

Identity Recognition in Education: A Philosophical Framework for Addressing Bullying in Indonesia

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ABSTRACT

Bullying in schools remains a critical yet often underestimated issue, negatively affecting victims and disrupting the broader educational environment. Its long-term consequences include psychological trauma, low self-esteem, and hindered social-emotional development. Addressing bullying requires a comprehensive, value-based approach. This study integrates Charles Taylor's theory of recognition with educational philosophy to explore bullying prevention strategies. Conducted at SMA Negeri 2 Tanjung, South Kalimantan, the research examines how applying recognition-based principles can foster a more inclusive and respectful school culture. The implementation of recognition-oriented practices significantly improved relationships among students and between students and teachers. Findings indicate a reduction in bullying incidents, alongside notable increases in student self-esteem, social integration, and mutual respect. Students reported feeling more acknowledged and valued, contributing to a more harmonious school environment. These outcomes highlight the potential of a recognition-based framework in addressing bullying. Emphasizing individual identity and diversity helps cultivate an inclusive culture where mutual respect is central. While the study focuses on one school, its implications are relevant for broader educational contexts across Indonesia.

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1. INTRODUCTION

Bullying in schools is one of the most serious issues threatening the quality of education in Indonesia. Despite numerous efforts to address this problem, bullying continues to occur in various forms, including verbal, physical, and social. According to the Directorate of Primary Education's book Stop Bullying, bullying can lead to severe consequences, such as deep-seated fear, psychological trauma, and even suicidal tendencies. Victims of bullying, particularly those perceived as "different" in terms of physical appearance, characteristics, or social background, often become primary targets. This

creates an unsafe environment and hinders students' optimal development (Asyifah, Firmansyah, & Budiman, 2024).

Data from the Indonesian Child Protection Commission (KPAI) reveals that approximately 41% of children in Indonesia have experienced bullying. This alarming statistic places Indonesia as the country with the second-highest rate of bullying globally. The phenomenon is often described as the "tip of the iceberg," with many incidents going unnoticed. The impact is not limited to the victims but also disrupts social dynamics in schools, creating an environment that is not conducive to learning or character development (Mayasari, Hadi, & Kuswandi, 2019).

Addressing bullying requires innovative solutions. One promising approach is rooted in the concept of identity recognition. Recognizing individual identities—whether physical, social, or cultural—plays a crucial role in fostering mutual respect and reducing potential conflicts among students. This research aims to explore how implementing identity recognition in education can reduce bullying in Indonesian schools. Focusing on the application of this concept at SMA Negeri 2 Tanjung, the study seeks to contribute to the development of inclusive and effective education policies that foster a bullying-free learning environment (Nurdin & Ismail, 2024).

A key factor contributing to the prevalence of bullying is the lack of an inclusive culture and appreciation for individual identities. An education system overly focused on academic achievement often creates a social hierarchy, disadvantaging students who do not fit dominant standards. In such conditions, valuing differences and recognizing individual identities becomes essential to fostering a healthy learning environment and preventing bullying (Salmivalli, Laninga-Wijnen, Malamut, & Garandeau, 2021).

Charles Taylor's theory of recognition provides a relevant framework in this context. Taylor argues that recognition is vital to the formation of an individual's identity. According to him, identity is constructed not only internally but also through the acknowledgment received from others. When individuals or groups are not recognized, they may feel alienated, undervalued, and frustrated. Such conditions increase the likelihood of social conflict, including bullying.

Recent studies support the integration of recognition into anti-bullying efforts. For example, (Zakiyah, Humaedi, & Santoso, 2017) highlight the critical role of educators in fostering empathy and appreciation for individual differences. Similarly, research by (Azzahra & Haq, 2019) demonstrates that recognition and acceptance of diversity can reduce bullying by promoting mutual respect among students. Practical strategies, such as integrating anti-bullying education with character-building programs, further support this approach (Saraswati & Hadiyono, 2020).

SMA Negeri 2 Tanjung, located in South Kalimantan, presents a complex social dynamic characterized by the diversity of students' cultural, religious, and economic backgrounds. Despite this diversity, a lack of appreciation for individual identities often triggers bullying, creating an unconducive atmosphere for character development. Applying the theory of recognition in this setting offers a pathway to building an inclusive and respectful school environment. By prioritizing identity recognition, the school can reduce social tensions and foster harmony (Nurlita, Maulana, Miskiyya, & Latassha, 2024).

