

VALUE INSTILLATION AS A MEASURE TO PREVENT BULLYING AT MIN 7 ACEH BARAT

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Abstrak

Di era digitalisasi ini, telah terjadi perubahan signifikan dalam pendidikan karakter. Banyak siswa masih mengalami perundungan di sekolah, yang seharusnya menjadi tempat teraman bagi siswa untuk belajar. Untuk menghindari hal ini, perlu menanamkan nilai-nilai karakter sebagai upaya pencegahan perundungan. Penelitian ini bertujuan untuk: (1) mengidentifikasi bentuk-bentuk perundungan yang terjadi di lingkungan sekolah, (2) menganalisis penanaman nilai-nilai karakter sebagai upaya pencegahan perundungan, dan (3) mengidentifikasi faktor pendukung dan penghambat dalam proses penanaman nilai-nilai karakter. Metode penelitian yang digunakan adalah deskriptif dengan pendekatan kualitatif, melibatkan lima subjek yang terdiri dari kepala sekolah, guru, dan siswa di MIN 7 Aceh Barat. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa bentuk-bentuk perundungan yang terjadi meliputi perundungan verbal berupa julukan atau ejekan yang merendahkan, serta kekerasan fisik dan perundungan. Perilaku nonverbal meliputi tindakan fisik seperti mendorong, mencubit, dan menendang teman saat bermain. Upaya pencegahan dilakukan melalui pengintegrasian nilai-nilai karakter dalam pengajaran kisah-kisah para nabi, teladan guru, dan pendekatan nasihat yang bijaksana. Faktor pendukung meliputi sosialisasi anti-perundungan, kerja sama antara orang tua, guru, dan masyarakat, serta sekolah-sekolah agama. Faktor penghambat meliputi kurangnya kesadaran siswa tentang dampak perundungan, pengaruh lingkungan sosial dan media, serta peran orang tua yang minimal.

Abstract

In this era of digitalization, there have been significant changes in character education. Many students still experience bullying at school, which should be the safest place for students to learn. To avoid this, it is necessary to instill character values as a means of preventing bullying. Research This

study aims to: (1) identify forms of bullying that occur in the school environment, (2) analyze the instillation of character values as an effort to prevent bullying, and (3) identify supporting and inhibiting factors in the process of instilling character values. The research method used is descriptive with a qualitative approach, involving five subjects consisting of the principal, teachers, and students at MIN 7 Aceh Barat. Data collection techniques were carried out through observation, interviews, and documentation. The results showed that the forms of bullying that occurred included verbal bullying in the form of derogatory nicknames or taunts, as well as physical abuse and bullying. Nonverbal behavior includes physical actions such as pushing, pinching, and kicking friends while playing. Prevention efforts are carried out through the integration of character values in the teaching of stories about prophets, teacher role models, and a wise advisory approach. Supporting factors include anti-bullying socialization, cooperation between parents, teachers, and the community. The inhibiting factors include students' lack of awareness of the impact of bullying, the influence of social and media environments, and the minimal role of parents.

INTRODUCTION

Education is one of the most important things for a nation and country to educate the younger generation through several aspects of education, namely the implementation of education in the field, education levels, curriculum, education management, facilities and infrastructure. Over time, education has undergone changes, especially in the curriculum. One of these changes is the independent curriculum, which emphasizes character education (Annisa, Jehan, and Yulvani 2023). Bullying in schools is a problem involving interactions between students that are often based on an imbalance of power, both physical and psychological. Bullying is a pattern of negative behavior that is repetitive and has negative intentions. This phenomenon can take the form of verbal, physical, or social abuse, such as teasing, intimidating, or ostracizing friends. Factors such as media influence, family environment, and a lack of understanding of empathy and character education from an early age contribute to bullying behavior. This phenomenon highlights the need to create a safe and positive school environment, as well as the active role of teachers and parents in educating children about the importance of mutual respect and caring for one another (Silvana, Maria, and Putri 2016).

In today's digital age, it can be seen that there has been a decline in character among students, and violence still often occurs in schools. Therefore, strengthening character education is very important. This strengthening of education is carried out through the Pancasila Education Profile (P5) program. The launch of P5 (Pancasila Student Profile Strengthening Project) can help overcome bullying in schools. P5, which emphasizes the development of character and Pancasila values, can be the foundation for creating a safer, more inclusive, and bullying-free school environment. Bullying is the use of power to hurt others physically, verbally, or psychologically, causing the victim to feel afraid, traumatized, and helpless. Bullying can be carried out by one person or a group of people, and its purpose is to make the victim feel uncomfortable, afraid, or depressed (Ahmad 2024).

Based on preliminary observations conducted at MIN 7 Aceh Barat, several acts of bullying were found, such as teasing, insulting, and using harsh words, as well as physical bullying such as pushing, hitting, and hair pulling. There were also indirect forms of bullying such as ostracizing friends. Based on the findings of the bullying actions mentioned above, these actions are inappropriate or unusual among peers at school. School should be a place of protection, but instead it has become a place where bullying occurs. Therefore, preventing or addressing bullying is necessary to avoid undesirable consequences, such as students not wanting to go to school. The solution to prevent the above problems is character education, which is a very important and effective solution. Character education aims to shape moral values, such as empathy, tolerance, and respect for diversity, which will help students understand the negative impact of bullying behavior. This is also in line with the

results of research conducted by Asy'ari, which found that the implementation of character education can prevent bullying. This is done through the instilling of moral values through teaching and learning activities, routine school activities, extracurricular activities, and discipline (Fahri 2022).

he character education process is not limited to formal learning in the classroom, but also includes its application in the school environment through daily habits, strengthening school culture, and active collaboration between teachers and parents. One of the benefits of implementing character education in schools is that it can shape children's personalities, educate them on how to behave, train them in discipline, and enable them to become better and more focused (Lathifah 2022). Based on this description, the researcher felt it necessary to review the study "Instilling Character Values as an Effort to Prevent Bullying at MIN 7 Aceh Barat". This research is expected to provide effective solutions for teachers in preventing bullying in schools.

