

## Educational Authority in Prevention of Bullying at SMP Negeri 23 Kerinci: A Family Law Perspective in Indonesia

Dian Eka Satria & Widya Yul

IAIN Kerinci, Indonesia

dian.satriarx23@gmail.com; widiyayul@iainkerinci.ac.id

---

### Abstract

Although bullying prevention has received increasing attention in educational research, limited empirical work has examined it through the integrated perspectives of educational authority, Islamic family law values, and multi-stakeholder governance. This study analyzes the social-structural manifestations of bullying, the role of educational authority in anti-bullying policy formulation and implementation, the institutionalization of Islamic family law values as a preventive strategy, and the dynamics of multi-stakeholder collaboration in bullying prevention governance at SMP Negeri 23 Kerinci, Jambi. Employing a qualitative case study design, the research involved 25 purposively selected participants, including school leaders, teachers, students, parents, and external stakeholders. Data were collected through semi-structured interviews, non-participant observations, and document analysis, and analyzed using interactive thematic analysis. The findings indicate that bullying is predominantly manifested in non-physical and relational forms embedded in normalized peer interactions and weakly supervised spaces. Educational authority is exercised largely through bureaucratic compliance and reactive responses, thereby limiting its preventive effectiveness. Islamic family law values, such as *rahmah*, *amanah*, and *ukhuwah*, are morally influential but remain informally practiced and insufficiently institutionalized within school governance structures. In addition, weak, procedural, and incident-based collaboration among schools, families, and local government actors constrains shared accountability and undermines sustainable prevention efforts. The study concludes that bullying prevention constitutes a systemic governance challenge that requires the integration of

proactive educational authority, the formal institutionalization of moral-legal values, and sustained multi-stakeholder synergy. These findings contribute to value-based and institutional approaches to bullying prevention while offering practical implications for policy development and collaborative school governance.

**Keywords:** Bullying Prevention; Educational Authority; Islamic Family Law; Multi-Stakeholder Governance; School Governance

## INTRODUCTION

Bullying in schools has emerged as a pervasive global phenomenon that poses serious threats to students' psychological well-being, social development, and academic achievement. International studies consistently demonstrate a strong correlation between bullying experiences and adverse psychological conditions among primary and secondary school students, indicating that the severity and persistence of bullying significantly increase the risk of emotional distress, anxiety, and long-term mental health problems (Yang et al., 2023). Bullying is widely defined as intentional, repetitive aggressive behavior characterized by an imbalance of power between perpetrators and victims, ultimately undermining the fundamental objectives of education to provide a safe, inclusive, and supportive learning environment (Arfani et al., 2025; Febriansyah & Yuningsih, 2024; Menesini & Salmivalli, 2017; Paula et al., 2022). Consequently, bullying has become a critical concern for educators, policymakers, and legal scholars worldwide, requiring sustained academic attention and comprehensive policy responses (Arfani et al., 2025).

Empirical evidence further suggests that school-based anti-bullying programs are generally effective in reducing both bullying perpetration and victimization, although their impact tends to be moderate and varies across contexts (Gaffney et al., 2021). Systematically implemented character education can help students recognize and reject bullying behaviors, while fostering tolerance and empathy (Mardiah & Shabrina, 2025). These variations indicate that program effectiveness is not solely determined by methodological rigor but is also influenced by institutional commitment, policy enforcement, and stakeholder engagement. Recent studies emphasize that the most effective bullying prevention strategies involve a comprehensive approach that integrates school policies, teacher training, and student support systems, underscoring the central role of educational authority in designing,

regulating, and sustaining anti-bullying initiatives (Zhang & Li, 2025). Thus, educational institutions are not merely passive settings where bullying occurs, but active agents with formal authority to shape norms, behaviors, and protective mechanisms within school environments.

Within the Indonesian context, bullying prevention is closely linked to character education, civic education, and legal awareness initiatives implemented at the school level. National studies reveal that the implementation of Civic Education (PKn) holds significant potential for character formation and the creation of safe school environments by emphasizing students' rights and obligations and reinforcing moral responsibility as a core educational objective (Husnunnadia & Slam, 2024). Similarly, reproductive health education and social behavior education play an important role in fostering a conducive and ethical school climate that supports proactive bullying prevention (Tjahjono et al., 2019). Effective bullying prevention programs in Indonesia increasingly require active collaboration among schools, teachers, students, and families to promote shared awareness of the consequences of bullying and to cultivate a collective commitment to student safety (Tini & Ratnawulan, 2025).

Moreover, bullying prevention must be embedded within the entire school system through formal policies, family engagement, school climate transformation, and social skills development to establish inclusive and violence-free educational environments (Collins & Harlacher, 2023). Child-friendly school policies that are comprehensively formulated have been shown to play a crucial role in preventing bullying by strengthening internal regulations and behavioral guidelines for students (Nafis et al., 2025). From a legal standpoint, effective child protection policies demand integrated approaches involving families, schools, and law enforcement agencies to ensure comprehensive safety guarantees for children (Gunawan, 2023). Legal education and counseling for teachers and school staff further enhance vigilance toward bullying indicators and improve understanding of the legal consequences of such behaviors (Hakim & Rahmi 2024).

Parental and community involvement constitutes another essential dimension of bullying prevention, as collaboration beyond the school context reinforces social norms that reject violence and provides broader support systems for students (Collins & Harlacher, 2023). Juridical analyses of bullying cases in educational settings reveal that family dynamics and peer influence are among the primary contributing factors to bullying behavior among

students (Adi et al., 2025). Consequently, legal responses to student perpetrators must carefully balance child protection principles and access to justice, ensuring that sanctions respect children's rights while promoting restorative outcomes (Huda & Silviana, 2024). These efforts must also be supported by binding national and regional education regulations that obligate schools to implement systematic bullying prevention measures (Maulidia et al., 2024). Importantly, bullying prevention strategies should encompass not only victims and perpetrators but also classmates and school communities through clear policies, targeted interventions, and sustained support for affected parties (Böhmer & Steffgen, 2024).

In Indonesia, the urgency of addressing bullying is particularly evident at the regional level. Annual reports from the Kerinci District Education Office (2023) document an increase in verbal and physical violence cases in secondary schools over the past three years. This trend suggests that bullying prevention cannot rely solely on individual teacher awareness or isolated school initiatives, but instead requires structured policy interventions at the district level. Despite this urgency, limited empirical research has examined the role of district education authorities as strategic actors in formulating and implementing anti-bullying policies, particularly within public junior high schools.

This research is further distinguished by its integration of Islamic family law perspectives into the analysis of bullying prevention. Islamic family law in Indonesia has evolved through a long historical process, existing since pre-independence periods and continuing to shape social norms and legal practices in contemporary society (Yasir, 2024). Islamic family law is characterized by diverse interpretations across Sunni and Shi'a schools of thought, which may generate legal uncertainty if not systematically harmonized within national legal frameworks (Hamim & Faisal, 2022). Nevertheless, Islamic law plays a significant role in the development of national law, both as a foundational source and as positive law applicable to specific legal domains, including family and child protection (Alawiyah & Arfa, 2024). These principles emphasize parental responsibility, moral education, and the protection of children's dignity, making them highly relevant to bullying prevention strategies.

Previous studies have explored bullying from legal, educational, and family perspectives. For instance, Adi et al., (2025) conducted a normative legal analysis of bullying law enforcement mechanisms, focusing on child protection legislation and ministerial regulations. Hamidah et al., (2024) examined the preventive role of families in early

childhood bullying, highlighting parental functions such as modeling, mentoring, organizing, and teaching. Bora, (2025) synthesized national and international literature to identify psychological, social, and contextual factors contributing to bullying in secondary schools. Other qualitative studies have documented the manifestations of bullying, its causal factors, and the importance of school–parent–community collaboration (Febriansyah & Yuningsih, 2024; Jun, 2024; Priyosahubawa et al., 2024). However, these studies largely treat legal frameworks, educational authority, and family roles as separate domains, without integrating them into a cohesive analytical framework grounded in Islamic family law and institutional authority at the local government level.

