

# Exploring Anti-Bullying Strategies in Islamic Boarding Schools: A Comparative Study of Indonesia and Malaysia

Abdurrohim<sup>1</sup>, Ely Fitriani<sup>2</sup>, M. Yudo Agresi Akbari<sup>3</sup>, Machfud Bachtiyar<sup>4</sup>, Ah. Zakki Fuad<sup>5</sup>, Mokhamad Syaifudin<sup>6</sup>

<sup>1</sup> Universitas Al-Qolam Malang, Indonesia; abdurrohim@alqolam.ac.id

<sup>2</sup> Institut Agama Islam Negeri Sorong, Indonesia; elyfitriani@iainsorong.ac.id

<sup>3</sup> PKBM Ibadurrahman Sidoarjo, Indonesia; abinyafarros@gmail.com

<sup>4</sup> Universitas Islam Negeri Sunan Ampel Surabaya, Indonesia; machfudbachtiyar@uinsa.ac.id

<sup>5</sup> Universitas Islam Negeri Sunan Ampel Surabaya, Indonesia; ah.zakki.fuad@uinsa.ac.id

<sup>6</sup> Universitas Islam Negeri Sunan Ampel Surabaya, Indonesia; msyaifudin@uinsa.ac.id

---

## ARTICLE INFO

### Keywords:

Education models;  
Approach;  
Anti-Bullying Programs  
Islamic Boarding School

---

### Article history:

Received 2024-06-02

Revised 2024-07-10

Accepted 2024-07-21

---

## ABSTRACT

The phenomenon of bullying is a serious and concerning problem, especially in educational environments such as schools and Islamic boarding schools. This research aims to explore educational models and approaches used in preventing and dealing with bullying in Islamic boarding schools in Indonesia and Malaysia, using a Systematic Literature Review (SLR) approach which involves systematic identification, evaluation, and synthesis of relevant research. Google Scholar and ERIC were chosen because of their broad academic coverage and access to educational and psychological journals. Of the initial 290 articles, 40 articles were excluded due to duplication, irrelevance, or not meeting established inclusion criteria. The research results show that there is a trend in anti-bullying education models in Islamic boarding schools varying from prevention to intervention. Overall, the approach used to prevent and handle bullying in Islamic boarding schools in Indonesia and Malaysia shows a commitment to creating a safe and conducive educational environment. Thus, the results of this research will contribute to policy makers and Islamic boarding schools' preparation of anti-bullying programs in the Islamic education environment.

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



---

### Corresponding Author:

Abdurrohim

Universitas Al-Qolam Malang; abdurrohim@alqolam.ac.id

---

## 1. INTRODUCTION

Bullying is aggressive behavior that occurs repeatedly, where there is an interaction of physical force between the person, the victim, and the perpetrator (Lestari 2018). Currently, understanding of bullying has begun to develop, especially in forms that include verbal, physical and psychological bullying, as well as in terms of media, which includes traditional bullying and cyberbullying. (Waasdorp dan Bradshaw 2015). Bullying generally refers to the definition, "threat" is

someone's action against another person that causes physical and psychological harm and even loss of life. These threats can take the form of intimidation, verbal violence, or other actions that cause fear and discomfort in the victim.

It is ironic that Indonesia is a country known for upholding religious values, but in fact the level of bullying cases is increasingly worrying and tends to increase. Most recently, news of a case of bullying in an educational environment involving a figure suspected to be the son of artist Vincent Rompies (Isn 2024), and the case of Bintang Balqis Maulana, who is a student at the Kediri Islamic boarding school, is proof that violence in both formal and non-formal educational environments in Indonesia has not been handled effectively.

Based on data collected by the Indonesian Child Protection Commission (KPAI) and the Federation of Indonesian Teachers' Unions (FSGI), it shows that in 2022 there were 226 cases of bullying recorded, whereas in the previous year the number of cases was 53 in 2021 and 119 in 2020. Furthermore, the most common type of bullying experienced by victims is physical bullying (55.5%), followed by verbal bullying (29.3%), and psychological bullying (15.2%). In the context of educational level, elementary school students are the group most often victims of bullying (26%), followed by middle school students (25%), and high school students (18.75%). So it can be concluded that the bullying phenomenon still poses a serious threat to children in educational institutions, both formal and non-formal (Aha 2023).

UNICEF assesses a country's achievements based on child protection, health, education, and social integration. They emphasized the importance of a safe environment, adequate access to services, and a supportive family and community atmosphere (Gromada, Rees, dan Chzhen 2020). Therefore, according to Program for International Student Assessment (PISA) data, in 2018 bullying victims in Indonesia had reached 44.1% and was in the fifth highest position in the world, far from the same country as Malaysia, with 33.7% reported cases. (Jayani 2019). In fact, history records that Islamic educational institutions in the two countries are similar. Studies (Mas'ud, Fuad, and Zaini 2019) stated that Islam began to enter the two countries between the 7th and 13th centuries (Azra 2013).

In the context of handling violence in the educational environment, both countries already have regulations and policies regarding the phenomenon of bullying among students. In Indonesia, the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) has issued Regulation of the Minister of Education, Culture, Research and Technology (Permendikbudristek) Number 46 of 2023 concerning Prevention and Handling of Violence in Educational Unit Environments (PPKSP) (Admin, Merdeka Belajar Kemendikbudristek, nd) as well as the decision of the Director General of Education, Number 1262 of 2014 concerning Technical Guidelines for Child-Friendly Care in Islamic Boarding Schools, as a regulation that aims to prevent and handle cases of violence in educational units (Director General of Education 2024), as an effort to protect all members of the education unit starting from students, educators, education staff, others including disability groups to create an inclusive, diverse and safe educational environment for all members of the education unit (anni006 2023).

