. This led to peer pressure, which led to him engaging in bullying.
Perpetrator 3	The perpetrator frequently experienced violence from his parents, who were accustomed to strict upbringings. This led to his violent disposition and bullying of his peers.

Figure 1. Table of the backwardness of the perpetrators of bullying

The table above explains the emergence of bullying cases and family backgrounds that make bullying occur, the above factors also occur due to a low

sense of humanity and social, Bullying perpetrators often have aggressive, hyperactive nature, have low or lack of empathy, and difficulty in controlling impulses. They can also have a strong desire to dominate or seek power, the family also influences bullying attitudes in children such as Authoritarian or Permissive Parenting Styles, neglect and Lack of Warmth and Attention, and emotional support from parents cause children to seek attention outside the home, often through deviant behavior such as bullying. Even psychological factors of perpetrators such as lack of empathy or desire for power, as well as environmental factors such as peer influence. With this, social responsibility is very important to be instilled in students in schools who currently still lack a spirit of tolerance and social responsibility, such as a small example that triggers bullying cases is that they do not try hard enough to do their assignments, so that they are often found to be dishonest in doing the assignments given by asking other friends for assignments, and if the friend refuses, a feeling of revenge arises until bullying occurs (Alfaridzih et al. 2024).

The Impact of Islamic Values on Student Behavior

Islam encourages its followers to care for others, help those in need, and contribute to the welfare of society. Discipline means following the rules and procedures established in the religion. These values serve as guidelines for Muslims in living their daily lives and interacting harmoniously with others. The implementation of these values is expected to create a peaceful and prosperous society. The transinternalization stage is the phase in which students internalize these values through personal experience and deep reflection (Nuryupa, Amara, and Suharmon 2024).

Islam also teaches Muslims not to discriminate against each other, based on ethnicity or race, as exemplified in a hadith of the Prophet Muhammad (peace be upon him):

عَلَى لَأَعْجَمِيٍّ وَلَا أَعْجَمِيٍّ، عَلَى لِعَرَبِيٍّ فَضْلٌ لَا أَلَا وَاجِدٌ، أَبَاكُمْ وَإِنَّ وَاجِدٌ، رَبُّكُمْ إِنَّ أَلَا النَّاسُ، أَيُّهَا يَا
بِالنَّفَقَى إِلَّا أَحْمَرَ عَلَى لَأَسْوَدَ وَلَا أَسْوَدَ، عَلَى لَأَحْمَرَ وَلَا عَرَبِيٍّ،

Meaning: O mankind, know that your Lord is one, and your father is one. Know that an Arab is not superior to a non-Arab ('Ajam), nor is a non-Arab inferior to an Arab, nor is a red-skinned person superior to a black-skinned person, nor is a black-skinned person superior to a red-skinned person, except by piety.

This hadith explains that we are all equal, there is no difference before God and what delivers a high position is piety to God, not because of position and position, instilling a sense of respect and not feeling superior to each other. The explanation also teaches us to be able to tolerate and appreciate differences and must be instilled in the current young generation by implementing it in schools through religious values, because the good and bad behavior of students greatly influences the progress of a nation. A developed nation is a nation that Builds a good young generation in wise and competent behavior in the field of science and upholds civilization between brothers, this requires an ink to ensure that the young generation is educated with a solid scientific field and has a good attitude and behavior and tolerance, respecting differences as in Article 29 Paragraph 2 of the 1945 Constitution which reads: "The state guarantees the freedom of each citizen to embrace their respective religions and to worship according to their religion and beliefs." It is very clear that Indonesia is a

multicultural country which has various tribes, cultures, customs and religions.



Figure 2. Poster about the prohibition of bullying cases

The picture above explains the prohibition of bullying, which often occurs in verbal forms among students, for example teasing each other (Pratiwi, Dewi, and Furnamasari 2021). Thus, Islam also explains about respecting racial differences in our country, such as the habituation of a religious atmosphere in schools, directing students to activities that have religious values through habits (Kasus et al. 2023), and through the example of the Prophet Muhammad, such as the attitude of loving between Muslim brothers and not repaying evil with evil. This can be done in in-depth learning of Islamic religious education. The implementation of Islamic education in relation to how to educate well has been exemplified by the Prophet, with evidence of the quality of faith of the companions as examples of students of the Prophet who are a reflection of the success of the educational method carried out by the Prophet. interpreting and behaving in society and government in accordance with what is taught, upholding the mandate, being a good role model, and caring for others as a form of unity for the Muslim community. (Sa'dijah and Misbah 2021). Teaching the Principles of Compassion and Empathy Many religious teachings emphasize mutual love and compassion for others. By instilling these values, students are taught to understand and respect the feelings of others, so they are reluctant to engage in hurtful actions such as bullying. Instilling Respect and Tolerance Religious teachings often teach to respect all humans regardless of differences in ethnicity, religion, race, and class. Internalizing these values helps students accept diversity in the school environment. Cultivating Awareness of Noble Morals Religion teaches the importance of good behavior (noble morals), such as honesty, patience, and not hurting others. If these values are truly internalized, students will guard their attitudes and words so as not to hurt their friends. Integrating Religious Values in School Activities For example, through religious lessons, group prayers, or religious activities that emphasize the values of peace and brotherhood among students. Providing role models from religious figures or school leaders. The presence of figures who practice religious values well can inspire students to emulate these positive behaviors.