Preliminary observations were conducted to capture the everyday school context in which bullying prevention operates at SMP Negeri 23 Kerinci. The observations revealed that student interactions predominantly occurred in classrooms, corridors, and school yards, where subtle forms of verbal teasing, social exclusion, and dominance behaviors were occasionally evident, although overt physical bullying was rarely observed. School routines such as morning assemblies, classroom management practices, and disciplinary supervision reflected the presence of formal rules promoting respectful conduct; however, their implementation varied across settings and depended largely on teacher presence. Visual displays, including school regulations and moral messages posted on walls, indicated an institutional commitment to character education, yet informal peer dynamics suggested that preventive values were not always internalized uniformly by students (Observation, October 2, 2025).

Drawing upon School Institutional Role Theory, which emphasizes the school's formal authority in shaping student behavior (Collins & Harlacher, 2023), Character Education Theory, highlighting the cultivation of moral values and empathy among students (Berkowitz & Bier, 2023), Child Protection Theory, which frames bullying prevention as part of children's fundamental right to safety (Gilbert et al., 2022), School–Family–Community Partnership Theory, stressing the importance of cross-sector collaboration in student well-being (Epstein, 2024), and Ecological Systems Theory, which conceptualizes bullying as the outcome of interactions across multiple social systems (Bronfenbrenner, 1979), this study addresses this gap by examining bullying prevention as a multidimensional process shaped by educational authority, family law values, and cross-sectoral collaboration. Accordingly, this research aims to analyze how bullying at SMP Negeri 23 Kerinci is manifested in social and structural realities, how educational authority formulates and implements anti-bullying

policies, how Islamic family law values are integrated into school policies, and how synergy among schools, families, and local government enhances the effectiveness of bullying prevention efforts.

## **METHODS**

### **1. Research Type**

This study employed a qualitative research approach to explore the dynamics of educational authority in preventing bullying at SMP Negeri 23 Kerinci from an Indonesian Islamic family law perspective. Qualitative research was chosen because it enables an in-depth understanding of social phenomena, meanings, and interactions within their natural contexts. According to Creswell and Poth (2021), qualitative inquiry is particularly suitable for examining complex social issues that involve values, institutional practices, and human experiences. In the context of bullying prevention, this approach allows the researcher to capture the lived experiences of students, educators, families, and policy actors as well as the normative values embedded in school governance. Recent educational research further confirms that qualitative approaches are essential for analyzing power relations, moral frameworks, and institutional responses to bullying within school settings (Gaber et al., 2025)

### **2. Research Design**

The research design adopted was a case study, focusing on SMP Negeri 23 Kerinci as a single, bounded system. A case study design is appropriate when the research seeks to answer “how” and “why” questions related to contemporary phenomena within real-life settings (Yin, 2024). This design enabled a holistic examination of bullying as manifested in the school’s social and structural realities, the role of educational authority in policy formulation and implementation, and the integration of Islamic family law values into preventive strategies. Compared to survey-based studies that emphasize prevalence, this case study provides deeper analytical insights into institutional processes and inter-sectoral synergy. Recent methodological literature also highlights that case studies are particularly effective for unpacking context-sensitive governance practices in education, including policy enactment and stakeholder collaboration (Harrison et al., 2017).

### **3. Population and Sample**

This study was conducted from October to December 2025 at SMP Negeri 23 Kerinci, located in Sungai Tanduk Village, Kayu Aro Subdistrict, Kerinci Regency, Jambi Province, Indonesia. The population of this study included all stakeholders involved in bullying prevention at SMP Negeri 23 Kerinci, encompassing school authorities, students, families, and local government representatives. The sample consisted of 25 respondents, selected through purposive sampling based on their relevance to the research objectives. The respondents comprised 8 school representatives (1 principal, 1 vice principal for student affairs, 1 counseling teacher, and 5 teachers/wali kelas), 9 students (3 victims, 3 perpetrators, and 3 witnesses of bullying), 5 parents or guardians, and 3 external stakeholders (a representative of the Kerinci District Education Office, a religious leader, and a community leader). Purposive sampling was applied to ensure that informants possessed rich and contextual knowledge of the phenomenon, as recommended by Sugiyono (2021) for qualitative case studies. This sampling strategy is also supported by recent qualitative research emphasizing the importance of information-rich participants in studies addressing sensitive educational and social issues such as bullying (Etikan & Bala, 2020).

### **4. Data Collection Instruments and Techniques**

Data were collected using semi-structured interviews, non-participant observations, and document analysis. Semi-structured interviews allowed flexibility in probing participants' perspectives on bullying incidents, policy responses, and value integration. Observations were conducted to capture everyday school interactions and disciplinary practices, while document analysis focused on school regulations, codes of conduct, and policy documents related to student behavior. This triangulated approach enhances data credibility and depth, aligning with qualitative best practices outlined by Saldana (2021), who emphasizes the importance of multiple data sources in capturing complex social processes. Contemporary qualitative scholars further argue that triangulation strengthens trustworthiness by enabling cross-validation of findings across different forms of evidence (Flick, 2022).

### **5. Data Analysis**

Data analysis followed an interactive thematic analysis model, involving data condensation, data display, and conclusion drawing. Interview transcripts, observation notes, and documents were systematically coded to identify recurring patterns related to bullying manifestations, authority roles, Islamic family law values, and institutional synergy. The

analysis process was iterative, allowing themes to emerge inductively from the data while remaining guided by the research questions. This analytical strategy is consistent with the qualitative analysis framework proposed by Miles, Huberman, and Saldana (2023), which underscores the cyclical nature of meaning-making in qualitative research. In addition, recent thematic analysis scholarship highlights the importance of reflexivity and analytical transparency in producing rigorous qualitative interpretations (Braun & Clarke, 2021). Manual coding supported by analytic memos was employed to maintain contextual sensitivity and interpretive rigor.

## RESULTS

### 1. Social and Structural Manifestations of Bullying within the School Environment

#### a. Dominant Forms and Contexts of Bullying

Empirical evidence derived from interviews, non-participant observations, and institutional document analysis indicates that bullying at SMP Negeri 23 Kerinci predominantly manifests in non-physical forms, particularly verbal aggression, relational exclusion, and subtle intimidation. Overt physical violence was rarely reported, suggesting that bullying is largely embedded in everyday social interactions and normalized within peer culture. The school principal explicitly acknowledged that bullying tends to occur outside formal instructional spaces, stating: *“Students usually engage in mocking and exclusion during breaks or in places that are not closely supervised”* (P01, male, principal, SMP Negeri 23 Kerinci, personal communication, October 10, 2025).

This normalization was further reinforced by teachers and counseling staff, who noted that verbal harassment and social exclusion are often trivialized as ordinary peer joking. One homeroom teacher admitted that *“bullying behaviors are frequently underestimated because they are perceived as part of students’ daily interactions”* (P05, male, homeroom teacher, SMP Negeri 23 Kerinci, personal communication, October 22, 2025). From the students’ perspective, such practices were experienced as persistent and psychologically harmful rather than harmless. A student victim described repeated verbal humiliation linked to her family’s economic background, explaining: *“I was often teased, but I did not dare to report it because I was afraid of being isolated even more”* (P09, female, student victim, SMP Negeri 23 Kerinci, personal communication, October 25, 2025).

