



The Role of the Sarungan Task Force on Bullying Prevention in Santri

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Abstract: Bullying in Islamic boarding schools is still a serious problem that affects the mental well-being and learning comfort of students. Al-Muayyad Islamic Boarding School Surakarta formed the Sarungan Task Force (Santri Anti Bullying and Violence) to prevent and handle bullying. This study aims to analyze the role of the Sarungan Task Force in preventing and handling bullying in the Islamic boarding school environment. The study used a descriptive qualitative method with a case study approach. The study subjects included the Sarungan Task Force members, senior students, junior students, and Islamic boarding school administrators. Data collection techniques used participatory observation, in-depth interviews, and documentation. Data analysis used thematic analysis with triangulation of sources and techniques. The Sarungan Task Force reduced bullying cases from weekly reports to only two monthly reports. This program applies an educational approach through educational sanctions, counseling, mediation, and routine socialization. The most common forms of bullying are verbal and social, with a culture of seniority still visible, although in a milder form. The Sarungan Task Force has proven effective in suppressing bullying cases through a comprehensive approach that combines Islamic values and positive discipline. However, continuous reinforcement is still required to overcome the challenges of seniority culture and understand the boundaries between joking and bullying.

Keywords: bullying, Islamic boarding school, Sarungan task force, violence prevention, character education, santri

Abstrak: Bullying di lingkungan pesantren masih menjadi masalah serius yang mempengaruhi kesejahteraan mental dan kenyamanan belajar santri. Pondok Pesantren Al-Muayyad Surakarta membentuk Satgas Sarungan (Santri Anti Bullying dan Kekerasan) sebagai upaya pencegahan dan penanganan bullying. Penelitian ini bertujuan untuk menganalisis peran Satgas Sarungan dalam mencegah dan menangani bullying di lingkungan pesantren. Penelitian menggunakan metode kualitatif deskriptif dengan pendekatan studi kasus. Subjek penelitian meliputi anggota Satgas Sarungan, santri senior, santri junior, dan pengurus pesantren. Teknik pengumpulan data menggunakan observasi partisipatif, wawancara mendalam, dan dokumentasi. Analisis data menggunakan analisis tematik dengan triangulasi sumber dan teknik. Satgas Sarungan berhasil mengurangi kasus bullying dari laporan mingguan menjadi hanya dua laporan per bulan. Program ini menerapkan pendekatan edukatif melalui sanksi yang bersifat mendidik, konseling, mediasi, dan sosialisasi rutin. Bentuk bullying yang paling umum adalah verbal dan sosial, dengan budaya senioritas masih terlihat meskipun dalam bentuk yang lebih ringan. Satgas Sarungan terbukti efektif dalam menekan kasus

bullying melalui pendekatan komprehensif yang menggabungkan nilai-nilai Islam dan disiplin positif, namun masih memerlukan penguatan berkelanjutan untuk mengatasi tantangan budaya senioritas dan pemahaman batas antara bercanda dan bullying.

Kata Kunci: bullying, pesantren, satgas sarungan, pencegahan kekerasan, pendidikan karakter, santri

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Introduction

Bullying in the boarding school environment is still one of the problems that is often encountered. Communal life and the seniority system in pesantren sometimes lead to unfair treatment of junior students (Azhari & Rahmawati, 2024). This bullying does not only occur in physical form, but also in verbal form and psychological pressure that can affect students' learning comfort and mental well-being (Olweus, 1993).

Islamic boarding schools have an important role in shaping the character of santri (Dhofier, 1982; Hasan, 2021). However, in reality, there are still students who feel uncomfortable because they experience unpleasant treatment from their peers. One concrete example occurred in Sukoharjo, where a 13-year-old student with the initials AKPW died because he was allegedly a victim of bullying by senior students (Abriori, 2024). This shows that bullying in the pesantren environment cannot be ignored.

As a form of prevention effort, Al-Muayyad Islamic Boarding School in Surakarta established the Sarungan Task Force (Santri Anti Bullying and Violence Task Force) program. This task force consists of teachers in junior high school, senior high school, and high school education units, and administrators who have received training on handling bullying. Their main task is to monitor, receive reports, provide assistance, and resolve bullying cases through educational approaches such as counseling and mediation. Reporting can be done directly, aiming for students to be freer to tell their stories and convey their problems. The Task Force team verifies each incoming report and follows up with mediation, counseling, and educational approaches, not direct punishment. Preventive activities such as anti-bullying socialization and moral studies are also routinely carried out, so students recognize forms of bullying and know how to respond to them.