This philosophical approach emphasizes the importance of recognition in shaping a more inclusive and positive school culture. Recognizing that identity recognition is pivotal to addressing bullying, SMA Negeri 2 Tanjung can design policies and programs that support diversity and respect individual rights. These initiatives aim not only to reduce bullying but also to cultivate tolerance and empathy among students.

The study explores the extent to which identity recognition can create a harmonious environment at SMA Negeri 2 Tanjung while supporting students' character development and social well-being. Recognizing individual identities is crucial for fostering moral and social growth. Integrating Charles Taylor's theory of recognition, the research highlights the potential of inclusive education to mitigate bullying and strengthen mutual respect among students. This approach enables students to thrive in a

safe and supportive environment where differences are viewed as strengths rather than sources of conflict.

Through this research, deeper insights into the practical application of identity recognition in Indonesian schools, particularly at SMA Negeri 2 Tanjung, can be gained. By linking Taylor's theory with the challenges of bullying and diversity in Indonesian education, this study seeks to uncover effective solutions for promoting inclusivity and respect. The findings aim to enrich the understanding of the importance of identity recognition in building inclusive school cultures and to provide a foundation for educational policies that enhance students' social well-being and character development.

2. METHODS

This research aims to explore the role of identity recognition in education as a philosophical approach to address bullying. A qualitative approach was used in this study, relying on a literature review to analyze the role of identity recognition in education as a philosophical framework for tackling bullying at SMA Negeri 2 Tanjung, South Kalimantan (Rukminingsih, Adnan, & Latief, 2020). The literature review was conducted by collecting and analyzing various relevant references, such as scientific journals, books, and research reports, selected based on methodology, findings, and their relevance to the context of education in Indonesia. The literature review focused on answering two main questions: how the concept of identity recognition in educational philosophy is applied to prevent bullying, and what the key findings from previous studies related to identity recognition and the dynamics of bullying in schools are. References were chosen based on their relevance to the themes of bullying and identity recognition, with priority given to recent academic sources that support the development of the research context.

Data collection was carried out through in-depth interviews using Google Forms, involving 50 respondents consisting of 30 students, 10 teachers, 1 principal, and 9 parents. This approach was chosen to enhance respondent accessibility, while the interview questions were designed in a semi-structured manner to ensure depth of response. The focus of the interviews included direct experiences related to bullying, perceptions of identity recognition, and relevant school programs for bullying prevention. Ambiguous or unclear responses were followed up with additional clarification via email or brief virtual discussions. In addition to interviews, field observations were conducted to document the dynamics of social interactions at SMA Negeri 2 Tanjung. Observations were recorded in field journals, supplemented with photos and audio recordings (with permission). The observation process was based on the values of Pancasila, *Bhinneka Tunggal Ika*, and inclusive attitudes manifested in student interactions. To reduce interpretive bias, the observation data was then compared with interviews and the literature review through data triangulation (Sugiyono, 2017).

The collected data was analyzed qualitatively with a phenomenological approach. The analysis process involved identifying key themes, validating themes through discussions with the research team and data triangulation, and using NVivo software to assist in organizing and analyzing the data. Through this approach, the research aims to deeply understand the experiences and meanings expressed by the respondents, particularly regarding the role of identity recognition in education. Ethical considerations were a key concern in this study. Written consent was obtained from each respondent before interviews were conducted, with the researchers providing an initial explanation of the research purpose to ensure the respondents' comfort (Sulistiyono, 2023). Power dynamics, particularly between students and teachers, were minimized by using anonymous methods in completing Google Forms, allowing respondents to provide more open answers.

Table 1. Student and Staff Numbers at SMA Negeri 2 Tanjung

Category	Sub-Category	Sum
Learners	Total	
Islam	888	
Catholic	15	956
Protest	43	
Hindu	4	
Buddhist	6	
Educators, Education Personnel, Staff	Total	70

The table above illustrates the religious and cultural diversity at SMA Negeri 2 Tanjung, which forms an important background for the study in understanding the dynamics of bullying and identity recognition. While the majority of students are Muslim, the presence of minority groups such as Catholics, Protestants, Hindus, and Buddhists requires the implementation of inclusive strategies to prevent discrimination and bullying. These findings are relevant in designing identity recognition-based educational approaches, which are expected to create a more harmonious, inclusive, and tolerant learning environment.