Non-participant observational data corroborate these interview findings. Bullying incidents were most frequently observed in semi-public and weakly supervised school spaces, such as corridors, school yards, and transitional areas between classes (Observation, October 15, 2025). These settings provide temporal and spatial opportunities for subtle intimidation and exclusion to occur without immediate adult intervention. In addition, informal monitoring of student interactions indicated that digital communication spaces—particularly peer messaging groups—also function as extensions of school-based bullying, although such practices remain largely invisible to formal school surveillance mechanisms (Observation, October 15, 2025).

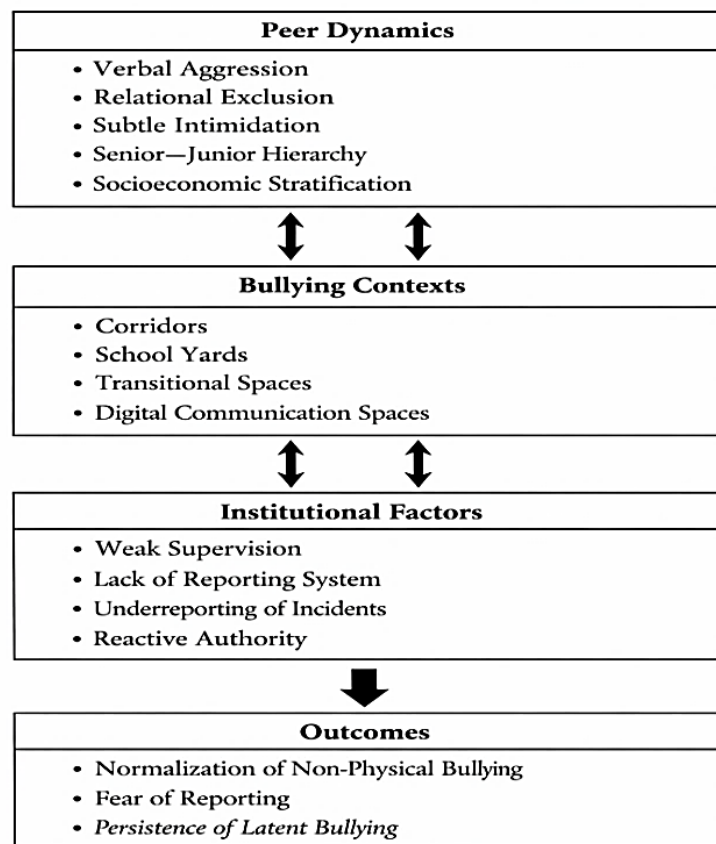
### **b. Underlying Social and Institutional Drivers**

Interview data reveal that bullying at SMP Negeri 23 Kerinci is sustained by multiple interrelated social mechanisms. Peer stratification based on popularity, senior–junior hierarchies, and perceived socioeconomic differences emerged as dominant drivers of exclusionary behavior. Counseling teachers emphasized that power asymmetries within student groups discourage victims from reporting incidents. One counselor stated: *“Victims are often afraid that reporting will make the situation worse, so they choose silence”* (P03, female, counseling teacher, SMP Negeri 23 Kerinci, personal communication, October 18, 2025). This fear was echoed by student witnesses, who admitted that they rarely intervened because bullying was viewed as a normal and unavoidable aspect of school life (P14, male, 14, student witness, SMP Negeri 23 Kerinci, personal communication, November 2, 2025).

At the institutional level, document analysis indicates that the persistence of bullying is reinforced by structural weaknesses in school governance. A review of school records and internal guidelines revealed the absence of a standardized reporting, documentation, and follow-up system for bullying cases (Document review, November 3, 2025). As a result, many incidents remain undocumented, contributing to systemic underreporting and limiting the school’s capacity to identify patterns or implement preventive strategies. This institutional gap effectively normalizes latent forms of bullying by rendering them administratively invisible.

Taken together, the findings demonstrate that bullying at SMP Negeri 23 Kerinci is not merely the result of individual misconduct but is deeply embedded within social hierarchies and institutional arrangements. The dominance of non-physical bullying, its concentration in weakly supervised spaces, and the absence of formal reporting mechanisms

collectively indicate a structural vulnerability that enables bullying behaviors to persist over time.



**Figure 1. Structural Social-Dynamics of Bullying at SMP Negeri 23 Kerinci**

Figure 1 illustrates a Structural–Ecological Model of Bullying at SMP Negeri 23 Kerinci, demonstrating that bullying is produced through the interaction of peer dynamics, contextual spaces, and institutional factors rather than isolated individual behavior. At the peer level, verbal aggression, relational exclusion, senior–junior hierarchies, and socioeconomic stratification create power imbalances that normalize non-physical bullying. These dynamics are enacted within specific contexts—such as corridors, school yards, transitional areas, and digital communication spaces—where supervision is limited. At the institutional level, weak supervision, the absence of standardized reporting systems, and reactive authority responses reinforce underreporting and administrative invisibility. Collectively, these interconnected layers result in the normalization of non-physical bullying, fear of reporting, and the persistence of latent bullying practices, highlighting the need for structurally grounded and preventive governance interventions.

## **2. The Role of Educational Authority in Anti-Bullying Policy Formulation and Implementation**

### **a. Normative Policy Frameworks and Institutional Orientation**

Document analysis demonstrates that SMP Negeri 23 Kerinci formally aligns its institutional policies with national regulatory frameworks on student protection and school safety. Official school documents reference general provisions on discipline, student rights, and child protection, indicating normative compliance with state-mandated educational standards (Document review, November 3, 2025). However, these regulatory references remain broad in scope and are not operationalized into school-specific anti-bullying guidelines, standard operating procedures, or clearly articulated preventive protocols. Consequently, the existing policy framework functions more as an administrative requirement than as a strategic instrument for systematic bullying prevention.

Interviews with school leaders further reveal that educational authority is predominantly exercised through bureaucratic and compliance-oriented practices rather than proactive policy innovation. The vice principal for student affairs acknowledged that anti-bullying measures are largely reactive and report-driven, stating: *“We usually take action only after receiving reports; preventive programs are still limited”* (P02, male, vice principal for student affairs, SMP Negeri 23 Kerinci, personal communication, November 5, 2025). This orientation reflects an institutional emphasis on responding to incidents after they occur rather than anticipating and mitigating risks through preventive policy design.

The principal similarly emphasized adherence to existing regulations without indicating the development of context-specific initiatives tailored to the school’s social realities. This suggests that educational authority at the school level is primarily interpreted as administrative stewardship—ensuring conformity with higher-level regulations—rather than as a mandate for localized policy creativity and preventive leadership (P01, male, principal, SMP Negeri 23 Kerinci, personal communication, October 10, 2025). As a result, the normative policy framework lacks the adaptive capacity required to address the nuanced and relational forms of bullying identified within the school environment.