Likewise, the Malaysian Government, through the Malaysian Ministry of Education, has long implemented regulations since 2010 and has issued policies to prevent and handle bullying behavior in schools, including boarding schools. (Datuk, nd). Furthermore, after there were reports of 4,994 cases in October 2023, and the impact was not only physical disability, but trauma and even death, the Malaysian education government again issued a policy regarding technical instructions for handling bullying behavior in the educational environment. (2023 Overview Tourist Letter).

From the description above, it can be concluded that the two countries have similarities in their efforts to prevent and handle bullying cases through regulations and policies regulated by their respective ministries of education. However, the main differences lie in the type and timing of regulatory implementation, as well as responses to specific cases that occur. In Indonesia, the latest regulations focus more on creating an inclusive and safe educational environment, while in Malaysia, new policies were issued in response to increasing reports of bullying cases which have serious impacts on victims.

In the context of Islamic education, particularly in Islamic boarding schools, efforts to prevent bullying have been long-standing, addressing various dimensions such as the psychological aspect (Hamruni, 2016), the instillation of character education values (Sari, 2019), and the implementation of anti-bullying programs in some schools (Distina, 2019). However, previous research has not fully explored the strategies and approaches that underpin these bullying prevention programs. This study is motivated by several reasons: first, the nature of bullying has evolved, encompassing various forms, including traditional bullying (verbal and physical) and cyberbullying (Waasdorp and Bradshaw, 2015). Second, research by Matondang, Firman, and Ahmad (2022) indicates that bullying behavior has become almost normalized in educational settings, which contrasts sharply with the moral and religious values these institutions strive to teach, such as mutual respect and peace. Third, there is yet to be an ideal and effective formula for reducing bullying and violence within the Islamic boarding school environment. This research aims to explore the trends in educational models for preventing and addressing bullying in Islamic boarding schools in Indonesia and Malaysia from 2020 to 2024, as well as to identify the strategies and approaches employed. The findings are intended to inform government policies and support stakeholders in Islamic boarding schools in developing more effective and comprehensive anti-bullying programs.

## 2. METHODS

This research uses Harris Cooper's Systematic Literature Review (SLR) approach, with seven stages that must be passed, first formulating the problem, second searching the literature, third collecting information from the literature, fourth evaluating the results of the literature, and analyzing and starting to integrate the results of the research, sixth interpreting and seventh drawing conclusions and findings. (Cooper 2017). Stage One, Problem Formulation: The researcher determines specific and clear research questions related to anti-bullying education in Indonesian and Malaysian pesantren, namely how is the education model in preventing and handling bullying behavior in Indonesian and Malaysian pesantren from 2020 to 2024, and how is the approach used in preventing and handling bullying behavior in Indonesian and Malaysian pesantren from 2020 to 2024?

Stage Two, Literature Search: the researcher conducted a comprehensive search of relevant articles using various cited and ERIC-registered Google Scholar databases with the Publish or Perish version 8 tool, which was selected for its wide academic coverage and access to educational and psychological journals. Inclusion and exclusion criteria were established to ensure the literature selected was appropriate to the research topic. (Hadi, Tjahjono, and Palupi 2020). In conducting a systematic literature review on anti-bullying education in Indonesian and Malaysian pesantren, the use of Google Scholar and ERIC databases offers broad access to academic literature but also has some limitations. Google Scholar, although comprehensive, may produce results that are too broad and diverse in quality, while ERIC may lack specific literature on pesantren or local publications. To overcome these limitations, several strategies can be applied: using very specific keywords and applying strict search filters. It is also important to cross-check results from multiple sources, carefully document the search strategy, and strictly apply inclusion and exclusion criteria. With this approach, researchers can ensure a more comprehensive and representative review of the literature, address potential biases, and improve the overall quality of the study.

Stage Three, Collecting Information from the Literature: at this stage, key information from the selected articles is systematically collected. This includes the research methods, findings, and conclusions of each article that has been selected. Stage Four, Evaluating the Literature Results: the researcher assesses the quality and relevance of each study collected. This involves critically analyzing the methodology, validity, and reliability of the research results from each article. Stage Five, Analyze and Begin Integrating Research Results: at this stage, the researcher identifies patterns, trends, and common themes from the various studies. The research results are integrated to form a more comprehensive understanding of the topic under study.

Stage Six, Interpretation: the researcher interprets the integrated findings in the context of the original research question. This involves an in-depth analysis of the implications of the research results

and how they contribute to the understanding of anti-bullying education in pesantren. Stage Seven, Drawing Conclusions and Findings: in this final stage, the researcher formulates conclusions based on the analysis and interpretation that has been done. Key findings are summarized, and recommendations for further research or practical implementation are provided.