Regarding theory, Satgas Sarungan's approach is based on Social Ecology Theory from (Bronfenbrenner, 1979), which states that individual behavior is influenced by various layers of the environment, ranging from the closest, such as family and peers, to cultural values and norms. Satgas Sarungan seeks to create a

supportive environment at each of these levels. In addition, the program aligns with the Positive Discipline Theory (Dreikurs & Grey, 1998), which emphasizes the importance of coaching in an educational rather than punitive manner. Islamic values such as responsibility, compassion, and mutual respect are also instilled through the character education approach (Lickona, 1991).

Some previous studies have discussed similar topics. Research by Jayadi (2023) showed that local wisdom-based supervision reduced violence in pesantren through communication and moral guidance. Meanwhile, Alivia Windiarti (2023) concluded that counseling guidance by senior santri can help reduce juvenile delinquency. However, no research has specifically examined the role of the Sarungan Task Force program at Pondok Pesantren Al-Muayyad Surakarta in dealing with bullying directly. This study aims to determine the extent of Satgas Sarungan's role in preventing and handling bullying in the boarding school environment (Sejiwa, 2008).. This research is expected to be an input for Islamic boarding schools in handling similar cases and a reference for developing bullying prevention programs in other Islamic boarding schools.

Methods

This research uses a descriptive qualitative method with a case study approach that aims to deeply understand the role of Satgas Sarungan in preventing bullying at Al-Muayyad Islamic Boarding School through experiences, perceptions, and social interactions between students. The research location was determined at Al-Muayyad Islamic Boarding School, with research subjects including senior students who are members of the Sarungan Task Force, junior students who are vulnerable to bullying, and pesantren caregivers and managers who have policies related to violence prevention. Data collection techniques in this study consisted of participatory observation, in-depth interviews, and documentation. Participatory observation was conducted by directly observing the daily interactions between the Sarungan Task Force and santri, especially communication patterns, bullying prevention actions, and santri responses to the existence of the Task Force. In-depth interviews were conducted in a semi-structured manner with two members of the Sarungan Task Force or boarding school administrators, two senior students, three junior students, and the pesantren caregiver to explore information regarding the effectiveness of the bullying prevention system and to obtain a holistic perspective (Arikunto, 2006).

Meanwhile, the author took samples using a purposive sampling method, because this method intentionally selects informants based on certain criteria relevant to the research focus (Emzir, 2014). The informants chosen are those with direct involvement and those who know about existing bullying cases. In doing

so, researchers uphold ethical principles such as informed consent and confidentiality of identity related to victims and perpetrators of bullying.

Meanwhile, documentation was conducted by analyzing the pesantren guidebook, santri regulations, and reports or records of bullying cases. All data collected were analyzed using the thematic analysis method (Braun & Clarke, 2006) through several stages, namely recognizing data patterns through reading transcripts and notes, coding data by identifying main themes such as the role of Satgas Sarungan, forms of intervention against bullying, and challenges faced, developing themes based on the patterns found, and interpreting the results to understand the real contribution of Satgas Sarungan in preventing bullying in the pesantren environment.

The validity of the data in this study is maintained through triangulation techniques, which are efforts to increase the validity of findings by comparing and confirming data from various sources and methods. Source triangulation was carried out by collecting information from senior santri, junior santri, and pesantren caregivers to obtain diverse perspectives on the role of Satgas Sarungan. Triangulation was applied by combining participatory observation, in-depth interviews, and documentation to capture data from different approaches.