METHOD

This study used descriptive qualitative research, which aimed to analyze the instillation of character values as a means of preventing bullying at MIN 7 Aceh Barat (Nurdiana 2021).

1. Types of Data Required

Primary data is data obtained from the research site, namely the principal and homeroom teachers of grades I to VI at MIN 7 Aceh Barat through observation, interviews, and documentation (Azwar, Sefudin 2017). Meanwhile, secondary data is data that can be obtained from various sources such as books, reports, journals, and others (Sugiyono 2016). Observation is a technique carried out by conducting careful observation and systematic recording (Suharsisni 2015). An interview is a form of direct communication between the researcher and the respondent or a conversation between two or more people with the aim of obtaining information from the source (W.Gulo 2016). Documentation is a data collection technique that obtains secondary data, namely data obtained in written form in documents or books that are relevant to the research, with the aim of obtaining a basis for obtaining data and drawing conclusions (Afifi 2016).

2. Data Processing And Analysis Techniques

Data reduction involves selecting and focusing on important points and summarizing key data. In data reduction, field reports are summarized, key points are selected, focus is placed on important matters, and themes or patterns are sought. Data Display According to

Miles Huberman in Sugianto, what is often used in presenting data in qualitative research is narrative text. Concluding Drawing/Verification The next step in qualitative data analysis according to Miles and Huberman is drawing conclusions and verification. The initial conclusions found are still temporary and will change if no strong evidence is found to support them in the next stage of data collection (Sugiyono 2016).

RESULTS AND DISCUSION

1. Forms of Bullying Occurring at MIN 7 Aceh Barat

a. Types of bullying at MIN 7 Aceh Barat

The issue of bullying in madrasahs remains a serious problem that requires the attention of various parties, including educators, parents, and the community. Madrasahs, as educational institutions, play a strategic role in shaping the character of students so that they develop mutual respect, empathy, and tolerance. One approach that can be taken to prevent and overcome bullying is through the comprehensive implementation of character education in learning activities and social interactions at madrasahs. Based on the results of the research as described in the theory on page 32, Pony's theory states that there are two forms of bullying, namely:

1. Physical Bullying

Physical bullying is a form of bullying that involves direct physical violence against a person, with the aim of hurting, torturing, or intimidating the victim. The forms of physical bullying that often occur at MIN 7 Aceh Barat madrasah, as reported by Mrs. RH and Mrs. IH, are: "The forms of physical bullying that occur at MIN 7 Aceh Barat are students pushing each other on the field during breaks, which eventually leads to fighting, pinching their friends, and minor physical fights such as pulling hands" (RH, IH 2025). The same thing was also said by Mrs. SZ, PI, and Mrs. JP, who said that physical bullying that often occurs at MIN 7 Aceh Barat generally occurs among male students who often kick and push their friends (SZ, PI, and JP 2025).

Based on the results of the interviews above, it can be concluded that at MIN 7 Aceh Barat, there is physical bullying, such as students pushing each other on the field during breaks, which eventually leads to fighting, pinching their friends, pulling their hands, and even kicking their friends. Based on the results of the student interviews, it can be concluded that physical bullying does indeed occur at MIN 7 Aceh Barat, such as pushing each other on the field during recess, which eventually leads to fighting.

2. Non-Physical Bullying

Non-physical bullying is a form of bullying that does not involve direct violence against the victim's body, but still causes emotional, psychological, or social harm. Although it does not cause physical injury, this type of bullying can have a major impact on the victim's mental health and well-being. The head of the MIN 7 Aceh Barat madrasah, Mrs. SI, said that the most common forms of non-physical bullying at the madrasah are teasing about a friend's physical appearance, such as their height, skin color, or appearance. In addition, there are also other verbal forms of bullying, such as calling someone by inappropriate names. Sometimes, there is also exclusion, such as refusing to invite certain friends to play or study together" (SI, 2025). The same thing was also expressed by Mr. AN, who said that it generally takes the form of verbal bullying such as ridicule, calling friends by hurtful nicknames, and mild intimidation such as bossing friends around" (AN, 2025).

Based on the interviews above, it can be concluded that the most common form of bullying in this madrasah is verbal bullying, such as physical taunts, giving nicknames or inappropriate names, and derogatory or hurtful remarks to friends. In addition, minor physical bullying such as pushing or rudely ordering friends around while playing was also found. Based on the results of interviews with students, it can be concluded that students at MIN 7 Aceh Barat often tease their friends and frequently give them nicknames.

b. Reasons why people bully others

Bullying is a behavior that often occurs in madrasahs and can have a negative impact on students' emotional, social, and academic development. To understand and prevent bullying, it is important to know the main reasons why people engage in this behavior. Based on the results of research as described in the theory on page 33, Nabilah's theory states that the reasons for bullying include:

1. Lack of attention from parents

Lack of attention from parents is a condition where parents do not provide enough time, affection, guidance, or supervision for their children, both emotionally and physically. This can occur for various reasons, such as work commitments, personal problems, lack of understanding about parenting, or physical/emotional absence in the child's life. One of the factors that cause bullying behavior is lack of attention from parents. This was conveyed by Mrs. SI and Mrs. RH, who said: "Children who lack attention at home often feel lonely and lack self-control, so they vent those feelings by bullying at school. Furthermore, Mrs. IH said that busy parents or parents who are not involved in their children's lives cause them to lose direction, and without proper guidance, children can engage in negative behavior" (SI, RH 2025).