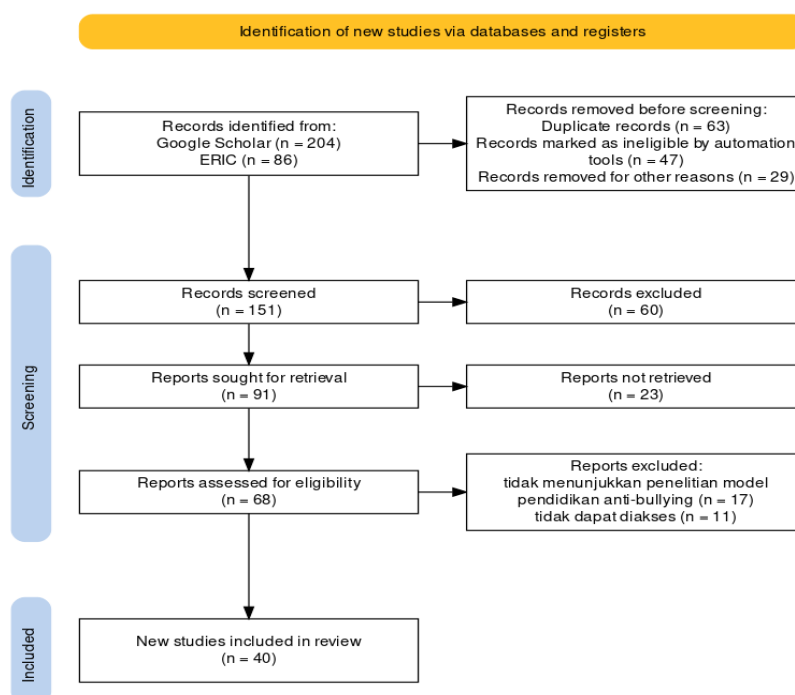
To further reduce bias, this study adopted the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines. These guidelines include several stages: first, systematically defining the research theme (identification stage); second, developing inclusion and exclusion criteria (screening stage); and finally, thoroughly evaluating the database (eligibility stage). (Idris, Talib, dan Razali 2022) The PRISMA flowchart below illustrates the process of searching for relevant literature (290 articles), screening, and critically appraising the selected articles. The process of searching for relevant articles was conducted using the keywords "prevention of bullying in Islamic boarding schools". The purpose of these keywords is to bring up specific databases with the maximum likelihood of similar publications appearing. This study only selected journal articles as the main source to ensure the quality level of the research. Meanwhile, the data parameters used are research results from 2020 - 2024.

Inclusion and exclusion criteria are stages in the screening process. The article selection criteria began with automatic sorting using the Zotero application to filter out duplicate articles, article publication years below 2020, and documents other than articles. As a result, 139 articles fell into the exclusion category as documents that had to be excluded. Thus, 151 articles can enter the next stage, namely the eligibility stage. Eligibility is the screening stage after the inclusion and exclusion procedures. The eligibility stage in this study used a manual method, which is to check the article manuscript by reading the title and abstract to ensure the relevance of the article to the research question. Articles that were not related to the prevention of bullying in Islamic boarding schools were excluded from the review list. The results of this eligibility stage left 40 articles ready to enter the analysis stage.

Furthermore, this research analysis uses qualitative thematic analysis techniques. This analysis technique is the same as the synthesis of interpretation and explanation (Xu dan Zammit 2020) and has advantages such as efficiency in synthesizing data (Flemming et al., 2019). Through this analysis technique, the articles generated from the eligibility process were carefully reviewed, especially in the abstract, findings and discussion sections. Data relevant to the research questions were collected, summarized and evaluated thematically.

**Table 1.** Literature Selection Category

<b>Criteria</b>	<b>Inclusion</b>	<b>Exclusion</b>
Data Parameter	2020 – 2024	Before 2020
Document Type	Article	Book, series of books, chapter in a book
Source	Journal	Non- Journal



**Figure 1.** PRISMA Flowchart of the Publication Results of the Education Model in Preventing and Handling Bullying Behavior in Pesantren 2020 - 2024

### 3. FINDINGS AND DISCUSSION

The development of anti-bullying education models in boarding schools from 2020 to 2024 is quite diverse, ranging from prevention models, and intervention models, to participation models. However, in Malaysia, specific research on anti-bullying education models or bullying prevention in Islamic boarding schools, religious schools, or boarding schools is still minimal. Currently, anti-bullying programs in Malaysia tend to focus more on mainstream schools.

#### 3.1 Anti-Bullying Prevention Models in Indonesia and Malaysia

In Indonesia, efforts to prevent and handle bullying behavior have been carried out by pesantren, such as counseling and education about bullying (Maulida 2022), dhikr therapy is believed to provide benefits for the recovery of bullying victims. However, the prevention of bullying behavior cannot be carried out properly, if there is no firmness (Hidayati, n.d.) towards the rules and sanctions. One of the sanctions usually carried out by the management includes giving warnings, advice, punishment, and summoning parents (Alwi, Iqbal, and Manas, 2023).

So, the prevention model can be done (Sakinah and Arif 2022) by finding the importance of implementing Islamic religious education in a structured way to reduce bullying cases as well as improving the values of faith, worship, and student behavior including monthly coordination held to evaluate bullying prevention efforts with the aim of improving the strategies implemented, not finding fault, as well as the main focus in providing attention to students in need so as not to commit acts of bullying, creating an environment that respects them and prevents violence against peers.

In Malaysia, the prevention of bullying, especially cyberbullying, remains challenging as the country does not have specific laws governing it (Ayub, Yusoff, and Haq 2020). Although cyberbullying is regulated by the Communications and Multimedia Act of 1998 as well as the Penal Code, the handling of cases involving children under the law is still not fully effective. The Children's Act of 2001 provides for criminal proceedings and disposition of cases that are punitive in nature. However, there are recommendations to update this law to allow for the resolution of cyberbullying cases through family group conferences as part of a restorative justice process, as suggested by the United Nations

(Aziz and Amin 2020). In addition, the International Society for the Prevention of Child Abuse and Neglect (ISPCAN) has developed the Child Abuse Screening Tool-Child, Home Version (ICAST-CH) to obtain more comprehensive data on childhood maltreatment, which could be an important tool in prevention efforts in Malaysia (Sahaimi, Mat Pa, and Taib 2020).