Results And Discussions

Results

This research was conducted to discover how the Sarungan task force plays a role in overcoming bullying at the Al-Muayyad Islamic Boarding School. From the research conducted at the Al-Muayyad Islamic Boarding School, it was shown that bullying often occurs in the Islamic boarding school environment, especially in verbal and social forms. Junior students said that actions such as teasing, rude jokes, and loud orders by senior students often occur daily. In interviews, students explained that behavior such as calling with inappropriate words or ordering to buy something without using politeness was considered normal, but caused discomfort. One example is an order with harsh words such as "f**k, I told you not to (while grumbling)," which was expressed by the student as a personal experience. This form of bullying is sometimes not considered a problem by the perpetrator, but it has a significant impact on the students who are victims. In some cases, bullying also appears in the form of exclusion, where a student said that his friends shunned him because he was influenced by negative comments from one of the other students who did not like him. This caused him to feel isolated and not accepted in society. This was revealed by a senior student when he was still a new student, he said "before I did not know what my mistake was and who I did wrong so that I was suddenly shunned" he also said that after

finding out, it turned out that there were those who did not like him and tried to tell others, so those who didn't know the truth also shunned him.

Although it has decreased, the culture of seniority is still apparent in the interaction patterns between senior and junior students. Several senior students admit that although the style of giving orders is not as harsh as before, harsh language or impolite orders are still a habit that has not completely disappeared. The administrators of the pondok themselves explained that this kind of interaction is often understood as a family relationship, because they live together in one community, and actions such as reprimanding or giving orders are considered part of the senior's responsibility towards the junior. However, from the statements of junior students, this still causes pressure, especially if it is done continuously or accompanied by words that bring them down. This situation shows differences in meaning between administrators, perpetrators, and victims when viewing an action as bullying.

The factors that cause bullying are pretty diverse. From interviews with students and administrators of the Sarungan Task Force, it was found that some bullies carried out these actions because they wanted to show their strength or dominance in front of their peers. Some followed the influence of group friends or wanted to be considered cool in their environment. One administrator said that some students had the habit of ordering or shouting because they came from families with strict parenting patterns, so these actions were carried over to the boarding school environment. In addition, it was also found when I interviewed one of the teachers at the high school that the influence of the room environment, the existence of small gangs, and defending the wrong friends were the causes of unfair attitudes or bullying towards other students. In order to handle and prevent this, the boarding school formed the Sarungan Task Force, namely a task force consisting of junior high school teachers, senior high school/Islamic high school teachers, and room administrators who had received basic training on bullying prevention.

This task force is led directly by the Principal of Al-Muayyad Middle School and works across educational units within the boarding school environment. In its implementation, the Sarungan Task Force is always open to its students to report bullying directly. I interviewed the Task Force Team and asked how students can report bullying. He answered, "We are always open and ready at any time for male/female students who want to report bullying, either when they are victims or witnesses, when they see bullying. The Task Force Team will also hide the reporter's identity for the sake of security and comfort". He also said "this Task Force Team is always ready because this team also lives close to the students,

where the rooms are right next to the students, so if students want to tell their stories they will always be ready to listen.

The main task of the Task Force is to conduct daily supervision, receive reports, verify cases, and resolve problems through an initial approach in the form of reprimands, mediation, and counseling. If the perpetrator does not change, then sanctions will be imposed. As stated by several students that researchers met during observations, they said "if someone commits bullying, sometimes they are given punishments such as cleaning the hut, standing in the yard while reading *nariyahan*, and several other punishments". If it can no longer be resolved, the student will be sent home to their parents, so that it does not become a disease for others too, and this has also been done by the task force team when researchers saw the summary of the existing task force team report. When researchers asked female students whether this punishment deterred children involved in the case, this female student answered that the punishment given by the task force team was very instructive. So that children feel deterred, the punishment given also varies depending on the actions/prohibitions violated by female or male students

In addition to directly handling perpetrators and victims, the Sarungan Task Force also runs a prevention program. As stated by the task force members, one form of preventive activity is annual socialization to students and guardians, which consists of explaining the types of bullying, how to report it, and applicable sanctions. The task force also provides initial tests to new students to map potential deviant behavior. The Sarungan task force team also created other programs, such as holding poster and article competitions related to bullying. There is also regulatory improvement, where there is an improvement in the student code of conduct and teacher code of ethics by adding an anti-bullying article. The program creates an anti-PTK and vigilante learning contract, so each class has an agreement/learning contract that includes a prohibition on bullying, acts of violence, and vigilante learning.