### **b. Operationalization of Authority and Structural Constraints**

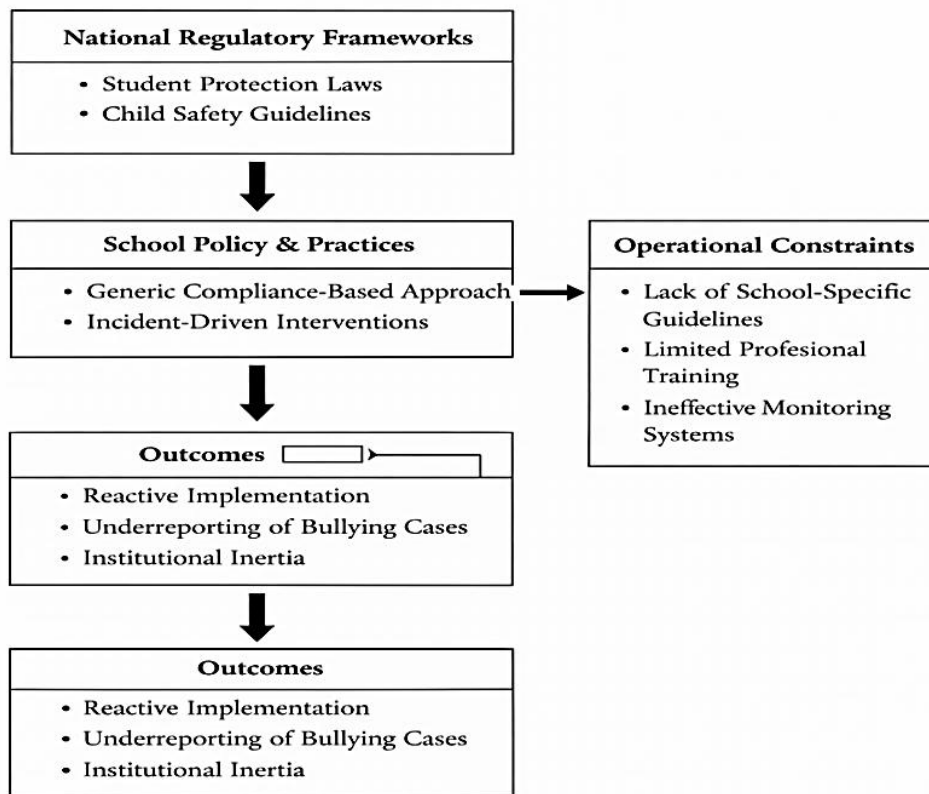
Interview and observational data consistently indicate that the operationalization of educational authority in bullying prevention remains reactive and incident-centered. Interventions are typically initiated only after cases escalate or are formally reported, rather

than being embedded in routine preventive practices. Teachers reported that case handling depends heavily on individual judgment and personal experience. One homeroom teacher explained: *“There are no clear technical guidelines, so how we handle bullying depends on our own understanding and experience”* (P06, female, homeroom teacher, SMP Negeri 23 Kerinci, personal communication, November 7, 2025).

Non-participant observations further revealed that preventive supervision—such as systematic monitoring of high-risk areas and regular preventive counseling—is inconsistently implemented (Observation, October 15, 2025). While teachers and staff occasionally intervene in visible conflicts, subtle forms of verbal and relational bullying often go unnoticed, reinforcing a pattern of delayed response. This reactive posture limits the preventive potential of educational authority and allows bullying behaviors to persist until they reach a disruptive threshold.

Structural constraints significantly weaken the school’s capacity to translate formal authority into effective preventive action. Respondents consistently cited limited professional training in bullying prevention, insufficient counseling personnel, and the absence of a structured monitoring and evaluation system as key impediments. These constraints were also acknowledged by external stakeholders. A representative from the Kerinci District Education Office noted: *“Anti-bullying initiatives mostly take the form of socialization activities, but monitoring and evaluation are still minimal”* (P23, male, education office representative, Kerinci District, personal communication, November 20, 2025).

Collectively, these findings indicate that educational authority at SMP Negeri 23 Kerinci operates within a narrow administrative frame that prioritizes compliance and post-incident management. The lack of school-specific guidelines, preventive orientation, and structural support undermines the capacity of educational authority to function as a proactive agent of bullying prevention. Strengthening policy operationalization through targeted guidelines, professional development, and systematic monitoring emerges as a critical prerequisite for transforming educational authority into an effective preventive force.



**Figure 2. Bureaucratic Model of Educational Authority in Anti-Bullying Policy at SMP Negeri 23 Kerinci**

Figure 2 illustrates a bureaucratic model of educational authority in anti-bullying policy at SMP Negeri 23 Kerinci. The diagram shows how national regulatory frameworks on student protection flow into school-level policies that are primarily compliance-oriented and incident-driven. These policies are constrained by structural limitations, including the absence of school-specific guidelines, limited professional training, and weak monitoring systems. As a result, the implementation of anti-bullying measures tends to be reactive, leading to underreporting of cases and institutional inertia. Overall, the figure emphasizes that educational authority operates more as administrative stewardship than as a proactive preventive force, highlighting the need for stronger policy operationalization and structural support to enhance bullying prevention.

### 3. Institutionalization of Islamic Family Law Values as a Preventive Strategy

#### a. Value-Based Practices and Moral Framing

Interview findings indicate that Islamic family law values function as significant moral reference points in shaping everyday interactions at SMP Negeri 23 Kerinci. Religious leaders and Islamic education practitioners consistently emphasized values such as *rahmah* (compassion), *amanah* (responsibility), and *ukhuwah* (brotherhood) as ethical foundations that implicitly guide student behavior and interpersonal relations. A local religious leader underscored this normative stance by stating: *“Hurting others violates Islamic principles of compassion and responsibility, which should guide educational practices”* (P24, male, religious leader, Kerinci, personal communication, November 28, 2025). This perspective positions bullying not merely as a disciplinary issue but as a moral deviation from Islamic family law principles that emphasize dignity, care, and mutual respect.

Teachers of Islamic education similarly articulated that value-based instruction plays a preventive role by framing respectful behavior as a religious obligation. One Islamic education teacher explained: *“When students understand that respecting others is part of religious duty, bullying behavior can be reduced”* (P07, female, PAI teacher, SMP Negeri 23 Kerinci, personal communication, December 2, 2025). Such narratives suggest that moral framing rooted in Islamic family law values contributes to the internalization of prosocial norms, thereby indirectly discouraging bullying behaviors.

Observational data support these interview findings by demonstrating that routine religious activities—such as collective prayers, Qur’anic recitation, and moral exhortations during assemblies—serve as informal yet influential mechanisms for fostering empathy and mutual respect among students (Observation, October 15, 2025). During these activities, teachers frequently emphasized themes of brotherhood, patience, and accountability, which resonate with core principles of Islamic family law. Although not explicitly labeled as anti-bullying initiatives, these practices create a moral climate that implicitly challenges behaviors associated with harassment and exclusion.

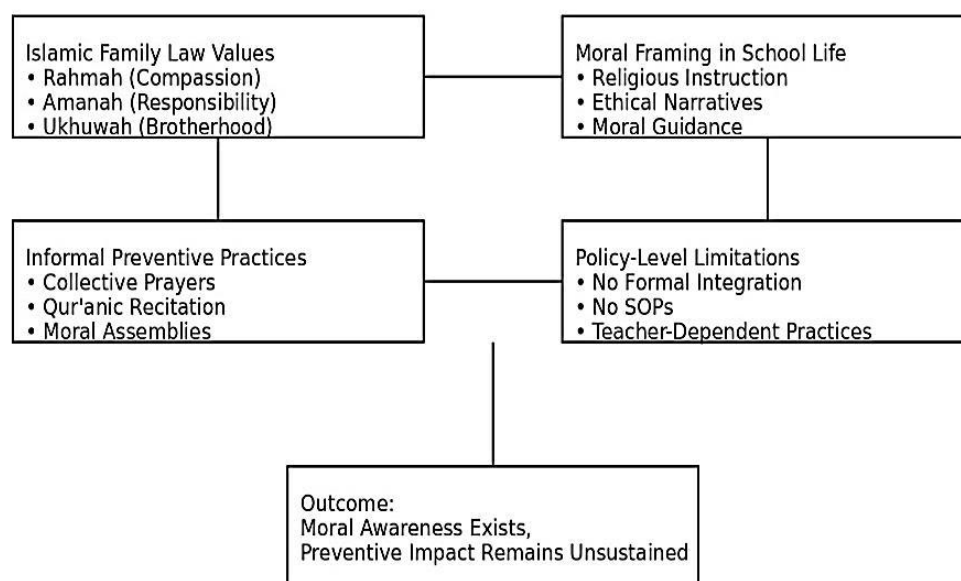
#### b. Policy-Level Limitations of Value Integration

Despite the visible presence of Islamic family law values in daily practices, document analysis reveals that these moral principles have not been formally institutionalized within written anti-bullying policies or standard operating procedures. School regulations and codes of conduct primarily reference general disciplinary norms and national education standards

without explicitly incorporating Islamic family law values as a guiding framework for bullying prevention (Document review, November 3, 2025). As a result, the integration of religious values remains symbolic and informal rather than structurally embedded within the school's governance mechanisms.