Prevention efforts through education, therapy, enforcement of regulations, and implementation of Islamic religious education show the commitment of pesantren to creating a safe and conducive learning environment for students. The comprehensive prevention efforts and strategies implemented show that pesantren are serious about combating bullying and protecting their students. Meanwhile, in Malaysia, there are still challenges related to legislation, but the recommendations for updates and utilization of screening tools show positive steps to address cyberbullying.

### 3.2 Anti-Bullying Handling Models in Indonesia and Malaysia

While efforts to deal with victims of bullying, prevention of bullying behavior, in the form of socialization and education related to its dangers and impacts (Hayati et al. 2022). Pesantren introduced bullying prevention programs with special training for kyai, ustadz, and staff, as well as the development of literacy related to effective intervention strategies (Sakinah and Arif 2022). Not only limited to education from the cognitive dimension but also from the psychological dimension (Maslahah and Lestari 2022).

In addition, the implementation of counseling and therapy services for victims and perpetrators of bullying is carried out by means of educators (*asatidz*) providing emotional support and guidance to help victims overcome trauma and restore their confidence (Maslahah and Lestari 2022), (Najmi, Casmini, and Sa'adah 2022). Meanwhile, bullying perpetrators are given the opportunity to understand the consequences of their actions and develop the ability to interact positively with others. These measures are expected to shape an inclusive and supportive pesantren environment for all individuals.

The formation of anti-bullying teams, the implementation of counseling and therapy, cooperation with parents, and community involvement (Distina 2019). Specifically for counseling in pesantren, technically it can be done through directed question and answer sessions, the students are invited to understand the negative impact of bullying and strengthen the values of politeness and tolerance (Aprilia 2023). According to (Najmi, Casmini, and Sa'adah 2022) the urgency lies in the protection and mental and emotional well-being of the students. Therefore, with proper guidance, students can develop healthy communication skills, build harmonious relationships, and resolve conflicts in a positive way. This not only creates a safe and inclusive learning environment, but also forms strong and empathetic characters for future leaders.

In addition to providing protection for victims, intervention models also provide opportunities for offenders to reflect and change their behavior. By realizing the consequences of their actions, perpetrators can be given the opportunity to correct their mistakes and engage in a constructive learning process (Ananda et al. 2023). It can be concluded that the latter model plays an important role in maintaining the safety and well-being of all members of the pesantren, so that pesantren are more responsive to bullying cases firmly and effectively, not only creating a safe and supportive environment but also shaping the values of justice and empathy among the pesantren community.

In Malaysia, addressing bullying cases is also an important focus in the effort to create a safe and conducive school environment. One of the approaches used is the Empowerment Module on Bully Management using Cognitive Behavioural Therapy. Through this activity, at the Malaysian Education Blueprint Hall (MEBH), concrete steps can be taken to address widespread bullying. The module empowers perpetrators and victims of bullying with the necessary skills and knowledge to address the issue. Thus, MEBH serves as an important platform for the implementation of bullying prevention and response programs in Malaysia, which aims to create a safe and enjoyable learning environment for all students (Saad 2020).

Bullying is an increasingly troubling issue in the educational environment, both in pesantren and schools. Its prevention efforts require a comprehensive and sustainable approach. Bullying intervention models in pesantren and schools in Indonesia and Malaysia show serious commitment and efforts to

create a safe and conducive educational environment for all. These models emphasize education, training, counseling, and collaboration between parties to prevent and deal with bullying effectively. With continuous development and improvement, these models can be an effective solution in combating bullying and building a positive learning culture.

Based on the description of the explanation related to anti-bullying education models in two aspects, namely aspects of prevention or prevention from the start and intervention or handling of both perpetrators and victims of bullying, the findings can be obtained in Table 2.

**Table 2.** Research Findings on Anti-Bullying Model in Indonesia and Malaysia

Anty-Bullying Program	Indonesia	Malaysia
<b>Prevention Model</b>	1. Education and socialization about bullying in pesantren	1. Education and socialization on bullying in schools, communities, and media
	2. Cultivation of Islamic religious values	2. Training for teachers and school staff to recognize and deal with bullying
	3. Training for teachers and staff to recognize and deal with bullying	3. Development of anti-bullying policies in schools and communities
	4. Policy development and rule enforcement	4. Improved communication between schools, parents and students
	5. Creation of a safe and friendly learning environment	5. Creation of a safe and inclusive school environment
	6. Improved communication between school, parents and students.	6. Use of technology to monitor and prevent online bullying.
<b>Intervention Model</b>	1. Direct intervention by teachers or school staff	1. Direct intervention by teachers or school staff
	2. Counselling and support for victims of bullying	2. Counselling and support for victims of bullying
	3. Sanctions for bullying perpetrators	3. Sanctions for bullying perpetrators
	4. Parental involvement in dealing with bullying	4. Parental involvement in dealing with bullying
	5. Support from the community.	5. Support from the community
		6. Use of technology to track and investigate online bullying
		7. Legal assistance for victims of bullying.