Based on the results of the interviews above, it can be concluded that a lack of parental attention is a serious problem that can affect a child's overall growth and development. Therefore, parents need to be actively involved in their children's lives by providing consistent attention, affection, and guidance.

2. The influence of the social environment

The community environment is everything around an individual, consisting of social groups, norms, values, culture, and the physical conditions of the place where the individual lives and interacts. This environment plays a significant role in shaping a person's behavior, attitudes, and mindset. This was conveyed by Mr. AN and Mrs. SZ, who said that:

“We found some students who were accustomed to hearing harsh words in their environment, then brought that style of speech to school and used it to tease their friends” (AN, SZ 2025). A supportive community environment, full of values of togetherness, and upholding mutual respect can be a strong defense against bullying. Therefore, the community has an active role in setting a good example and creating a safe space for children.

3. Peer factors

Peer factors are influences that come from groups of friends of the same age or social environment that play a major role in shaping a person's personality, attitudes, and behavior. Peers often become role models or examples because of the need to be accepted and recognized within the group. This was conveyed by the head of the madrasah and Mrs. JP and PI, who said:

“There are students who are actually quiet, but when they join a group of friends who like to tease or belittle others, over time they start to join in too” (JP, PI 2025). Based on the interview results, it can be concluded that the causes of bullying are complex and originate from various aspects, both internal and external. The most dominant factors include a lack of attention and affection from parents, causing children to seek attention through negative behavior, environmental influences, such as watching violent content, or unhealthy interactions with peers.

c. Teachers' efforts to instill character values as a means of preventing bullying

Bullying in schools is a serious problem that not only disrupts the teaching and learning process, but can also damage students' mental health and character development.

As the front line in education, teachers play a very important role in preventing and dealing with bullying behavior. The efforts you can make to prevent bullying behavior include:

1. Teachers welcome students at the gate when they enter the madrasah

Welcoming students at the madrasah gate by teachers is a form of preventive approach to bullying behavior. This action is part of a strategy to build a positive and child-friendly school climate and create a sense of security from the moment students arrive at school. This was conveyed by the school principal and Mrs. JP, who said:

“This activity is carried out as an effort to instill the character traits of discipline, compassion, care, exemplary behavior, communication, and mutual respect” (SI, JP 2025). Mrs. RH echoed this sentiment, saying, “Welcoming students at the school gate is not just a formality. It is part of instilling character values, especially respect, compassion, empathy, and discipline. By welcoming students, teachers signal that they are cared for and valued from the moment they enter the school environment” (RH, 2025).



Figure 3.1 Teachers welcoming students at the gate as they enter the madrasah

2. Conducting character building through routine activities

Character building through routine activities is one of the preventive strategies implemented by schools to prevent bullying by continuously instilling positive moral, ethical, and social values in students. These activities aim to shape students' characters to be good, respectful, and empathetic towards others. This was conveyed by Mrs. SZ and Mrs. AN, who said: “We often provide guidance and coaching to students through routine activities such as ceremonies and recitations. Teachers also observe student interactions during breaks and playtime. If there are signs of bullying, we immediately reprimand and call the relevant parties, including parents” (SI, 2025).

Based on the interview results above, it can be concluded that teachers provide counseling and guidance to students through routine activities such as ceremonies, religious

lectures, and so on. The character value instilled is building self-confidence. Based on the results of observations and interviews with students, MIN 7 students always carry out religious lectures in the morning, as shown in the picture below.

3. Implementing guidance and counseling services

Guidance and counseling services are a form of professional support in madrasahs that aim to help students develop their potential, overcome personal or social problems, and prevent and deal with deviant behavior, including bullying. This was conveyed by Mrs. IH and Mrs. PI, who said that:

"Teachers also actively implement guidance and counseling services. Guidance counselors take a personal approach to students who are indicated to be involved in bullying, either as victims or perpetrators, and teachers strive to strengthen character education, conduct regular coaching, and form a team of teachers to monitor student behavior. We also involve parents in parent-teacher meetings to discuss this issue" (IH, PI 2025).

From the interviews conducted, it can be concluded that teachers make these efforts by, among other things, providing regular character building, both through subjects and religious activities, taking a personal approach to students, especially those who are potentially perpetrators or victims of bullying, monitoring interactions between students, involving parents through active communication to create cooperation between the madrasah and the home in educating children, and integrating moral values and empathy into learning so that students learn to understand and respect the feelings of others.