Interview findings further indicate that the translation of Islamic family law values into concrete preventive action is highly individualized and contingent upon teacher discretion. Several teachers acknowledged that while they personally integrate moral and religious teachings into classroom interactions, such practices are not uniformly applied across the institution. One teacher noted that *“the absence of formal guidelines results in variability in how values are enacted and enforced in response to bullying incidents”* (P06, female, homeroom teacher, SMP Negeri 23 Kerinci, personal communication, November 7, 2025).

Parents also highlighted this limitation, expressing support for value-based prevention but emphasizing the need for institutional consistency. A parent remarked that *“alignment between school values and family education is crucial, yet difficult to sustain without clear policy direction”* (P19, female, parent, personal communication, December 5, 2025). Collectively, these findings suggest that while Islamic family law values are culturally and morally salient within the school environment, their preventive potential remains underutilized due to the lack of formal policy integration. Institutionalizing these values within official anti-bullying frameworks emerges as a critical step toward transforming moral discourse into systematic and sustainable preventive practice.



**Figure 3. Institutionalization of Islamic Family Law Values as a Preventive Strategy**

Figure 3 illustrates the process through which Islamic family law values function as a preventive framework against bullying within the school environment. The diagram shows how core moral principles—rahmah (compassion), amanah (responsibility), and ukhuwah (brotherhood)—are practiced informally through daily religious activities and moral instruction, shaping students' ethical awareness and interpersonal conduct. However, the figure also highlights a critical gap between value-based practices and institutional governance, indicating that the absence of formal policy integration limits the transformation of these moral norms into systematic and sustainable preventive mechanisms.

#### 4. Multi-Stakeholder Synergy in Bullying Prevention Governance

##### a. Patterns of Existing Collaboration

Findings from interviews with parents, community figures, and local education officials indicate that collaboration among schools, families, and government institutions in bullying prevention at SMP Negeri 23 Kerinci remains largely procedural and administrative. Interaction between stakeholders is generally limited to formal meetings, incident-based communication, or routine administrative coordination, rather than sustained collaborative engagement. A parent expressed concern regarding this pattern, stating: *"We usually find out about problems too late; there needs to be more regular communication between school and parents"* (P18, male, parent, personal communication, November 15, 2025). This statement reflects a broader perception that existing collaboration mechanisms are reactive and episodic rather than preventive and continuous.

Community leaders similarly emphasized that current forms of cooperation do not sufficiently address the social roots of bullying. One community figure noted: *"Bullying cannot be solved by schools alone; families and the community must be actively involved"* (P25, male, community leader, Kerinci, personal communication, December 10, 2025). Such perspectives suggest that while the importance of collaboration is widely acknowledged, its practical implementation remains constrained by limited institutional coordination.

Document analysis corroborates these interview findings by confirming the absence of an integrated coordination mechanism or a dedicated forum for anti-bullying governance. School records and official correspondence reveal no standing committee, memorandum of understanding, or structured partnership framework that systematically links schools with parents, religious institutions, and local government agencies in addressing bullying

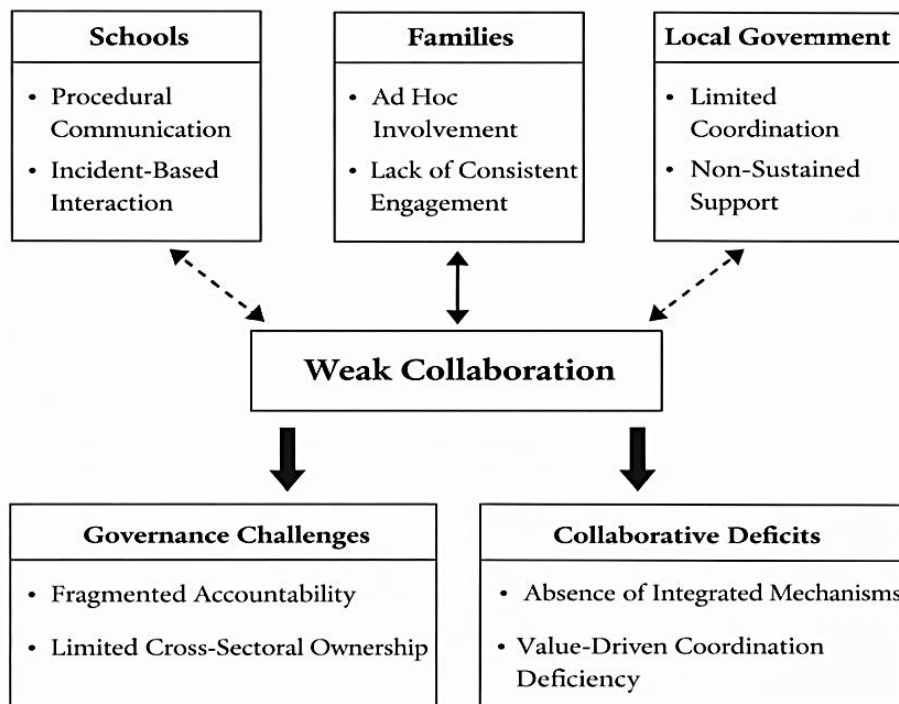
(Document review, November 3, 2025). As a result, collaborative efforts tend to rely on ad hoc initiatives and personal networks rather than institutionalized structures.

### **b. Governance Gaps and Strategic Implications**

Interview and observational data further reveal fragmented accountability and limited cross-sectoral ownership of bullying prevention initiatives. Observations of school meetings and parent–teacher interactions indicate that responsibilities related to bullying prevention are often ambiguously defined, with each stakeholder assuming that primary responsibility lies elsewhere (Observation, November 12, 2025). This diffusion of responsibility weakens collective commitment and undermines the sustainability of preventive efforts.

Local education officials acknowledged these governance gaps, noting that while schools are encouraged to address bullying, systematic monitoring and inter-agency coordination remain limited. A representative from the Kerinci District Education Office explained that *“anti-bullying initiatives are often confined to socialization activities without follow-up evaluation or shared accountability mechanisms”* (P23, male, education office representative, Kerinci District, personal communication, November 20, 2025).

Across all respondent groups, there was a consistent emphasis on the need for a more integrated governance model. Respondents argued that effective bullying prevention requires the alignment of educational authority, family engagement, and local government oversight within a coherent and value-driven framework. Such a model would not only clarify roles and responsibilities but also embed moral and social values—particularly those derived from Islamic family law—into collaborative governance structures. Collectively, these findings underscore that strengthening multi-stakeholder synergy is not merely a supplementary strategy but a central prerequisite for addressing bullying as a systemic social issue within the school environment.