3. FINDINGS AND DISCUSSION

3.1 *The Role of Charles Taylor's Theory of Recognition in Shaping Inclusive Educational Practices*

Charles Taylor, a prominent philosopher born in Montreal, Quebec, in 1931, is renowned for his influential work in ethics, epistemology, and political philosophy. At the heart of his thought is the theory of recognition, which carries significant implications for education, particularly regarding the formation of student identity. Taylor's experience growing up in a bilingual and bicultural environment profoundly influenced his understanding of identity and the social dynamics involved in its development. He argues that recognition is not simply a gesture of politeness but a fundamental human need essential to the formation of the self (Abbey, 2009).

In his landmark essay *The Politics of Recognition*, Taylor (1994) contends that identity is shaped through our interactions with others and that misrecognition—or a lack of recognition—can cause real psychological harm by distorting a person's self-image. Within education, this theory underscores the importance of acknowledging and affirming students' identities as a means of nurturing their self-worth and sense of belonging. When learners from diverse backgrounds feel seen and valued, they are more likely to participate actively in the learning process and grow into confident, well-rounded individuals (Raza, 2023).

Taylor's theory redefines the role of education by positioning schools as vital social arenas where identity is continually shaped. He argues that education is not only about knowledge transmission but also about the relational and communicative processes that shape students' sense of self. Recognizing students' diverse cultural, linguistic, religious, and socio-economic backgrounds is crucial to cultivating an inclusive learning environment. Through meaningful dialogue and authentic interpersonal engagement, students learn to embrace diversity and forge deeper connections. This, in turn, fosters the development of an autonomous and authentic identity, while also strengthening the social fabric of the educational community (Mbeo, 2020).

The concept of recognition is reflected in several educational philosophies. In progressive education, recognition is foundational to social and moral development. This approach promotes flexible, tolerant, and inclusive learning environments, encouraging students to develop optimally within a diverse community. Recognition, in this context, serves as a tool for fostering dignity, promoting equity, and inspiring social transformation (Salsabila, Wahyullah, & Bakar, 2024).

Humanistic education also places great emphasis on recognition by centering on human dignity and the intrinsic value of each student. This approach considers respect for individual identity a core

element of learning. Recognizing students' unique qualities helps build self-confidence and strengthens interpersonal bonds, cultivating a sense of social responsibility and collective well-being (Purwosaputro & Sutono, 2021).

Taylor's theory is especially impactful in multicultural education. Recognizing collective identities such as ethnicity, religion, and gender is integral to building a respectful and inclusive environment. Through this lens, education becomes a vehicle for mutual understanding and appreciation of diversity, which is essential in multicultural societies. When students are empowered to express their cultural identities and are taught to respect the identities of others, the result is a more empathetic and equitable learning space (Junanto & Fajrin, 2020).

At SMA Negeri 2 Tanjung in South Kalimantan, applying Taylor's theory of recognition can guide the development of a school culture that values and celebrates student diversity. Educators can cultivate an inclusive environment by encouraging open dialogue and active listening among students and staff. Providing opportunities for students to express themselves and share their backgrounds nurtures a sense of belonging and supports the growth of mutual respect and understanding. This inclusive atmosphere not only promotes character development but also reinforces democratic values such as empathy, justice, and tolerance.

Recognition also plays a crucial role in preventing marginalization and discrimination. By validating each student's unique background, educators can foster a positive and empowering educational experience. At SMA Negeri 2 Tanjung, where students likely come from diverse cultural and social backgrounds, implementing a recognition-based approach can help strengthen community bonds within the school. Recognizing collective identities—such as ethnicity, language, gender, and ability—supports a more equitable and compassionate school climate, where every student is seen, heard, and valued.

Ultimately, embedding Taylor's theory of recognition into educational practice can transform the role of schools. Rather than functioning solely as institutions for academic instruction, schools become inclusive spaces that nurture personal growth and social harmony. Through recognition, students are empowered to embrace their identities, respect others, and contribute positively to both the school environment and broader society.