The outbound program is expected to help students get to know each other better so that there is a good relationship between classmates and juniors or seniors, creating a sense of family that cares for each other. This outbound program was also formed so that students do not feel bored at the boarding school, where they sometimes feel bored with the same activities. The last is the Evaluation Program, which is carried out by the task force team at the end of the semester to evaluate everything that has been implemented or has happened. Based on the results of field observations and report data obtained and reinforced by the Task Force team's notes, it is known that the bullying prevention program through the Sarungan Task Force showed quite positive results. There has been a decrease in bullying case reports, from almost every week to only a few cases in a month. This

shows the effect of the Task Force team's closer and more responsive assistance. In addition, the ease of reporting access and the personal approach taken by Task Force members who live close to the students make the students feel safer conveying their complaints.

During its implementation, several obstacles were still encountered by the Task Force. Some students are still reluctant to report because they fear being ostracized or retaliated against by the perpetrators. Some do not understand that rude remarks or jokes are included in the category of bullying. In addition, most students are not used to conveying personal problems to others because they feel embarrassed or afraid of being considered weak. Therefore, the Task Force also strengthens the role of teachers, homeroom teachers, and dormitory administrators to participate as companions and liaisons between students and the Task Force team if necessary. Program evaluations are carried out routinely every semester, both through internal team meetings and in meetings with caregivers, dormitory administrators, and the *asatidz* council, to review the effectiveness of program implementation and adjust future strategies.

Based on the results of this study, we know that bullying still occurs at the Al-Muayyad Islamic Boarding School in various forms, and the Sarungan Task Force is present as an effort to handle and prevent bullying that is quite organized in this Islamic boarding school. This task force was formed in December 2023 and serves as a liaison between various units in the Islamic boarding school, including dormitories and educational units, so that handling bullying can be carried out in an integrated manner and involve all parties, not just caregivers. The task force not only takes action against perpetrators with educational punishments, such as reading work or cleaning the boarding area, but also carries out prevention programs such as socialization, initial tests to detect potential bullies, anti-bullying learning contracts, and outbound activities to strengthen student relationships. Although the program's implementation still faces several challenges, the decrease in the number of reports and the emergence of awareness among some students to look after each other show that this program has positively impacted the social conditions and comfort of students at the boarding school. However, strengthening education and involvement of all parties is still needed so bullying prevention efforts can run more effectively and sustainably.

The presence of the Sarungan Task Force at the Al-Muayyad Islamic Boarding School is an appropriate response to this condition. From the results of the study, it can be seen that the Task Force works with a clear structure and procedure. Students can report bullying through a direct channel where they can tell stories and receive input from existing teachers. So that students can deal with bullying wisely. The Task Force Team not only responds to reports passively, but is also

proactive in daily supervision. A member of the Task Force said that they live next to the students' rooms to facilitate the approach.

This approach model shows the application of Positive Discipline values (Dreikurs & Grey, 1998), namely fostering behavior through communication and emotional involvement, not just through punishment. Regarding implementation, the Task Force reprimands the perpetrators and provides educational forms of punishment, such as reading a word while standing in the yard or cleaning the boarding area. If the perpetrator does not show change, further action such as expulsion from the boarding school can be taken. This approach is based on positive discipline, instilling awareness and responsibility, not just scaring. A student admitted that the punishment deterred him and became a lesson. This is also reinforced by the confession of senior students who were previously perpetrators of bullying, who now feel responsible for preventing similar things from happening to their younger siblings.

In addition to enforcement, the Task Force also carries out various prevention programs. Annual socialization to new students and guardians (Nurjanah, 2018), filling out initial tests to detect students with high potential for bullying, and anti-bullying learning contracts are part of the educational strategy. This is where character education (Lickona, 1991) is carried out by instilling values such as responsibility, compassion, and empathy through real activities.

The outbound program created by the Task Force aims to strengthen student relations and create a more harmonious sense of family. Monthly evaluations, updating the boarding school rules by adding anti-bullying articles, and involving BK teachers in counseling also strengthen this system. Monitoring is carried out on all students, especially those with a history of being victims or perpetrators (Gentala & Basis, 2024). This shows that the Task Force is moving at the action level and at the prevention and maintenance stage of a healthy environment.