### 3.3 Anti-Bullying Approaches in Indonesia and Malaysia

Based on the table above and also from the results of in-depth analysis, it was found that the pattern of approaches that have been implemented, firstly the approach of instilling religious values related to morals and religious teachings in *santri* to form good character and respect for others (Arfah and Wantini 2023), (Sholeh 2023). The approach of instilling religious values related to morals and religious teachings in students, which aims to form good character and respect for others, thus minimizing the potential for bullying. This approach is in line with the basic values of pesantren that uphold morality and noble character.

Second, social through the creation of a safe and conducive learning environment (pesantren) through the construction of a comfortable place for all students and the application of strict rules to avoid bullying behavior (Al-Huda and Anwar 2024). In fact, according to (Ahwadzi et al. 2024) the combination of the two provides a solid foundation for the spiritual and social growth of *santri*, allowing them to develop holistically while maintaining the well-being and safety in the pesantren

environment including in terms of applying strict rules to avoid bullying behavior. Clear and consistent rules can provide a sense of security and comfort for *santri*, as well as help them to understand the consequences of bullying behaviour.

Third, the participation approach The participation model means that all parties involved in the pesantren ecosystem contribute to the education of *santri* (Damayanti 2023), especially efforts to prevent and overcome bullying. Holistic involvement starts from *santri*, kiai or ustadz, as well as parents/guardians of *santri* and the community. This model emphasizes the importance of active involvement of the entire pesantren community, including *santri*, teachers, and administrative staff. They are all involved in developing an effective anti-bullying policy. Thus, each individual has a role in determining the right solution to overcome bullying in the pesantren environment.

According to (Sakinah and Arif 2022) this model can be done by building effective communication, holding anti-bullying seminars, strengthening the bond between parents and children, providing focused individual counseling, and organizing religious activities. The goal is to create a supportive environment, reinforce positive values, and provide protection for *santri* from becoming victims or perpetrators of bullying. Various methods and cross-sectoral support are expected to increase awareness and reduce the incidence of bullying in the school environment.

The participation of all parties in the anti-bullying policy-making process is an important step in ensuring that solutions are truly relevant and effective. Through discussion and collaboration, pesantren can develop strategies that suit their needs and context (Agustina, Salabi, and Zainal 2022). Thus, an inclusive and welcoming pesantren culture can be established, where every individual feels valued and supported.

By involving the entire pesantren community, the participation model creates an environment that empowers and supports positive growth for all its members. *Santri* not only feel recognised in the decision-making process but also have a responsibility in maintaining the safety and well-being of the community. This strengthens the bonds between community members, creating an atmosphere of mutual trust and cooperation.

The importance of participation in this model is also reflected in the development of an inclusive school culture. Every individual, regardless of background or social status, has the opportunity to contribute and feel part of the community. This creates a fun and supportive learning environment for all members of the pesantren, which in turn promotes positive intellectual and spiritual growth. In the participation model, not only *santri* are actively involved, but also teachers and administrative staff in the community (Wibawa and Kusumaningtyas 2023). They act as examples and leaders in promoting an inclusive and welcoming culture. In this way, pesantren become a place where the values of cooperation, respect for differences, and mutual support become the foundation for all activities and interactions within them.

Overall, the participation model in the anti-bullying approach in pesantren not only creates a safe and supportive environment, but also strengthens bonds between individuals and improves the quality of the learning experience. By involving all parties, the pesantren can become a place that shapes the character and guides the students towards positive growth in all aspects of their lives.

In Malaysia, addressing bullying involves a holistic approach, including strengthening social relationships between adolescents and their family and friends. Studies show that closer relationships with family and friends can reduce perceptions of depression among Malaysian adolescents, as well as reduce the negative impact of depression on their mental well-being (Sarwar et al. 2022). In addition, to prevent a culture of bullying that is detrimental to child development, a learning video on bullying specifically for parents has been developed. The video aims to provide parents with the right resources to understand and prevent bullying behavior among their children (Shaharuddin et al. 2022).

Moreover, to reduce the number of cyberbullying cases in Malaysia, effective communication skills, active parental involvement, and consistent law enforcement are necessary. By combining these various approaches, it is hoped that addressing bullying in Malaysia can become more effective and comprehensive, creating a safer and more positive environment for children and adolescents (Yusop and Al-Shami 2021). In Malaysia, although specific research on anti-bullying education models or

bullying prevention in Islamic boarding schools, religious schools, or boarding schools is minimal, it is hoped that there will be the development of effective and relevant anti-bullying programs for Islamic boarding schools, religious schools, and boarding schools in Malaysia, thus helping to create a safe and inclusive educational environment for all students.

The participation model in bullying prevention in pesantren emphasizes the importance of active involvement of the entire pesantren community, including *santri*, teachers, administrative staff, parents, and the community, in bullying prevention and response efforts. This model is based on the principles of collaboration, open communication, and shared responsibility. By involving all interested parties, this model can help raise awareness about bullying, strengthen positive values, and develop targeted bullying prevention and response strategies.

The fourth psychosufistic approach is carried out through dhikr therapy for both perpetrators and victims of bullying, based on an idea (Mustary 2021) that spirituality can help individuals to develop character and values that can help prevent bullying. This means that the spirituality and dhikr therapy approach is a combination of aspects of spirituality with dhikr therapy that can help both perpetrators and victims of bullying. This approach can build strong character and resilience in facing various challenges, including bullying.

Based on the description above, the findings related to the approaches used in anti-bullying programmes in Indonesia and Malaysia are shown in Table 3.