3.2 Recognition of Identity as a Philosophical Approach to Addressing Bullying in Schools

Bullying in schools is often rooted in the lack of recognition of the identities of individuals or groups perceived as different. In the context of education, this phenomenon reflects the failure of educational institutions to develop individuals who value diversity and live harmoniously together. Using identity recognition as a philosophical approach can help schools create an inclusive environment, support diversity, and reduce the potential for bullying. Thus, identity recognition becomes the key to creating a more respectful school atmosphere.

Bullying is a complex social phenomenon involving perpetrators, victims, and the surrounding social environment. Perpetrators of bullying are often driven by the need to dominate or gain recognition from their peers, which is usually rooted in low self-esteem or insecurity. Victims of bullying are generally individuals who are considered "different" due to physical, social, ethnic, religious, or sexual orientation factors. The inability of the school environment to acknowledge and accept this diversity can worsen the victim's condition, causing not only physical or verbal aggression but also social exclusion (Aprilianto & Fatikh, 2024).

Identity recognition plays a crucial role in creating a fair and equal educational environment. In the context of educational philosophy, recognition is seen as a fundamental basis for creating healthy social relationships. When schools recognize the identities of every student, this can prevent discrimination and bullying, as well as provide space for students to express themselves without fear of judgment. For example, schools could implement policies requiring students to disclose their pronouns, or create spaces for students to talk about their cultural identities without fear of ridicule.

By fostering mutual respect, identity recognition becomes a tool for building an inclusive and safe school environment for all parties.

Teachers play an essential role in realizing identity recognition in the classroom. They are not only responsible for transferring knowledge but also for facilitating dialogue that encourages appreciation of diversity. Teachers need to teach values of empathy and solidarity so that students can understand the importance of respecting differences. For example, in teacher training, they can be taught to recognize signs of bullying related to identity differences and be equipped with skills to intervene constructively. Additionally, in the classroom, teachers can organize diversity-based activities, such as life-sharing sessions with topics that emphasize mutual respect. With an education based on recognition, teachers can help restore healthier social relationships, not only by stopping aggressive behavior but also by building collective awareness among students to create a more harmonious atmosphere (Damayanti et al., 2023).

Furthermore, identity recognition in education is closely related to the concept of justice. The diversity of students' needs requires special attention so that they can receive treatment that matches their conditions and needs. Students with special needs, such as disabilities or learning difficulties, must receive appropriate support to develop their potential to the fullest. For example, schools can provide teaching materials tailored to the learning styles of students with disabilities or offer special support in the form of one-on-one mentoring for them. In this context, recognizing individual differences and needs becomes an important step in ensuring that education is accessible fairly to all students, without exception. An inclusive school environment not only reduces the risk of bullying but also strengthens students' character formation. By respecting the rights and dignity of every individual, schools create a conducive learning culture. Social interactions based on respect for students' identities become an important moral lesson that students can carry into the wider community.

A philosophical approach that places identity recognition as the main principle in education provides a more holistic solution to addressing bullying. By understanding the dynamics of the perpetrators and victims and creating an inclusive environment, schools can reduce social tensions and encourage the recognition of diversity. Education based on recognition helps build solidarity, empathy, and mutual respect, creating a space where every student feels valued and supported in developing their identity and potential (Siswati & Saputra, 2023).

3.3 Implementation of Identity Recognition in Education at SMA Negeri 2 Tanjung

SMA Negeri 2 Tanjung actively incorporates identity recognition as a foundational element in building an inclusive school environment that embraces diversity. A key strategy in this initiative lies in the development and implementation of school-wide policies that explicitly promote inclusion. These include clear anti-discrimination regulations and targeted teacher training programs that emphasize the importance of recognizing and respecting students' diverse identities.

The training programs adopt a dialogical approach, equipping teachers with the skills to understand and respond sensitively to differences across various dimensions, such as religion, ethnicity, gender, and socio-economic background. This approach encourages educators to engage in meaningful conversations with students, fostering mutual understanding and empathy within the classroom.

In practice, SMA Negeri 2 Tanjung creates safe and respectful spaces that affirm student identities through classroom activities designed to highlight diversity and promote open dialogue. Group learning activities, in particular, serve as an effective medium for students to share personal experiences related to their cultural backgrounds. These interactions not only enrich students' perspectives but also strengthen their ability to appreciate and respect one another's differences.

Beyond classroom interactions, identity recognition is also embedded in the school's curriculum, especially in subjects like Civic Education and Religious Education. These courses go beyond theoretical instruction, aiming to instill values of respect, tolerance, and constructive engagement with

diversity. By incorporating these principles into core subjects, the school reinforces identity recognition as a continuous and meaningful process in students' educational journey.