From the documentation and reports collected by the Task Force team, there has been a significant decrease in the number of bullying reports. If there were reports almost every week previously, now there are only two reports in a month, and there have been no reports for two consecutive months. This is a fairly real indicator of success in the context of community-based educational interventions. This finding is also supported by previous research, which states that local wisdom-based supervision can reduce violence in Islamic boarding schools, as well as research which states that counseling from the Task Force Team can reduce juvenile delinquency in Islamic educational institutions.

However, obstacles remain. Some students still do not dare to report because they are afraid of being ostracized or retaliated against by the perpetrators. On the other hand, some forms of teasing are still considered ordinary jokes, not bullying.

This shows that the changes have not fully touched the cultural dimension or perspective. In this case, a theoretical approach such as Olweus's remains relevant: as long as the imbalance of power still occurs and hurtful actions are repeated, then it is bullying, regardless of the perception of some parties.

Thus, this discussion confirms that the Sarungan Task Force is a comprehensive, multi-layered, Islamic, and humanitarian value-based bullying prevention model. The success of this program lies not only in reducing the number of cases but also in the growth of collective awareness, changes in mindset, and the presence of a support system that all students can access. Although there is still room for improvement, this approach is worthy of being an example for other Islamic boarding schools facing similar problems.

Discussion

Bullying is a fairly complex issue in Islamic boarding school life, because it is not only related to individual behavior, but also to culture, social structure, and long-rooted perspectives. Based on the results of interviews and observations, it was found that the most common form of bullying in the Al-Muayyad Islamic Boarding School environment was verbal bullying, such as teasing, harsh orders, and insults packaged in the form of jokes. This is in line with the definition of bullying according to Olweus (1993), which states that bullying involves an imbalance of power and is carried out repeatedly against weaker individuals. The forms of Bullying are divided into several, namely physical bullying, verbal bullying, social bullying, and cyberbullying (Ruswita et al., 2020; Arfah & Wantini, 2023).

Several main factors cause bullying, namely Individual factors, Family factors (Herawati & Deharnita, 2019), School or Islamic Boarding School Environmental Factors (Azhari & Rahmawati, 2024), Peer Factors (Sari & Budiman, 2021), Mass Media Factors (Utami & Baiti, 2018). Other forms of bullying are in social forms, such as exclusion. In one case, student A did not like student B and told this to student C excessively, until finally student C also distanced himself from student B. This creates social pressure on the excluded students and shows indirect power dynamics in peer groups. This situation confirms that bullying does not always occur in a clear physical form, but can also occur through relationship patterns that seem ordinary but are painful for the victim (Abdullah et al., 2024).

The seniority culture was also found to be ongoing, although in a milder form than in the past. A senior student stated that now his style of ordering is not as harsh as before, but impolite orders or verbal threats still occur, such as "dear, buy snacks at the canteen! If you don't want to, he will say you are a f**ker, if you are told to do so, you will immediately obey!" When viewed from the perspective of Social Ecology Theory (Bronfenbrenner, 1979), bullying in Islamic boarding schools

is influenced by the social environment which includes the relationship between individuals and peers (microsystem), the structure of regulations at school/boarding house (mesosystem), and the culture of the boarding school such as the senior-junior hierarchy (macrosystem). The Sarungan Task Force is a liaison and controller at all these levels (Kusuma, 2014).

The presence of the Sarungan Task Force at the Al-Muayyad Islamic Boarding School is an appropriate response to this condition. From the results of the study, it can be seen that the Task Force works with a clear structure and procedure. Students can report bullying through a direct channel where they can tell stories and receive input from existing teachers. So that students can deal with bullying wisely (Aprilianto & Fatikh, 2024). The Task Force Team not only responds to reports passively, but is also proactive in daily supervision. A member of the Task Force said that they live next to the students' rooms to facilitate the approach. This approach model shows the application of Positive Discipline values (Dreikurs & Grey, 1998), namely fostering behavior through communication and emotional involvement, not just through punishment. In terms of implementation, the Task Force reprimands the perpetrators and provides educational forms of punishment, such as reading a word while standing in the yard or cleaning the boarding area. If the perpetrator does not show change, further action such as expulsion from the boarding school can be taken. This approach is based on positive discipline: instilling awareness and responsibility, not just scaring. A student admitted that the punishment given made him deterred and became a lesson (Hasan et al., 2023). This is also reinforced by the confession of senior students who were previously bullies, now feeling responsible for preventing similar things from happening to their younger siblings.