**Table 3.** Research Findings on Anti-Bullying Approach in Indonesia and Malaysia

Anty-Bullying Program	Indonesia	Malaysia
Approach	<ol style="list-style-type: none"> <li>1. Educative</li> <li>2. Sociological</li> <li>3. Participatory</li> <li>4. Spirituality</li> </ol>	<ol style="list-style-type: none"> <li>1. Educative</li> <li>2. Sociological</li> <li>3. Participatory</li> <li>4. Psychosufistic</li> </ol>

Based on the description above, the findings related to the approaches used in anti-bullying programs in Indonesia and Malaysia are summarized in Table 3. Both countries adopt similar strategies, including educative, sociological, and participatory approaches, which emphasize education, social dynamics, and active engagement of the school community in addressing bullying. However, there are also distinct differences in their approaches. In Indonesia, spirituality plays a crucial role, integrating religious teachings to foster empathy and respect among students. Meanwhile, Malaysia incorporates a psychosufistic approach, which blends psychological support with Sufism, focusing on inner peace and self-discipline as part of the broader anti-bullying strategy. These findings highlight the cultural and contextual differences in addressing bullying while maintaining a shared commitment to creating a safe and supportive learning environment.

#### 4. CONCLUSION

This study used a Systematic Literature Review (SLR) approach to evaluate educational models in preventing and addressing bullying in Indonesian and Malaysian pesantren from 2020 to 2024. The results showed that anti-bullying education models in pesantren vary from prevention to intervention. In Indonesia, prevention efforts are conducted through education, instilling religious values, training for teachers, and improving communication between schools, parents, and students. Meanwhile, in Malaysia, prevention efforts also include the use of technology to monitor and prevent online bullying.

Addressing bullying in pesantren involves direct intervention by teachers or staff, counseling and support for victims, and sanctions for perpetrators. In addition, parental involvement and support from the community are also important in addressing bullying. The participation model, which involves the entire pesantren community, is considered effective in creating a safe and supportive environment. In Malaysia, handling bullying cases also involves an empowerment module with cognitive behavioral therapy to address widespread bullying.

Overall, the approaches used in preventing and addressing bullying in Indonesian and Malaysian pesantren demonstrate a commitment to creating a safe and conducive educational environment. With continuous development and improvement, these models are expected to be an effective solution in combating bullying and building a positive learning culture.

## REFERENCES

- Admin, Merdeka Belajar Kemendikbudristek. n.d. "Pencegahan Dan Penanganan Kekerasan Di Lingkungan Satuan Pendidikan." *Merdeka Belajar Episode 25*. Accessed March 13, 2024. [https://merdekabelajar.kemdikbud.go.id/episode\\_25/web](https://merdekabelajar.kemdikbud.go.id/episode_25/web).
- Agustina, Nelly, Agus Salim Salabi, and Suadi Zainal. 2022. "Peningkatan Kompetensi Wali Asrama Melalui Workshop Berbasis Manajemen Pendidikan Islam Di Pesantren Darularafah Raya Deli Serdang." *Ibrah: Jurnal Pengabdian Kepada Masyarakat* 1 (2): 85–98.
- Aha, Ayu. 2023. "Pemerintah Harus Petakan Faktor Penyebab Bullying Anak." *Dewan Perwakilan Rakyat Republik Indonesia*. September 29, 2023. <https://www.dpr.go.id/berita/detail/id/46802/t/Pemerintah%20Harus%20Petakan%20Faktor%20Penyebab%20Bullying%20Anak>.
- Ahwadzi, Alwan Hafizh, Muhammad Fikri Hanif, Fawwaz Akbar Alfi Dzikri, Alfin Ilham Ramadhan, Muhammad Irgan Usman, and Lutfi Tegar Satrio Wibowo. 2024. "Peran Guru Agama Dalam Mengatasi Terjadinya Bullying Di Pondok Pesantren." *IJM: Indonesian Journal of Multidisciplinary* 2 (2): 412–18.
- Al-Huda, Ahmad Adrian Fahmi, and Muhammad Bayu Khairil Anwar. 2024. "Penguatan Pendidikan Karakter Religius Sebagai Upaya Mengatasi Bullying Di MTs Al Amin Mojokerto." *Konstruktivisme: Jurnal Pendidikan Dan Pembelajaran* 16 (1): 208–20.
- Alwi, Said, Muhammad Iqbal, and Nur Hidayatul Nabihah Manas. 2023. "Preventing Bullying in Integrated Islamic Boarding Schools of Lhokseumawe City: A Strategic Management Approach." *Idarah (Jurnal Pendidikan Dan Kependidikan)* 7 (1): 17–34.
- Ananda, Dahniar, Lailiyah Nur, Samsul Rifa'i, and Ani Qotuz Zuhro'Fitriana. 2023. "Implementasi Manajemen Konflik Terhadap Perilaku Bullying Di Pondok Pesantren Al-Fattah, Jember." *Jurnal Ekonomika Dan Bisnis* 3 (2): 272–77.
- anni006, anni006. 2023. "Kemendikbudristek Gaungkan Pendidikan Berkualitas Tanpa Kekerasan Melalui Forum Bakohumas." *KOMINFO*. February 11, 2023. [https://www.kominfo.go.id/content/detail/52679/kemendikbudristek-gaungkan-pendidikan-berkualitas-tanpa-kekerasan-melalui-forum-bakohumas/0/artikel\\_gpr](https://www.kominfo.go.id/content/detail/52679/kemendikbudristek-gaungkan-pendidikan-berkualitas-tanpa-kekerasan-melalui-forum-bakohumas/0/artikel_gpr).
- Annur, Cindy Mutia. n.d.-a. "Ada 4,37 Juta *Santri* Di Seluruh Indonesia Pada Tahun Ajaran 2020/2021, Jawa Timur Terbanyak." Accessed January 10, 2024. <https://databoks.katadata.co.id/datapublish/2023/03/06/ada-437-juta-santri-di-seluruh-indonesia-pada-tahun-ajaran-20202021-jawa-timur-terbanyak>.
- — —. n.d.-b. "Kemenag: Ada Lebih Dari 30 Ribu Pesantren Di Indonesia, Ini Sebarannya." *Katadata Media Network*. Accessed January 10, 2024. <https://databoks.katadata.co.id/datapublish/2023/03/06/kemenag-ada-lebih-dari-30-ribu-pesantren-di-indonesia-ini-sebarannya>.
- Aprilia, Nada. 2023. "Layanan Konseling Individual Untuk Mereduksi Kecemasan Sosial Pada Korban Bullying (Studi PTBK Pada *Santri* Pondok Pesantren Fajrul Karim)." *Urwatul Wutsqo: Jurnal Studi Kependidikan Dan Keislaman* 12 (2): 234–52.
- Arfah, M, and Wantini Wantini. 2023. "Perundungan Di Pesantren: Fenomena Sosial Pada Pendidikan Islam:(Studi Pada Pesantren Ulul Albab Tarakan)." *Urwatul Wutsqo: Jurnal Studi Kependidikan Dan Keislaman* 12 (2): 234–52.
- Ayub, Zainal Amin, Zuryati Mohamed Yusoff, and Md Zahurul Haq. 2020. "Legal Framework on Protection of Children against Cyberbully in Malaysia: A Cause of Great Concern." *International Journal of Advanced Science and Technology* 29 (08): 143–54.
- Aziz, Norjihan Ab, and Noor Shuhadawati Mohamad Amin. 2020. "Cyberbullying Among Children: A Cross Jurisdictional Perspective." *IJUM Law Journal* 28 ((S1)): 325–49.