Extracurricular activities further extend this inclusive ethos. Events such as religious holiday celebrations, cultural festivals, and themed discussions on diversity provide students with opportunities to celebrate their identities and learn about those of their peers. These initiatives foster a sense of belonging and help cultivate a school culture rooted in mutual respect and solidarity.

The combined efforts of policy, pedagogy, curriculum, and extracurricular programming contribute to the creation of a positive and inclusive social climate at SMA Negeri 2 Tanjung. This environment not only supports character development but also plays a vital role in reducing incidents of bullying and discrimination. However, despite these advancements, challenges remain—particularly in addressing bullying behaviors that arise from identity-based stereotypes. Continued efforts are needed to confront these issues and to move closer to the goal of a truly equitable and respectful educational space for all students.

Table 2. Respondent Responses on Identity Recognition and Bullying at SMA Negeri 2 Tanjung

Category	Frequency	Percentage (%)
Very important	34	60.71
Important	17	30.36
Ordinary	5	8.93
Often	26	46.43
Sometimes	21	37.50
Never	37	66.07

The data obtained from the survey at SMA Negeri 2 Tanjung shows that the majority of respondents consider identity recognition to be very important, with 60.71% stating that identity recognition is crucial. However, despite most students feeling their identity is valued, 33.93% still report experiencing disrespect toward their identities. This indicates a gap in the application of identity recognition that needs to be addressed to ensure it is more equitable and inclusive. Some respondents feel unrecognized at school, highlighting a disparity in the implementation of identity recognition. Factors that may contribute to this lack of recognition include insufficient attention to students' cultural or socio-economic background differences, as well as a lack of support for minority groups. To address these issues, more focused solutions could include developing mentoring programs for marginalized students, and providing them with a platform to share their experiences. Additionally, it is important to implement a feedback system that allows students to report their experiences without fear of discrimination or retaliation.

The application of more structured evaluation tools is also necessary to ensure the identity recognition program is effective. One approach could be through school climate surveys that assess the extent to which the school environment supports diversity and recognition of differences. Additionally, tracking bullying incidents is an essential tool in evaluating the impact of this program, aiming to identify whether identity recognition reduces bullying. If the evaluation results show imbalances or gaps in identity recognition, then policies and educational programs can be adjusted to address these issues. This effort is expected to provide clearer guidance for schools in creating a more inclusive and supportive environment.

Moreover, it is important for parents and the community to actively participate in supporting this program. SMA Negeri 2 Tanjung has already started collaborating with various communities to organize seminars and workshops on the importance of respecting diversity. The involvement of parents and the community is expected to strengthen identity recognition beyond the school environment and help shift societal culture toward inclusivity. Through this collaborative approach, the school hopes that identity recognition will not only be applied within the school but also become a value internalized in everyday life.

In an effort to create sustainable change, the government also needs to develop data-based evaluation tools to monitor the success of identity recognition implementation. Thus, data-driven evaluations not only provide insight into the effectiveness of the program but also form the basis for educational policies that better meet students' needs. This approach will enable schools and governments to take more informed steps in creating a more inclusive environment. Through the integration of identity recognition in education, it is hoped that future generations will grow into individuals who value differences and contribute to building a harmonious, inclusive, and civilized society.

4. CONCLUSION

The implementation of Charles Taylor's theory of recognition at SMA Negeri 2 Tanjung has led to a significantly more inclusive and respectful school environment. Survey findings reveal that 60.71% of students view identity recognition as a vital aspect of their school life, and 46.43% report being regularly respected for their identities. However, with 33.93% still experiencing identity-based disrespect, there remains substantial room for growth. In response, the school has adopted supportive measures, including teacher training and curriculum integration of diversity values. Despite these efforts, persistent challenges—such as bullying, stereotyping, resistance to cultural change, and the difficulty of quantifying abstract outcomes like empathy—limit the program's full effectiveness. To strengthen its impact, future initiatives should focus on increased parental and community engagement, the development of mentoring programs for marginalized students, and the use of more sophisticated, data-driven evaluation tools. These strategies, supported by government involvement, are essential for sustaining progress and building an educational environment where every student feels recognized, valued, and empowered to thrive.

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