In addition to taking action, the Task Force also runs various prevention programs. Annual socialization to new students and guardians (Nurjanah, 2018), filling out initial tests to detect students with high potential for bullying, and anti-bullying learning contracts are part of the educational strategy (Hasan et al., 2023). This is where character education is carried out by instilling values such as responsibility, compassion, and empathy through real activities (Lickona, 1991). The outbound program created by the Task Force aims to strengthen student relations and create a more harmonious sense of family.

Monthly evaluations, updating the boarding school rules by adding anti-bullying articles, and involving BK teachers in counseling also strengthen this system (Kholik et al., 2024). Monitoring is carried out on all students, especially those with a history of being victims or perpetrators (Gentala & Dasar, 2024). This shows that the Task Force is moving at the action level and at the prevention and maintenance stage of a healthy environment.

From the documentation and reports collected by the Task Force team, there has been a significant decrease in the number of bullying reports. If there were reports almost every week previously, now there are only two reports in a month, and there have been no reports for two consecutive months. This is a fairly real indicator of success in the context of community-based educational interventions. This finding is also supported by previous research, which states that local wisdom-based supervision can reduce violence in Islamic boarding schools, as well as research that states that counseling from the Task Force Team can reduce juvenile delinquency in Islamic educational institutions.

However, obstacles remain. Some students still do not dare to report because they are afraid of being ostracized or retaliated against by the perpetrators. On the other hand, some forms of teasing are still considered ordinary jokes, not bullying. This shows that the changes have not fully touched the cultural dimension or perspective. In this case, a theoretical approach such as Olweus's remains relevant. As long as the imbalance of power still occurs and hurtful actions are repeated, then it is bullying, regardless of the perception of some parties.

Thus, this discussion confirms that the Sarungan Task Force is a comprehensive, multi-layered, Islamic, and humanitarian value-based bullying prevention model. The success of this program lies not only in reducing the number of cases, but also in the growth of collective awareness, changes in mindset, and the presence of a support system that all students can access. Although there is still room for improvement, this approach is worthy of being an example for other Islamic boarding schools facing similar problems.

Conclusion

The Sarungan Task Force program at the Al-Muayyad Islamic Boarding School in Surakarta has proven effective in suppressing bullying cases, especially in verbal and social forms. This effectiveness is evident through concrete data showing a decrease in the number of bullying reports, from what initially occurred every week to only two reports in one month, and even no reports at all for two consecutive months before one case reappeared in the third month. Testimonies from junior students also strengthen this finding, where they stated that they felt safer and more comfortable with the supervision of the Sarungan Task Force consisting of selected senior students. The Islamic value-based approach and the direct involvement of students in the social supervision function create a more conducive, open Islamic boarding school atmosphere that prioritizes mutual respect.

The success of this program is also supported by various strategies that have been implemented consistently, such as providing educational sanctions, guidance,

and counseling services, implementing routine socialization, preparing anti-violence learning contracts, and strengthening internal Islamic boarding school regulations. However, challenges remain, especially in overcoming the remnants of the culture of seniority that persists subtly, the limited number of Task Force members, and the low understanding of the boundaries between joking and bullying. Therefore, although the results are encouraging, this program still needs continuous improvement and strengthening.

To support the development of similar programs in other Islamic boarding schools, it is recommended that similar educational institutions can replicate the Sarungan Task Force model by adjusting the internal characteristics of each Islamic boarding school. Providing Task Force members with special training on conflict mediation and early detection of potential violence is also important. In addition, cross-unit collaboration between schools, Islamic boarding school administrators, guardians of students, and teachers is an important factor in comprehensively strengthening the bullying prevention system. The use of technology such as online-based reporting applications can also be considered to increase access to safe and fast reporting, especially for victims who are reluctant to report directly. Periodic evaluation and monitoring are also needed to ensure the effectiveness of the program and respond to the social dynamics that occur in the Islamic boarding school environment.

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