Figure 3.3 Teacher providing counseling guidance

2. Character Building as a Bullying Prevention Effort at MIN 7 Aceh Barat

Character education is an important foundation in shaping the attitudes and behaviors of students, including in preventing bullying in the madrasah environment. Through the instillation of moral values such as empathy, tolerance, responsibility, and respect, students can learn to treat others well and appreciate differences. The instillation of character values as an effort to prevent bullying at MIN 7 Aceh Barat includes:

a. Integration of character values in subjects based on the stories of the prophets

In the context of basic education, teachers play a major role as role models and mentors in shaping children's character. To gain a more concrete understanding of how character education is applied in bullying prevention efforts, interviews were conducted with teachers at MIN 7 Aceh Barat. These interviews explored the various methods, strategies, and approaches used by teachers to integrate character values into learning activities and daily life at the madrasah. Mrs. SI, the head of the madrasah, explained that:

"The way to implement character education as an effort to prevent bullying is that we integrate character education into lessons, especially during Islamic Education, Indonesian Language, and Social Studies lessons. For example, when discussing the stories of prophets or heroes, we relate them to the values of tolerance, empathy, and cooperation. We also do this through religious activities such as praying in congregation and reciting the Quran together" (SI, 2025). The same thing was also expressed by Mrs. RH, who said: "Teachers always try to insert character values such as honesty, responsibility, patience, and social awareness in every subject. Especially in PAI lessons, I use the stories of the prophets as contextual and inspirational learning media. For example, when discussing Prophet Ibrahim, I relate it to the values of obedience to parents and obedience to Allah, and when discussing the stories of prophets or heroes, we relate them to the values of tolerance, empathy, and cooperation" (RH, 2025).

Based on the results of the above interviews, it can be seen that this form of character value instillation is aimed at shaping the character values of empathy, tolerance, cooperation, honesty, responsibility, patience, and social awareness. Based on the results of the student interviews, teachers often tell stories about the exemplary prophets.

b. Giving Advice

In everyday life, giving advice is not only the responsibility of teachers, parents, or leaders, but also the obligation of every Muslim towards their brothers and sisters. Advice given with sincere intentions and in the right manner can be a means of self-improvement

and community improvement. As for instilling character values as an effort to prevent bullying by giving advice to students, Mrs. SZ said that:

“I see advice as a very important tool in shaping students' character. At elementary school age, children still need a lot of guidance. Advice given in a kind, gentle, and loving manner can touch children's hearts and shape their awareness of what is good and bad” (SZ, 2025). Mrs. IH expressed a different opinion, saying that character education is not only through lessons, but also through real examples. I try to give moral messages every day when teaching and during interactions outside the classroom. We also have a special schedule for muhasabah and moral guidance (IH, 2025). Character education does not only teach students about right and wrong, but also shapes habits of thinking, behaving, and acting that reflect noble values. Madrasahs have an important role in instilling these values consistently, both through the learning process and through students' daily activities. Based on the results of student interviews, teachers often give advice, even every day after lessons are conducted.

c. Setting an example for students

Ethics is an important part of shaping students' character, especially in the school environment, which is the main place where they learn to interact and socialize. Teachers, as role models, have a strategic role in instilling ethical values through their daily actions, words, and attitudes. The example set by teachers for students is conveyed by Mrs. JP, who says that:

“Teachers always try to be role models, such as greeting students warmly, not getting angry, and listening to their complaints. If there is a conflict, we handle it calmly so that they learn how to solve problems without violence” (JP, 2025). The same thing was also expressed by Mrs. AN and Mrs. PI, who said that “Teachers try to be consistent in their behavior, such as speaking politely, greeting others, and respecting every student. My attitude is a direct example for them, because children find it easier to imitate than just hear theory” (AN, PI 2025). From the interview results, it can be concluded that teachers at MIN 7 Aceh Barat set a good ethical example for students in various ways, including being polite in their speech and respecting every student without discrimination, demonstrating discipline and responsibility, such as arriving on time, completing tasks, and keeping promises, maintaining cleanliness and tidiness, so that students are accustomed to taking care of their surroundings, resolving problems peacefully and without violence, as examples of how to behave wisely, greeting others, smiling, and saying hello, to build warm and respectful interactions. Based on the results of the student interviews, teachers at MIN 7 Aceh Barat set a good ethical example for students in various ways, including being polite in their speech.



3.4 Bullying Poster at MIN 7 West Aceh

3. Supporting and Hinderling Factors in Character Values Education as an Effort to Prevent Bullying at MIN 7 Aceh Barat.

a. Supporting factors in character values education as an effort to prevent bullying at MIN 7 Aceh Barat

Early character values education is a fundamental part of the educational process, especially in efforts to prevent various negative behaviors, such as bullying, which often occur in educational environments. Therefore, understanding the various factors that support the success of character values as an effort to prevent bullying at MIN 7 Aceh Barat is very important for all elements of education, including teachers, parents, and the madrasah as a whole, to know and apply. The supporting factors in instilling character values as an effort to prevent bullying at MIN 7 Aceh Barat are as follows:

1) Socialization of anti-bullying/cooperation between parents, teachers, and students

Preventing bullying in madrasahs requires cooperation from various parties, ranging from teachers, students, parents, to the wider social environment. Although many programs or strategies have been implemented in madrasahs, the success of prevention efforts is greatly influenced by various supporting and inhibiting factors that arise during implementation. Knowing these factors is very important so that madrasahs can be more effective in designing targeted and sustainable preventive measures. In addition, understanding the obstacles is also the basis for evaluating and improving existing programs. To that end, interviews were conducted with several teachers at MIN 7 Aceh Barat to obtain firsthand information about the conditions in the field, including the factors that

have supported efforts to prevent bullying at the school. This was conveyed by Mrs. SI, the head of the madrasah, who said that:

Socialization to reject bullying is very important in schools, because not all students realize that behaviors such as teasing, mocking, or verbally bullying friends are wrong. Teachers at MIN 7 Aceh Barat regularly conduct these awareness campaigns, whether through ceremonies, daily moral messages, or during class hours. We also relate the material to religious values and character. In addition, we strongly involve parents in this effort" (SI, 2025).