Thus, the impact of religious values on student behavior is very influential, such as fostering religious awareness, adherence to religious practices (such as prayer and communal prayer), and piety to Allah SWT. Honesty: Emphasizing the importance of speaking and acting honestly in all aspects of life, including avoiding cheating on exams. Responsibility: Encouraging students to be responsible for their actions, duties, and obligations, both to themselves, their families, and the community. Discipline:

Encouraging compliance with school regulations and religious teachings, such as disciplined prayer and study schedules.

The Role of Educators in Preventing Bullying

Teachers have a multidimensional and comprehensive role, encompassing not only accountability for academic achievement but also ethical mandates and societal responsibilities that are fundamental in determining the quality of future human resources. As outlined by education experts, a teacher's professionalism demands a swift adaptation to contemporary dynamics and evolution, as well as a continuous commitment to enriching their knowledge base. This aims to ensure the delivery of a learning process that is contextually relevant and has a significant impact on students. Furthermore, a professional teacher is characterized by optimal self-efficacy in implementing their obligations, both as educators in the classroom and as role models in the social community. (Group and Practice 2019) Therefore, teachers play a crucial role for students as role models and foster noble character, as stated in Surah Al-Baqarah verse 44:

﴿تَعْقِلُونَ أَفَلَا الْكُتُبُ تَتْلُونِ وَأَنْتُمْ أَنْفُسَكُمْ وَتَتَّبِعُونَ بِالْأَيْمَنِ النَّاسِ أَتَأْمُرُونَ

Meaning: "Why do you order others to do good while you forget yourselves, and you read the book, don't you think?"

Addressing bullying in schools also requires (first) the implementation of guidance and counseling services to address problems and analyze the underlying causes of bullying in schools (Daulay et al. 2023). (second) teacher skills. Teachers take several actions to prevent and address bullying in schools. These include providing education and implementing good habits, such as activities that encourage mutual respect and explaining to students how to always relate well to others, consistently motivating them to behave well, and punishing students who misbehave with their peers (Hidayati 2024). Teachers not only convey material textually but also use the story method (al-qashash) and a reflective approach so that students can internalize these values. (third) several ways to implement religious values, such as policies, curriculum, addressing inequality issues, motivational training, and supervising students outside the classroom.

Anti-Bullying Through School And Environmental Activities

Factors contributing to bullying include family factors, peer factors, mass media factors, social environmental factors, school environmental factors, and self-esteem factors (Ririn 2024). To address this, schools must create an inclusive and safe ecosystem. An inclusive and safe school ecosystem is a learning environment that provides equal opportunities for all students to develop optimally, without discrimination and fear. Creating such an ecosystem is crucial so that every child feels valued, accepted, and protected both physically and psychologically. Creating an inclusive and safe school ecosystem is important because it increases students' self-confidence and emotional well-being, reduces cases of bullying, violence, and discrimination, encourages cooperation and mutual respect among students from different backgrounds, helps students learn more effectively in a comfortable and conducive atmosphere. Schools must have clear rules on tolerance, anti-bullying, and the protection of student rights.

Anti-Bullying Workshops or Training Provide students with an understanding of what bullying is, its negative impacts, and how to prevent it.

Usually accompanied by discussions and simulations. Character Building and Values Education Program Teaches values such as empathy, tolerance, cooperation, and mutual respect through routine activities in the classroom or school. This is done through several strategies such as role model strategies, habituation, giving advice, discipline, and lesson-taking strategies (Suryaatmaja 2020). Peer Support Forms peer groups who are trained to be supporters and mediators when there is a conflict, so that students feel they have friends to share and find solutions. Extracurricular Activities that Encourage Cooperation For example, team sports, drama, or group projects that involve students from different backgrounds, so they learn to work together and respect each other. Stories and Role Plays about Bullying Use role-playing methods to show how victims of bullying feel and how to act correctly. Displaying Posters and Anti-Bullying Campaigns Spread positive messages about tolerance and anti-violence in the school environment. Counseling and Mentoring Provides counseling services for students who experience or are potentially bullying, to address the underlying problems.

Parent and Teacher Involvement Hold regular meetings to discuss student conditions and instill anti-bullying values both at school and at home. Instill the Values of Empathy and Tolerance from an Early Age, Build Open Communication, Teach Emotional Management and Conflict Resolution, Encourage Healthy Social Activities, Monitor and Limit Social Media Use, Support and Strengthen Children's Self-Confidence.

CONCLUSION

After conducting a discussion and analysis to address the main issues related to the internalization of Islamic Religious Education values in preventing bullying behavior at Nurul Jadid Junior High School, Paiton, Probolinggo, it can be concluded that preventive efforts against bullying through instilling Islamic religious values in students at Nurul Jadid Junior High School are supported by a series of integrated internalization strategies, both in formal learning activities and supporting activities outside the classroom. The core strategies that form the foundation are embracing role models, implementing positive behavioral habits, coaching through advice, and affirming them through disciplinary policies. Unlike the aforementioned madrasah, the process of integrating Islamic Religious Education values at Nurul Jadid Junior High School also adopts a similar framework, utilizing academic and non-academic programs. However, there is an additional strategic dimension, namely combining strategies of role models, habituation, utilizing lessons from each incident (lessons learned), providing advice, and strengthening disciplinary aspects. However, despite the successful internalization of Islamic religious values in preventing bullying, challenges remain in addressing bullying behavior in schools. Several contributing factors include a lack of student awareness of the negative impacts of bullying and harassment, as well as a lack of reinforcement in fostering good character.

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