**Figure 4. Challenges in Multi-Stakeholder collaboration for Bullying Prevention at SMP Negeri 23 Kerinci**

Figure 4 illustrates the weak multi-stakeholder governance structure in bullying prevention at SMP Negeri 23 Kerinci by mapping the fragmented interactions among schools, families, and local government. The diagram shows that collaboration is largely procedural, ad hoc, and incident-based, leading to a central condition of weak collaboration. This condition subsequently generates governance challenges, such as fragmented accountability and limited cross-sectoral ownership, as well as collaborative deficits, including the absence of integrated coordination mechanisms and value-driven alignment. Overall, the figure emphasizes that ineffective stakeholder synergy constitutes a structural barrier to sustainable and preventive anti-bullying governance.

## DISCUSSION

### 1. Results Analysis

#### a. Social and Structural Manifestations of Bullying within the School Environment

The findings indicate that bullying at SMP Negeri 23 Kerinci predominantly manifests in non-physical forms, including verbal harassment, relational exclusion, and subtle intimidation embedded within routine peer interactions. This pattern suggests that bullying

functions less as overt physical violence and more as a socially normalized practice sustained by peer hierarchies, power asymmetries, and spatial contexts characterized by limited supervision. Such evidence reinforces international scholarship demonstrating that contemporary bullying increasingly assumes covert and relational forms that are psychologically damaging yet institutionally less visible and more difficult to regulate (Menesini & Salmivalli, 2017; Paula et al., 2022; Yang et al., 2023).

From a structural standpoint, the concentration of bullying incidents in semi-public spaces—such as corridors, school yards, and transitional areas—as well as in digital communication environments underscores the critical role of contextual and environmental conditions in enabling bullying behaviors. This finding is consistent with ecological systems theory, which conceptualizes bullying as the outcome of dynamic interactions between individual behavior and broader social, spatial, and institutional systems (Bronfenbrenner, 1979). Crucially, the absence of standardized reporting and documentation mechanisms further renders these practices administratively invisible, reinforcing normalization, underreporting, and institutional inertia.

These findings corroborate prior arguments that bullying cannot be effectively addressed through individual-level interventions alone but requires structurally informed responses that reconfigure supervision patterns, reporting infrastructures, and school climate governance (Collins & Harlacher, 2023). Moreover, consistent with earlier research, the perception of bullying as “ordinary joking” or routine peer interaction discourages victims from reporting incidents, thereby perpetuating cycles of silence, normalization, and prolonged victimization (Böhmer & Steffgen, 2024).

## **b. The Role of Educational Authority in Anti-Bullying Policy Formulation and Implementation**

The study reveals that educational authority at SMP Negeri 23 Kerinci is predominantly exercised through bureaucratic compliance with national education and child protection regulations rather than through proactive, school-specific policy innovation. Although the institution formally adheres to state-mandated frameworks, these policies remain generic and insufficiently translated into operational guidelines, standard procedures, or preventive infrastructures tailored to the school’s social realities. Consequently, anti-bullying governance remains largely reactive, incident-driven, and dependent on individual discretion.

This finding aligns with prior research demonstrating that the effectiveness of anti-bullying interventions is shaped less by the mere existence of regulatory frameworks than by institutional commitment, contextual adaptation, and enforcement capacity (Gaffney et al., 2021; Zhang & Li, 2025). In this context, educational authority functions primarily as administrative stewardship, emphasizing compliance and post-incident management rather than acting as a transformative force capable of shaping preventive norms, behaviors, and institutional cultures.

Theoretically, these findings resonate with School Institutional Role Theory, which posits that schools possess formal authority not only to enforce disciplinary rules but also to actively construct moral, behavioral, and relational norms within educational environments (Collins & Harlacher, 2023). However, when authority is narrowly construed as adherence to higher-level regulations, its preventive and normative potential is substantially diminished. This observation reinforces national-level analyses indicating that Indonesian schools often encounter difficulties in translating policy mandates into context-sensitive and preventive practices (Maulidia et al., 2024).

### **c. Institutionalization of Islamic Family Law Values as a Preventive Strategy**

The findings demonstrate that Islamic family law values—particularly *rahmah* (compassion), *amanah* (responsibility), and *ukhuwah* (brotherhood)—are culturally salient and morally influential within the everyday life of the school. These values are consistently conveyed through religious instruction, collective worship, and moral exhortations, contributing to students' ethical awareness and shaping interpersonal conduct. This supports earlier studies emphasizing the preventive role of moral education and family-based values in fostering prosocial behavior and mitigating aggressive tendencies among children and adolescents (Hamidah et al., 2024).

Nevertheless, the study reveals a significant institutional gap: these values remain informally practiced and are not systematically embedded within formal anti-bullying policies, codes of conduct, or standard operating procedures. As a result, their preventive impact is uneven and contingent upon individual teachers' moral commitment rather than being institutionally mandated or consistently enforced. This finding is particularly salient given that Islamic family law in Indonesia emphasizes parental responsibility, child dignity, and moral protection as foundational legal and ethical principles (Alawiyah & Arfa, 2024); Yasir, 2024).

From a governance perspective, the absence of formal institutionalization constrains the transformative potential of Islamic family law values. While morally persuasive and culturally resonant, value-based approaches alone are insufficient to ensure consistency, accountability, and sustainability in bullying prevention. This finding extends existing legal and educational scholarship by demonstrating that moral–religious frameworks must be structurally integrated into institutional governance mechanisms to function as effective preventive instruments rather than symbolic or rhetorical discourse.

#### **d. Multi-Stakeholder Synergy in Bullying Prevention Governance**

The study identifies weak multi-stakeholder synergy as a central structural constraint in bullying prevention governance at SMP Negeri 23 Kerinci. Collaboration among schools, families, and local government institutions remains largely procedural, episodic, and incident-based, resulting in fragmented accountability and limited shared ownership of preventive initiatives. This finding confirms earlier research indicating that bullying prevention efforts lose effectiveness when stakeholder engagement is confined to formal meetings and reactive communication rather than sustained, preventive collaboration (Epstein, 2024; Collins & Harlacher, 2023).

The absence of integrated coordination mechanisms—such as standing committees, formal partnership agreements, or shared monitoring and evaluation systems—further undermines collective responsibility and weakens governance coherence. This pattern aligns with Indonesian studies showing that anti-bullying initiatives frequently prioritize socialization activities without systematic follow-up, evaluation, or cross-sectoral accountability (Tini & Ratnawulan, 2025).

Importantly, the findings suggest that effective bullying prevention governance requires not only structural coordination but also value-driven alignment across institutions. Integrating Islamic family law principles into collaborative governance frameworks has the potential to strengthen moral coherence among schools, families, and communities, thereby reinforcing shared norms that reject violence, exclusion, and abuse. This supports legal scholarship asserting that child protection policies are most effective when grounded in both formal regulatory frameworks and culturally embedded moral values (Gunawan, 2023; Hakim & Rahmi 2024).

Collectively, these results underscore that bullying prevention constitutes a systemic governance challenge rather than a narrowly educational or disciplinary issue. Strengthening

educational authority, institutionalizing moral–legal values, and fostering sustained multi-stakeholder synergy emerge as interdependent prerequisites for developing safe, inclusive, and child-centered school environments.

## **2. Comparison with Previous Studies**

The dominance of non-physical bullying found in this study is consistent with international research indicating that verbal and relational bullying often persists beneath the radar of formal supervision and causes significant psychological harm (Menesini & Salmivalli, 2017; Paula et al., 2022; Yang et al., 2023). Similar to prior findings, the normalization of such behaviors discourages reporting and reinforces victims' silence (Böhmer & Steffgen, 2024).

The bureaucratic and reactive nature of educational authority identified in this study resonates with earlier research emphasizing that anti-bullying policies tend to have moderate effectiveness when institutional commitment and enforcement are weak (Gaffney et al., 2021). The absence of school-specific operational guidelines also reflects national-level observations that compliance with regulations does not automatically translate into effective local implementation (Maulidia et al., 2024).