The same thing was also expressed by Mrs. RH, who said: "Alhamdulillah, teachers are implementing an anti-bullying socialization program. We use an approach that is appropriate for the age of the children, including incorporating stories of prophets or Islamic figures who exemplify good character, such as respecting others and not hurting others. We also involve students in reminding each other. In this case, synergy between teachers, parents, and students is very important. When the madrasah and parents agree that bullying must be prevented and prevented together, then children will be easier to guide. We involve parents in parenting activities and we also invite them when there are problems to be solved together, not blamed" (RH, 2025).

Based on the interview results above, it can be concluded that both teachers agree that socialization to reject bullying and good cooperation between teachers, students, and parents are the main supporting factors in preventing bullying in madrasahs. These efforts must be carried out continuously, integrated with religious and character values, and actively involve all parties so that the madrasah environment truly becomes a safe and comfortable place for all students.

2) Religious madrasah environment

The madrasah environment, which is steeped in religious values, provides a strong foundation for shaping students' characters. Regular activities such as reciting the Quran, praying in congregation, and religious lectures serve as a medium for internalizing moral and ethical values. These are supporting factors in preventing bullying in madrasahs. This was conveyed by Mrs. SZ, the head of the madrasah, who said, "A religious madrasah environment is very influential in shaping students' character. At MIN 7 Aceh Barat, we encourage students to pray in congregation, recite prayers together, attend religious lectures, and participate in other religious activities. Through these activities, students learn values such as compassion, mutual assistance, respect for others, and not hurting others. All of this provides a strong moral foundation for avoiding bullying behavior" (SZ, 2025). Mrs.

JP also said that every morning before class, students recite prayers together, followed by a short religious lecture that usually discusses Islamic morals and values. We also involve students in congregational dhuha prayers and encourage them to greet and be polite to teachers and friends.

Based on the interview results, it can be concluded that a religious madrasah environment is an important factor in preventing bullying. Regular religious activities can shape students' character and moral awareness. A madrasah atmosphere filled with Islamic values helps foster empathy and mutual respect, and keeps students away from negative behaviors such as bullying.

3) Teachers' commitment to setting an example

One important factor in preventing bullying in madrasahs is the commitment of teachers to setting an example for students. Teachers are not only educators, but also role models in their attitudes, words, and behavior. Teachers' role models greatly influence the character building of students, including in terms of developing empathy, respecting others, and avoiding violence. This was conveyed by Mrs. PI, who said: "In my opinion, teachers' role models are very important. Children are very easy to imitate. At MIN 7 Aceh Barat, we are always reminded to maintain our behavior because what we do can be directly imitated by students." The same thing was also expressed by Mr. AN, who said that at the madrasah, we try to maintain our attitude as part of da'wah. When we are patient, fair, and respect all students, bullying can be prevented because children learn from direct examples" (PI, AN 2025). From the interview results, it can be concluded that the commitment of teachers in setting an example is a key factor in creating an anti-bullying school culture. Teachers who consistently set an example of being fair, patient, and respectful to all students will encourage students to imitate this positive behavior. This helps create a safe, friendly environment and encourages healthy social interaction among students.

b. Barriers to bullying prevention efforts at MIN 7 Aceh Barat

In the learning process and social development in the madrasah environment, bullying prevention is a very important aspect to consider. Bullying not only has a negative psychological and social impact on victims, but can also disrupt a conducive learning environment. Therefore, various bullying prevention efforts have been carried out by schools, including MIN 7 Aceh Barat. However, in practice, there are various factors that hinder the success of these prevention efforts. These factors need to be identified and analyzed in depth so that they can be used as material for evaluation and as a basis for more

effective policy-making in the future. The inhibiting factors in instilling character values as an effort to prevent bullying at MIN 7 Aceh Barat are as follows:

1) Lack of student awareness of the impact of bullying

Although MIN 7 Aceh Barat has made various efforts to instill character values in students as a form of bullying prevention, in practice it still faces several obstacles and barriers. These obstacles come from various aspects, as stated by Mrs. SI, who said: "Most students do not understand that teasing, ostracizing, or belittling friends is a form of bullying. They consider it to be just a joke." Mrs. RH expressed a similar view, stating that some students actually laugh or stand by when their friends are being bullied. This shows that their awareness of the psychological impact of bullying is still lacking" (SI, RH 2025). From the interview results, it can be concluded that students' awareness of the impact of bullying is still relatively low. This is due to a lack of understanding, environmental influences, and a lack of empathy. A more intensive and collaborative approach is needed so that students can be more caring and understand the dangers of bullying for victims.

2) The influence of social environment and media

Social environment and media are two external elements that greatly influence the development of a child's character. In today's digital age, elementary madrasah students are not only exposed to their family and madrasah environments, but also to social media content, online shows, and interactions with peers outside of madrasah that do not always provide positive examples. Regarding the influence of social environment and media in instilling character values, Mr. AN said: "Many children imitate the language or style of speech from YouTube or TikTok content that they watch. Sometimes they tease their friends with harsh words that they think are funny, even though it is a form of bullying. They are unaware because they think it is normal since they often see it in the media" (AN, 2025). A similar sentiment was expressed by Mrs. PI and Mrs. JP, who said: "They bring habits from outside the madrasah into the madrasah. Such as giving nicknames to friends who look different, or laughing at other people's shortcomings. They all think it's funny because they are used to seeing such content on the internet" (PI, JP 2025).

Based on interviews with teachers at MIN 7 Aceh Barat, it can be concluded that the influence of the social environment and media is one of the factors hindering the instillation of character values and the prevention of bullying. Students tend to imitate negative behaviors they see outside of school, whether through social interactions or digital media. Therefore, it is necessary to strengthen character education in madrasahs, restrict access to

media, and encourage active cooperation from parents to minimize the negative impact of the external environment on student behavior.