- [https://doi.org/10.31436/iiumlj.v28i\(S1\).588](https://doi.org/10.31436/iiumlj.v28i(S1).588).
- Cooper, Harris. 2017. *Research Synthesis And Meta-Analysis: A Step-by-Step Approach*. 5th ed. Vol. 2. California: SAGE Publication, Inc.
- Damayanti, Dimas Pahlawanita. 2023. "Model Dukungan Holistik Terhadap Pendidikan Anak Di Pondok Pesantren." *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran* 4 (2): 2121–28.
- Dirjen Pendis. 2024. "Keputusan Dirjen Pendis Nomor 1262 Tahun 2024, Tentang Petunjuk Tekniks Pengasuhan Ramah Anak Di Pesantren." [https://drive.google.com/file/d/1SvQwQ7MsWVY\\_XDhXPDVTQUsVdMnThyFw/view](https://drive.google.com/file/d/1SvQwQ7MsWVY_XDhXPDVTQUsVdMnThyFw/view).
- Distina, Primalita Putri. 2019. "Program Anti-Bullying Sebagai Pencegahan Dan Penanganan Perilaku Bullying Di Pesantren." *Tawshiyah: Jurnal Sosial Keagamaan Dan Pendidikan Islam* 14 (2).
- Emilda, Emilda. 2022. "Bullying Di Pesantren: Jenis, Bentuk, Faktor, Dan Upaya Pencegahannya." *Sustainable Jurnal Kajian Mutu Pendidikan* 5 (2): 198–207.
- Gromada, Anna, Gwyther Rees, and Yekaterina Chzhen. 2020. "Worlds of Influence: Understanding What Shapes Child Well-Being in Rich Countries."
- Hadi, Syamsul, Heru Kurnianto Tjahjono, and Majang Palupi. 2020. *Systematic Review: Meta Sintesis Untuk Riset Perilaku Organisasional*. Yogyakarta: Vivavictory Abadi.
- Hamruni, Hamruni. 2016. "Pembinaan Agama Islam Di Pesantren Muntasirul Ulum Man YOGYAKARTA III (Tinjauan Psikologi Humanistik-Religius)." *Jurnal Pendidikan Agama Islam* 13 (1): 19–38.
- Hayati, Salma, Salami Salami, Muslima Muslima, and Tazkira Khaira. 2022. "Kampanye Anti Bullying Di Ma'had Ulumul Quran Nagan Raya." In , 3:28–34.
- Hemawati, Retno, and Dinda Shabrina. 2023. "Santri Ponpes Malang Dibully Teman Sebaya, Korban Alami Luka Dan Patah Tulang Hidung." *Media Indonesia*. May 1, 2023. <https://mediaindonesia.com/humaniora/549007/santri-ponpes-malang-dibully-teman-sebaya-korban-alami-luka-dan-patah-tulang-hidung>.
- Hidayati, Nely. n.d. "Manajemen Pesantren Dalam Pembentukan Karakter Peserta Didik Di Pondok Modern Darussalam Gontor Ponorogo."
- isn, tfq. 2024. "Binus School Benarkan Anak Artis Vincent Rompies Terlibat Bullying." *CNN Indonesia*. February 19, 2024. <https://www.cnnindonesia.com/nasional/20240219184203-12-1064705/binus-school-benarkan-anak-artis-vincent-rompies-terlibat-bullying>.
- Jayani, Dwi Hadya. 2019. "PISA: Murid Korban 'Bully' Di Indonesia Tertinggi Kelima Di Dunia." *Databoks*. December 12, 2019. <https://databoks.katadata.co.id/datapublish/2019/12/12/pisa-murid-korban-bully-di-indonesia-tertinggi-kelima-di-dunia>.
- Lestari, Retno. 2018. "Mengalami Bullying Di Pesantren: Mengamankan Diri Sendiri Walaupun Tiada Gunanya." *Journal of Holistic Nursing Science: A Journal Focusing on Holistic Care of Human Being* 5 (1): 49–55.
- Maslahah, Wafiyatu, and Rr Hesti Setyodyah Lestari. 2022. "Program Penguatan Psikologis Santri Dalam Kehidupan Sosial Di Pesantren Melalui Sosialisasi Santri Milenial Anti Bullying." *E-Amal: Jurnal Pengabdian Kepada Masyarakat* 2 (2): 1459–72.
- Matondang, Fatiha Sabila Putri, Firman Firman, and Riska Ahmad. 2022. "Bullying Menjadi Budaya Pendidikan Di Lingkungan Pesantren." *Keguruan* 10 (2): 37–41.
- Maulida, Sibghatin Desi. 2022. "Zikir Tarekat Qodriyah Wa Naqsyabandiyah Sebagai Psikoterapi Santri Korban Bullying Verbal Di Pondok Pesantren Miftahul Qulub Polagan-Pamekasan." *Universitas Islam Negeri Sunan Ampel Surabaya*.
- Mustary, Emilia. 2021. "Terapi Relaksasi Dzikir Untuk Mengurangi Depresi." *Indonesian Journal of Islamic Counseling* 3 (1): 1–9.
- Najmi, Muhammad Izzul Islam An, Casmini Casmini, and Nurus Sa'adah. 2022. "Konseling Pengasuh Terhadap Santri Dalam Mengatasi Bullying Di Pondok Pesantren Bahrul Ulum Tambakberas Jombang." *Jurnal Al-Taujih: Bingkai Bimbingan Dan Konseling Islami* 8 (1): 55–65.
- Saad, Fauziah Binti Mohd. 2020. "Construction and validity of module to empower bully handling of wardens and students in boarding secondary schools in Malaysia."