The study's findings on Islamic family law values complement previous research highlighting the preventive role of families and moral education in shaping children's behavior (Hamidah et al., 2024). However, unlike studies that treat family values and legal frameworks separately, this research demonstrates that moral principles rooted in Islamic family law remain underutilized when not formally integrated into school governance structures.

Moreover, the weak stakeholder collaboration identified here supports earlier arguments that effective bullying prevention requires sustained school–family–community partnerships rather than episodic coordination (Epstein, 2024; Collins & Harlacher, 2023). The lack of integrated governance mechanisms mirrors findings from Indonesian contexts where anti-bullying initiatives are often confined to socialization activities without systematic monitoring and evaluation (Tini & Ratnawulan, 2025).

## **3. Implications of Findings**

Theoretically, this study contributes to bullying prevention scholarship by integrating educational authority, Islamic family law values, and multi-stakeholder governance within a

single analytical framework. It extends ecological and institutional theories by demonstrating how moral-legal values can function as normative resources for preventive governance when structurally embedded. From an Islamic legal perspective, the findings underscore the relevance of family law principles in contemporary educational policy, particularly in reinforcing child protection and moral responsibility.

Practically, the findings suggest that schools should move beyond compliance-oriented policies toward proactive and preventive governance. This includes developing school-specific anti-bullying guidelines, establishing standardized reporting and monitoring systems, and institutionalizing Islamic family law values within formal regulations. At the governance level, stronger coordination mechanisms involving parents, religious institutions, and local education authorities are essential to create shared accountability and sustainable prevention. These implications support calls for comprehensive, value-driven, and collaborative approaches to bullying prevention (Zhang & Li, 2025; Gunawan, 2023).

#### **4. Research Limitations**

Several limitations should be acknowledged. First, this study employed a single-case qualitative design, which limits the generalizability of the findings to other schools or regions. Second, the sample size was relatively small and purposively selected, which may not capture the full diversity of experiences related to bullying. Third, the reliance on self-reported data introduces the possibility of social desirability bias, particularly in sensitive discussions involving authority and moral values. Finally, the study did not quantitatively measure the prevalence or severity of bullying, focusing instead on institutional dynamics and perceptions. Future research could address these limitations by employing comparative multi-site studies, mixed-methods designs, and longitudinal approaches to assess policy implementation and outcomes over time.

## **CONCLUSION**

This study examined bullying prevention at SMP Negeri 23 Kerinci through the lens of educational authority and Islamic family law within a multi-stakeholder governance framework. The findings demonstrate that bullying in the school predominantly manifests in non-physical and relational forms that are socially normalized and structurally embedded

within peer hierarchies, weakly supervised spaces, and informal digital interactions. These manifestations are reinforced by institutional gaps, particularly the absence of standardized reporting mechanisms and preventive infrastructures, which render bullying administratively invisible. Furthermore, the study reveals that educational authority at the school level is largely exercised in a bureaucratic and reactive manner, emphasizing regulatory compliance and post-incident management rather than proactive, context-sensitive prevention. While Islamic family law values—such as *rahmah*, *amanah*, and *ukhuvwah*—are culturally salient and morally influential, their preventive potential remains underutilized due to the lack of formal institutionalization within school policies. In addition, weak and procedural collaboration among schools, families, and local government constrains collective accountability, limiting the effectiveness and sustainability of bullying prevention efforts.

Taken together, these findings generate a central insight: bullying prevention constitutes a systemic governance challenge that cannot be effectively addressed through isolated disciplinary actions or moral exhortations alone. Instead, it requires the integration of educational authority, value-based legal frameworks, and sustained multi-stakeholder collaboration into a coherent and preventive governance model. By bridging institutional role theory, ecological perspectives, and Islamic family law principles, this study contributes a contextually grounded analytical framework that highlights the importance of structurally embedding moral–legal values within educational governance to enhance child protection and school safety.

Despite its contributions, this study has several limitations. The use of a single-case qualitative design limits the generalizability of the findings to other educational contexts. The purposive sample size, while appropriate for in-depth analysis, may not capture the full diversity of experiences related to bullying across different schools or regions. In addition, the reliance on interviews and observational data introduces the possibility of subjective interpretation and social desirability bias, particularly in discussions involving authority, morality, and institutional responsibility.

Future research is therefore encouraged to adopt comparative and multi-site designs to examine how educational authority and family law values are operationalized across different institutional and cultural settings. Mixed-methods approaches could further strengthen empirical insights by combining qualitative analysis with quantitative measures of bullying prevalence and policy effectiveness. Longitudinal studies are also recommended to

assess the sustainability and long-term impact of integrated, value-driven, and multi-stakeholder governance models in bullying prevention. Collectively, such future inquiries would deepen understanding of how schools can move beyond compliance-oriented practices toward more inclusive, preventive, and child-centered educational environments.

## REFERENCES

- Adi, A., Guntur, S., Noor, S., & Surya, R. A. (2025). Analisis Yuridis Atas Mekanisme Penegakan Hukum terhadap Tindak Pidana Bullying di Sektor Pendidikan. *Judge: Jurnal Hukum*, 6(4), 923–929. <https://doi.org/10.54209/judge.v6i04.1706>
- Alawiyah, N. S., & Arfa, F. A. (2024). Pembangunan Hukum Nasional dengan Mempertimbangkan dan Memuat Hukum Keluarga Islam dalam Membentuk Peraturan yang Mengatur tentang Keluarga. *Jurnal Review Pendidikan Dan Pengajaran*, 7(3), 9256–9260. <https://doi.org/10.31004/jrpp.v7i3.31030>
- Arfani, S., Syaharani, I., Ima, N., & Sulastrri, I. (2025). Sosialisasi Pencegahan Tindakan Bullying sebagai Upaya Mewujudkan Sekolah Aman dan Ramah Anak. *CIVICUS: Pendidikan-Penelitian-Pengabdian*, 13(2), 174–185. <https://doi.org/10.31764/civicus.v13i2.35262>
- Hakim, A. R., & Rahmi, A. (2024). Penyuluhan Hukum Pencegahan Bullying di SDN 3 Airgegas. *Jurnal Pengabdian Kepada Masyarakat Nusantara (JPkMN)*, 5(3), 3555–3559. <https://doi.org/10.55338/jpkmn.v5i3.2949>
- Böhmer, M., & Steffgen, G. (Eds.). (2024). *Bullying in schools: Measures for prevention, intervention and aftercare*. Springer. <https://doi.org/10.1007/978-3-658-43576-9>
- Bora, B. (2025). Analisis Bullying pada Sekolah Menengah: Pengertian, Penyebab, Pencegahan, dan Solusi Penanganan Pendahuluan. *DEIKTIS: Jurnal Pendidikan Babasa Dan Sastra*, 5(4), 5057–5074. <https://doi.org/10.53769/deiktis.v5i4.2487>
- Braun, V., & Clarke, V. (2021). *Thematic analysis: A practical guide*. SAGE Publications Ltd.
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.
- Collins, A., & Harlacher, J. (2022). *Effective bullying prevention: A comprehensive schoolwide approach*. Guilford Press. <https://www.guilford.com/books/Effective-Bullying-Prevention/Collins-Harlacher/9781462550708>
- Creswell, J. W., & Poth, C. N. (2021). *Qualitative inquiry and research design: Choosing among five approaches* (5th ed.). SAGE Publications.
- Dinas Pendidikan Kabupaten Kerinci. (2023). *Laporan Tahunan Kasus Kekerasan di Sekolah Kabupaten Kerinci*.
- Epstein, J. L., & Sheldon, S. B. (2023). *School, family, and community partnerships: Preparing educators and improving schools*. Routledge. <https://www.routledge.com/School-Family-and-Community-Partnerships-Preparing-Educators-and-Improving-Schools/Epstein-Sheldon/p/book/9780367002039>
- Etikan, I., & Bala, K. (2017). Sampling and sampling methods. *Biometrics & Biostatistics International Journal*, 5(6), 215–217. <https://doi.org/10.15406/bbij.2017.05.00149>