3) Lack of active involvement from parents

Although there are parents who fully support character education, there are also many who are less concerned about their children's behavior at madrasah. Communication between madrasah and home is unbalanced, so that character building carried out at madrasah is not reinforced at home. This was conveyed by Mrs. IH and SZ, who said that:

“Most teachers stated that parents often do not attend important activities such as parent meetings, report card collection, or invitations to student case discussions. This makes communication between the madrasah and parents difficult” (IH, SZ, 2025). The lack of active participation by some parents is a serious challenge in the world of education. A more humanistic and systematic approach is needed from the madrasah, such as holding socialization and education programs on the importance of the role of parents, providing flexible means of communication (e.g., through WhatsApp groups or madrasah applications), and involving parents in simple but meaningful activities at the madrasah.

DISCUSSION

A. Forms of Bullying Occurring at MIN 7 Aceh Barat

Based on interviews conducted with several teachers at MIN 7 Aceh Barat, it was found that bullying behavior still occurs in the madrasah environment, although on a relatively small scale. The bullying that occurs is generally covert and is not always recognized by the perpetrators or victims as a form of bullying. Teachers stated that the forms of bullying that occur are quite diverse, with the majority taking the form of verbal and social bullying. The forms of bullying found at MIN 7 Aceh Barat can be classified as follows:

a. Physical Bullying

Physical bullying is aggressive behavior directed at a person's body with the aim of hurting, frightening, or demonstrating power. Although less common, physical bullying remains a concern. The results of this study show that physical bullying still occurs at MIN 7 Aceh Barat, in the form of pushing, pinching, or kicking friends while playing. Damaging a friend's belongings as a form of intimidation. Taking a friend's belongings by force or without permission. Physical bullying usually occurs outside the direct supervision of teachers, such as in the schoolyard or during breaks. The results of this study are in line with research conducted by (Isman, 2023), which states that forms of physical bullying such as

hitting, taking friends' belongings, and extortion, as well as verbal bullying and contributing factors such as family, peers, and social environment. This is supported by research (Anwar, 2022) that physical bullying such as hitting, pinching, pushing, and so on can have a significant effect on students' learning motivation and learning outcomes.

Based on the interview results and supported by previous research, it can be concluded that physical bullying such as hitting and extortion is often influenced by family, peer, and social environment factors, and physical bullying has a significant effect on decreasing student motivation and learning outcomes. Therefore, more intensive supervision, character education approaches, and cooperation between teachers, parents, and students are needed to prevent and deal with cases of physical bullying in madrasahs.

b. Non-Physical Bullying

Verbal bullying is the most common form. It is usually carried out by students against their peers through name-calling or mockery. Insulting comments related to physical appearance, academic ability, or family background. Based on the results of research at MIN 7 Aceh Barat, non-physical or verbal bullying includes physical taunts, giving inappropriate nicknames or names, and derogatory or hurtful remarks to friends. In addition, mild physical bullying such as pushing or rudely ordering friends around while playing was also found. The results of this study are in line with research conducted by (Siti Hajar, 2024) which states that there are five forms of verbal bullying, such as mocking, calling someone names, using profanity, cheering, and humiliating. Children consider some verbal bullying behaviors to be normal, rather than serious oppression, and the effects include feelings of being unappreciated among students, mutual disrespect, and sometimes fights resulting from verbal bullying. This is supported by research (Khairul, 2019) that non-physical bullying that occurs in schools, such as teasing, insults, exclusion, and spreading rumors or slander, are forms of bullying that are not physically visible but have a major impact on students' psychological condition. This type of bullying often occurs repeatedly and is difficult to detect by teachers and parents. Victims usually experience a decline in self-confidence, stress, anxiety, and learning disorders.

B. Instilling Character Values as an Effort to Prevent Bullying at MIN 7 Aceh Barat.

Based on interviews conducted with several teachers at MIN 7 Aceh Barat, it was found that instilling character values is one of the main strategies in preventing bullying in the madrasah environment. The teachers realized that bullying is not just a matter of momentary negative behavior, but is also related to students' lack of understanding of moral values, ethics, and empathy. Therefore, character education has become a long-term

approach that is consistently applied in teaching and learning activities as well as outside the classroom. The instilling of character values as an effort to prevent bullying at MIN 7 Aceh Barat includes:

1. Integration of character values in subjects based on the stories of the prophets

Integrating character values based on the stories of the prophets means systematically incorporating the teachings/examples from the stories of the prophets into the learning of various subjects. The aim is for students to not only learn academic material, but also emulate noble character traits: honesty, patience, determination, trustworthiness, fairness, empathy, and others that are reflected in the lives of the prophets. Based on the results of research, teachers at MIN 7 Aceh Barat actively integrate character values into subjects. Values such as honesty, responsibility, tolerance, cooperation, and caring for others are incorporated into the subject matter and taught through real-life examples that are relevant to students' lives. The results of this study are in line with research conducted by (Dinda, 2025) which states that the stories of the prophets are effective as a medium for character education from an early age; character values that can be internalized such as honesty, patience, responsibility, and monotheism. This is supported by research (Khairul, 2019) that the integration of character values in subjects based on the stories of the prophets contains characteristics such as honesty, integrity, and steadfastness of faith. Based on the results of interviews and supported by previous research, it can be concluded that verbal bullying such as physical taunts, inappropriate nicknames, and demeaning remarks still often occur among students. In addition, mild physical bullying was also found, such as pushing or telling friends to do things in an impolite manner while playing high morality and can be used as an example of character education.