- <http://ir.upsi.edu.my/detailsg.php?det=4907>.
- Sahaimi, Mohd Faizul, Mohamad Najib Mat Pa, and Fahisham Taib. 2020. "A Malay Version of the International Society for the Prevention of Child Abuse and Neglect Screening Tool for Children: A Study of Its Validity and Reliability." *The Malaysian Journal of Medical Sciences: MJMS* 27 (4): 97–107. <https://doi.org/10.21315/mjms2020.27.4.9>.
- Sakinah, Ummatus, and Muhamad Arif. 2022. "Pesantren Strategy In Preventing Acts Of Bullying." *JOSSE: Journal of Social Science and Economics* 1 (1): 146–67.
- Sari, Ilmika. 2019. "Internalisasi Nilai-Nilai Pendidikan Agama Islam Dalam Mencegah Perilaku Bullying (Di Pondok Pesantren Makrifatul Ilmi Bengkulu Selatan)."
- Sarwar, A, MA Islam, M Mohiuddin, MA Tareq, and ... 2022. "Social Connections and Self-Perceived Depression: An Enhanced Model for Studying Teenagers' Mental Wellbeing." *International Journal of ...*, no. Query date: 2024-05-01 01:01:35. <https://www.mdpi.com/1660-4601/19/23/15791>.
- Shaharuddin, S, NJM Isa, M Hamzah, and ... 2022. "Psychometric Assessment of 'The Need for Instructional Video in Bullying Among Parents': A Newly Developed Instrument." *Evaluation Studies in ...*, no. Query date: 2024-05-01 01:01:35. <https://ojs.upsi.edu.my/index.php/ESSS/article/view/7471>.
- Sholeh, Muh Ibnu. 2023. "Implementasi Nilai-Nilai Keislaman Dalam Program Anti-Bullying Di Lembaga Pendidikan Islam." *Al Manar* 1 (2): 62–85.
- Stewart, Lesley A., Mike Clarke, Maroeska Rovers, Richard D. Riley, Mark Simmonds, Gavin Stewart, and Jayne F. Tierney. 2015. "Preferred Reporting Items for a Systematic Review and Meta-Analysis of Individual Participant Data: The PRISMA-IPD Statement." *JAMA* 313 (16): 1657. <https://doi.org/10.1001/jama.2015.3656>.
- Suci, Ike Sintia, Gusgus Ghraha Ramdhanie, and Henny Suzana Mediani. 2021. "Intervensi Pencegahan Bullying Pada Anak Berbasis Sekolah." *Jurnal Keperawatan Silampari* 4 (2): 643–53.
- Waasdorp, Tracy E, and Catherine P Bradshaw. 2015. "The Overlap between Cyberbullying and Traditional Bullying." *Journal of Adolescent Health* 56 (5): 483–88.
- Wibawa, Eka Satria, and Dhevi Dadi Kusumaningtyas. 2023. "Manajemen Hubungan Sekolah Islam Berbasis Boarding School Dengan Masyarakat Dalam Penyelenggaraan Pendidikan." *Dinamika: Jurnal Manajemen Sosial Ekonomi* 3 (1): 52–59.
- Yusop, N, and SA Al-Shami. 2021. "Risk and Protecting Factors of Cyberbullying in Malaysia: A Comparative Analysis." *Ulum Islamiyyah*, no. Query date: 2024-05-01 01:01:35. <http://uijournal.usim.edu.my/index.php/uij/article/view/406>.