- Febriansyah, D. R., & Yuningsih, Y. (2024). Fenomena Perilaku Bullying sebagai Bentuk Kenakalan Remaja di SMK-TI Pembangunan Cimahi. *Jurnal Ilmiah Perlindungan Dan Pemberdayaan Sosial*, 6(1), 26–33. <https://doi.org/10.31595/lindayasos.v6i1.1177>
- Flick, U. (2022). *An introduction to qualitative research* (6th ed.). SAGE Publications.
- Gaber, S. A., Gadelmawla, A. M., Shahat, H. A., & Badawy, M. E. (2025). PERMA-training education students on academic self-efficacy and engagement. *Journal of Educational and Social Research*, 15(1), 116–129. <https://doi.org/10.36941/jesr-2025-0010>
- Gaffney, H., Ttofi, M. M., & Farrington, D. P. (2021). Effectiveness of school-based programs to reduce bullying perpetration and victimization: An updated systematic review and meta-analysis. *Campbell Systematic Reviews*, 17(2), e1143. <https://doi.org/10.1002/cl2.1143>
- Gilbert, N., Parton, N., & Skivenes, M. (Eds.). (2022). *Child protection systems: International trends and orientations*. Oxford University Press. <https://global.oup.com/academic/product/child-protection-systems-9780198859667>
- Goldstein, S., & Brooks, R. B. (Eds.). (2023). *Handbook of resilience in children*. Springer. <https://doi.org/10.1007/978-3-031-14728-9>
- Gunawan, A. F. (2023). Reoptimalisasi Kebijakan Hukum Perlindungan Anak dalam Penanganan Kasus Perundungan (Bullying) di Indonesia. *Jurnal Fakta Hukum*, 2(September), 1–7. <https://doi.org/10.58819/jfh.v2i1.54>
- Hamidah, G., Karwati, L., & Laksono, B. A. (2024). Peran Keluarga dalam Mencegah Perilaku Bullying pada Anak Usia Dini. *Jurnal Pendidikan Luar Sekolah*, 18(2), 95–105. <https://doi.org/10.32832/jpls.v14i2.172682>
- Hamim, A., & Faisal, A. (2022). Perbandingan Penerapan Hukum Keluarga di Mesir dan di Indonesia. *As-Syams: Journal Hukum Islam*, 3(2), 118–128. <https://ejournal.iaingorontalo.ac.id/index.php/AS-SYAMS/article/view/312>
- Harrison, H., Birks, M., Franklin, R., & Mills, J. (2017). Case study research: Foundations and methodological orientations. *Forum: Qualitative Social Research*, 18(1), Article 19. <https://www.qualitative-research.net/index.php/fqs/article/view/2655/4079>
- Huda, M., & Silviana, A. (2024). Penanganan Hukum Bagi Anak sebagai Pelaku Perundungan di Lingkungan Satuan Pendidikan. *Binamulia Hukum*, 13(2), 529–541. <https://doi.org/10.37893/jbh.v13i2.958>
- Husnunnadia, R., & Slam, Z. (2024). Pencegahan Bullying di Sekolah: Mengimplementasikan Pendidikan dan Kewarganegaraan untuk Penguatan Hak dan Kewajiban Anak. *JPK: Jurnal Pancasila Dan Kewarganegaraan*, 9(1), 28–42. <https://doi.org/10.24269/jpk.v9i1.8361>
- Jun, W. (2024). Research on prevention of campus bullying in primary and secondary schools from the perspective of family education. *International Journal of Education & Social Studies*, 6(1), 45–51. <https://doi.org/10.23977/trance.2024.060106>
- Mardiah, H., & Shabrina, S. (2025). Upaya pencegahan bullying pada anak melalui pendidikan karakter. *Jurnal Pengabdian Sosial*, 2(8), 3979–3985. <https://doi.org/10.59837/00k47871>

- Maulidia, K., Virginia, L., Mareta, L., Aura, M., Azzahra, M., & Anindya, M. (2024). Urgensi Ketegasan Sekolah terhadap Perundungan di Lingkungan Sekolah. *Causa: Jurnal Hukum Dan Kewarganegaraan*, 9(8), 91–100. <https://doi.org/10.3783/causa.v9i8.8797>
- Menesini, E., & Salmivalli, C. (2017). Bullying in schools: The state of knowledge and effective interventions. *Psychology, Health & Medicine*, 22(sup1), 240–253. <https://doi.org/10.1080/13548506.2017.1279740>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2023). *Qualitative data analysis: A methods sourcebook* (4th ed.). SAGE Publications.
- Nafis, A. F., Putri, P. C., & Pratiwi, H. E. (2025). Analisis Kebijakan Sekolah tentang Pencegahan Perundungan (Bullying). *Tekno Aulama: Jurnal Teknologi Pendidikan Islam*, 2(2), 13–22. <https://doi.org/10.53888/jtpi.v2i2.923>
- Paula, V., Oktarini, R., Lebawicaksaputri, K., & Kasenda, E. (2022). Edukasi Pencegahan Tindakan Bullying pada Anak Usia Sekolah Dasar. *Jurnal Pustaka Mitra*, 2(2), 131–134. <https://doi.org/10.55382/jurnalpustakamitra.v2i2.204>
- Priyosahubawa, S., Hahury, H. D., Rumerung, D., & Izaak, T. (2024). Sosialisasi Anti Bullying dan Dampaknya sebagai Upaya Pencegahan Perilaku Bullying pada Siswa SMP Negeri 1 Ambon. *Jurnal Pengabdian Masyarakat*, 4(1), 198–207. <https://doi.org/10.33379/icom.v4i1.3970>
- Saldaña, J. (2021). *The coding manual for qualitative researchers* (4th ed.). SAGE Publications.
- Sugiyono. (2021). *Metode Penelitian Kualitatif, Kuantitatif, dan R&D*. Alfabeta.
- Tini, N., & Ratnawulan, T. (2025). Implementasi Guru Pembimbing BK dalam Mengatasi Bullying Siswa di SMP Negeri 59 Kota Bandung. *Jurnal Pendidikan Indonesia*, 5(4), 353–368. <https://doi.org/10.59818/jpi.v5i4.1896>
- Tjahjono, S., Widodo, M., & Nita, V. (2019). Pencegahan Bullying di Sekolah Dasar melalui Pendidikan Kesehatan Reproduksi. *Jurnal Komunikasi Pendidikan*, 3(1), 67–75. <https://doi.org/10.32585/jkp.v3i1.256>
- Yang, S., Zhang, Q., Wang, J., & Xie, W. (2023). School bullying results in poor psychological conditions: Evidence from a survey of 95,545 subjects. *arXiv*. <https://arxiv.org/abs/2306.06552>
- Yasir, A. (2024). Sejarah dan Urgensi Hukum Keluarga Islam dalam Transformasi Sistem Hukum Nasional. *Jurnal Review Pendidikan Dan Pengajaran*, 7(4), 15878–15887. <https://doi.org/10.31004/jrpp.v7i4.36858>
- Yin, R. K. (2021). *Case study research and applications: Design and methods* (7th ed.). SAGE Publications.
- Zhang, Y., & Li, B. (2025). School management strategies in preventing school bullying. *International Journal of Sociologies and Anthropologies Science Reviews*, 5(6), 23–36. <https://doi.org/10.60027/ijssr.2025.7273>