Based on the results of previous studies, it can be concluded that the integration of character values in subjects based on the stories of the prophets can be an effective medium in character education, because it contains important values such as honesty, patience, integrity, steadfastness of faith, and high morality. Therefore, the integration of character values in learning, especially through an approach based on exemplary stories, has been proven to strengthen the character building of students from an early age.

a. Giving Advice

In everyday life, giving advice is not only the responsibility of teachers, parents, or leaders, but also the obligation of every Muslim towards their brothers and sisters. Advice given with sincere intentions and in the right manner can be a means of self-improvement and community improvement. Based on the results of interviews, advice is a very important

tool in shaping the character of students at MIN 7 Aceh Barat. Advice that is conveyed in a polite, gentle, and loving manner can touch the hearts of children and shape their awareness of what is good and bad. The results of this study are in line with research conducted by (Ni'matu, 2025) that by strengthening religious and moral values (including moral advice), children's awareness of bullying increases, and they are quicker to recognize and avoid bullying behavior. This is supported by research (Zaenal, 2024) that teachers who provide regular advice have proven to be one of the effective efforts in preventing bullying behavior in madrasas. Through a persuasive approach and character building carried out by teachers, homeroom teachers, and school officials, students become more aware of the negative impacts of bullying, both physical and non-physical.

Based on the interview results and supported by previous research, it can be concluded that advice is a very important tool in shaping the character of students at MIN 7 Aceh Barat, especially in increasing their awareness of bullying behavior. Advice delivered in a polite, gentle, and loving manner can touch students' hearts, encouraging them to understand and distinguish between good and bad behavior.

b. Setting an example for students

Teachers serve as key role models in instilling character values. In their daily interactions, teachers demonstrate patience, fairness, and impartiality toward students, and offer wise advice when students make mistakes. Based on the results of the study, teachers always try to be role models, such as greeting students kindly, not getting angry, and listening to their complaints. Teachers also try to be consistent in their behavior, such as speaking politely, greeting others, and respecting each student. Teachers' attitudes serve as direct examples for students, because children find it easier to imitate. The results of this study are in line with research conducted by (Nurul Prihatini, 2024). Teachers who consistently demonstrate discipline (punctuality, compliance with rules, work ethic) serve as role models for students, and students' character values improve as a result of the influence of their teachers' example. This is supported by research (Ahmad, 2024) showing that the religious example set by teachers and educators in their practice of faith and morals (being honest, fair, and friendly) strengthens students' character values. The madrasah environment becomes more supportive, and bullying is perceived by students as an act that is not in accordance with moral and religious norms.

Based on the interview results and supported by previous research, it can be concluded that teachers' exemplary attitudes and daily behavior play an important role in shaping students' character. Teachers who greet students warmly, behave politely, listen to students' complaints, and demonstrate consistency in positive behavior, such as greeting

and respecting each student, have become direct examples that are easy for children to emulate.

C. Supporting and Hindering Factors in Instilling Character Values as an Effort to Prevent Bullying at MIN 7 Aceh Barat

The instillation of character values as an effort to prevent bullying in the madrasah environment cannot be separated from various factors that influence its success. Based on interviews with several teachers at MIN 7 Aceh Barat, it was found that in the implementation of character education, there are a number of supporting factors that strengthen the implementation of the program, as well as obstacles that pose challenges in its implementation.

a. Supporting Factors

1. Socialization of anti-bullying/cooperation between parents, teachers, and students

The success of prevention efforts is greatly influenced by various supporting and inhibiting factors that arise during implementation. It is very important to understand these factors so that madrasahs can be more effective in designing targeted and sustainable preventive measures. Based on the interview results, it can be concluded that anti-bullying awareness and good cooperation between teachers, students, and parents are the main supporting factors in preventing bullying in madrasahs. These efforts must be carried out continuously, integrated with religious values and character building, and actively involve all parties so that the madrasah environment truly becomes a safe and comfortable place for all students. This is supported by research (Abd Rahman, 2024) that cooperation between teachers and parents in character education socialization (including understanding character values and habits) has a positive impact. This is also supported by research (Laila, 2020) that anti-bullying socialization involving cooperation between parents, teachers, and students is a strategic and effective step in preventing and reducing bullying behavior in the madrasah environment. Regular socialization activities can increase all parties' understanding of the forms, impacts, and ways to deal with bullying.

Based on the interview results and supported by previous research, it can be concluded that anti-bullying socialization and good cooperation between teachers, students, and parents are the main supporting factors in preventing bullying in madrasahs. These efforts not only require consistency but must also be integrated with religious values and character education in order to shape positive awareness and habits among students.

2. Religious madrasah environment

Based on the interview results, a religious madrasah environment is an important factor in preventing bullying. Regular religious activities can shape students' character and moral awareness. A madrasah atmosphere filled with Islamic values helps foster empathy, mutual respect, and keeps students away from negative behaviors such as bullying. This is supported by research (Syahrul, 2020) which found that one of the supporting factors is that outside the madrasah, there are religious classes, and children are accustomed to religious activities, so it is not too difficult for PAI teachers to guide them in developing a religious character. The same is also supported by research (Mukhlis, 2025) that a religious madrasah environment is realized through habituation, exemplary behavior, and dialogue on values. Madrasahs apply value-based methods in teaching faith and morals, which strengthen students' religious character.

Based on the interview results and supported by previous research, it can be concluded that a religious madrasah environment is one of the important factors in preventing bullying. Regular religious activities can shape noble character, moral awareness, and a sense of empathy and mutual respect among students. A madrasah atmosphere filled with Islamic values indirectly distances students from negative behaviors such as bullying.

3. Teachers' commitment to setting a good example

From the interviews, it can be concluded that teachers' commitment to setting a good example is a key factor in creating a madrasah culture that is anti-bullying. Teachers who consistently set an example of being fair, patient, and respectful to all students will encourage students to imitate this positive behavior. This helps to create a safe, friendly environment that encourages healthy social interaction among students. This is supported by research (Siti, 2022) that emphasizes the importance of teachers as second parents, as teachers' role modeling in their attitudes and actions has an impact on students' character. Teachers need to be concrete examples in their daily behavior. The same research is also supported by the results of research (Laila, 2020) that teachers' commitment to setting an example is one of the significant supporting factors in efforts to prevent bullying in schools. Teachers' exemplary attitudes and behaviors, such as demonstrating fairness, politeness, respect for differences, and resolving problems without violence, serve as real examples for students in shaping positive character.

Based on the interview results and supported by previous research, it can be concluded that teachers' commitment to setting an example is a key factor in creating an anti-bullying culture in madrasahs. Teachers who consistently demonstrate fairness, patience, politeness, and respect for differences can serve as concrete role models for

students, thereby encouraging positive behavior and healthy social interaction in the madrasah environment.

b. Inhibiting Factors

1. Lack of student awareness of the impact of bullying

Although MIN 7 Aceh Barat has made various efforts to instill character values in students as a form of bullying prevention, in practice it still faces several obstacles and barriers. From the interview results, it can be concluded that student awareness of the impact of bullying is still relatively low. This is due to a lack of understanding, environmental influences, and a lack of empathy. A more intensive and collaborative approach is needed so that students can be more concerned and understand the dangers of bullying for victims. This is supported by research (Zaenal, 2024) that one of the obstacles is the low awareness of students about what bullying is and its negative impacts. Some students do not take bullying seriously or do not realize that their actions can hurt their friends. The same is also supported by research (Ade, 2019) that students' lack of awareness of the negative impacts of bullying is one of the main obstacles in efforts to prevent bullying in madrasahs. Many students do not fully understand that actions such as teasing, ostracizing, or insulting friends can cause serious psychological injuries, such as stress, depression, and low self-esteem.

Based on the interview results and supported by previous research, it can be concluded that students' awareness of the impact of bullying at MIN 7 Aceh Barat is still relatively low. A lack of understanding about what bullying is, the influence of the surrounding environment, and low levels of empathy are the main reasons why bullying behavior still occurs and is often considered normal by students.

4. The influence of social environment and media

Based on interviews with teachers at MIN 7 Aceh Barat, it can be concluded that the influence of social environment and media is one of the factors that hinders the instillation of character values and the prevention of bullying. Students tend to imitate negative behaviors they see from outside, whether through social interactions or digital media. Therefore, it is necessary to strengthen character education in madrasahs, restrict media access, and actively involve parents to minimize the negative impact of the external environment on student behavior. This is supported by research (Syifa, 2024) that social media, especially viral content or uncontrolled broadcasts, has the potential to negatively impact student character, especially in the absence of digital education/guidance. The same is also supported by research (Heni, 2019) that social media is part of students' lives, and if

character stimulation is inadequate, the character that is formed can be negatively influenced by culture.

Based on the interview results and supported by previous research, it can be concluded that the social environment and digital media are inhibiting factors in instilling character values and preventing bullying in madrasahs. Students tend to imitate negative behaviors they see outside, either through daily interactions or social media content that is not in line with moral and religious values.

c. Lack of active parental involvement

The lack of active involvement by some parents is a serious challenge in education. A more humanistic and systematic approach is needed from madrasahs, such as holding socialization and education events on the importance of the role of parents, providing flexible means of communication (e.g., through WhatsApp groups or madrasah applications), and involving parents in simple but meaningful activities at madrasahs. This is supported by research (Rina, 2024) that shows that parents' busy routines at home and outside the home cause them to pay less attention to their children's character education. One of the recommendations is to raise awareness among parents to increase their understanding and involvement. This is supported by research (Uzmal, 2024) which found that parents are negligent or assume that the task of character education has been completely handed over to schools. The lack of strategies from parents in accompanying and setting an example of religious character is an obstacle.

Based on the interview results and supported by previous research, it can be concluded that the lack of an active role of some parents in accompanying their children's character education is a serious challenge in efforts to prevent bullying and shape students' morals in madrasahs. Many parents, due to their busy schedules or lack of understanding, completely leave the responsibility of character education to the madrasah. This hinders the creation of synergy between home and madrasah in shaping positive student behavior.

CONCLUSION

Forms of bullying that occur at MIN 7 Aceh Barat include verbal bullying, usually carried out by students against their friends by calling them derogatory or mocking nicknames. Insulting comments related to physical appearance, academic ability, or family background. Physical bullying, such as pushing, pinching, or kicking friends while playing. Damaging friends' belongings as a form of intimidation. Instilling character values as an effort to prevent bullying at MIN 7 Aceh Barat through the integration of character values in learning, teachers at MIN 7 Aceh Barat actively

integrate character values into subjects based on the stories of the prophets and the exemplary behavior of teachers, where teachers demonstrate patience, fairness, do not discriminate against students, and provide wise advice when students make mistakes. Supporting factors include socialization to reject bullying/cooperation between parents, teachers, and students, a religious madrasah environment, and teachers' commitment to setting an example. Meanwhile, the inhibiting factors are mainly the lack of student awareness of the impact of bullying, the influence of social and media environments, and the lack of active parental involvement.

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