

	Profetika: Jurnal Studi Islam P-ISSN: 14110881 E-ISSN: 25414534 Vol. 25, No. 3, 2024, pp. 857–868 https://doi.org/10.23917/profetika.v25i03.8661	
Received July 19, 2024	Revised November 28, 2024	Accepted December 29, 2024

The Influence of Islamic Education and Parental Concern on Bullying Prevention Among Twelfth-Grade Students at SMAN 2 Wonogiri

Farah Adibah Sasongko¹, Muhammad Wildan Shohib², Muh. Nur Rochim Maksum³, Hamdan Chehdimae⁴

^{1,2,3}Department of Master of Islamic Education, Universitas Muhammadiyah Surakarta, Indonesia

⁴Academy of Islamic Studies, University of Malaya, Malaysia

¹farahsasongko99@gmail.com, ²mws543@ums.ac.id, ³mnr127@ums.ac.id,

⁴hamdan@um.ac.id

Abstract

Objectives: This study was to measure the level of students' perception of Islamic education and parental concern, and to analyze the influence of these two variables on bullying prevention efforts in grade XII students of SMA Negeri 2 Wonogiri. **Theoretical framework:** This research is based on the concept of Islamic education as a shaping of morals and social behavior, as well as the theory of the role of parents that emphasizes the importance of family attention in shaping character and preventing negative behavior in children. **Literature review:** This study is supported by KPAI data, which shows high cases of bullying in schools, as well as previous research that states that family factors and religious values influence the social behavior of adolescents. **Methods:** This study used a quantitative approach with a questionnaire to 204 students, then analyzed using the F test to see the simultaneous effect and the determination coefficient (R^2) test to determine the magnitude of the contribution of the variable. **Results:** The study shows that Islamic education and parental care simultaneously have a significant effect on bullying prevention, as evidenced by the calculated F value of 11.455, which is greater than the F of table 3.04. In addition, the determination coefficient value of 0.559 showed that the two variables contributed 55.9% to the prevention of bullying in students. **Implications:** This study emphasizes the importance of strengthening religious education in schools and parental involvement at home as an effort to prevent bullying in students. **Novelty:** this study lies in the combination of Islamic education factors and parental concern in one analytical model to explain bullying prevention in high school students.

Keywords: islamic education, parental concern, prevention of bullying, adolescents, senior high school students.

INTRODUCTION

Bullying culture is increasingly prevalent in the social life of the community, especially in interactions between students at school. Cases of bullying were also revealed in Mujtahidah's research at MAN 1 Barru. The bully bullied his friend by taking things by force, liked to ask for money, scolded, frightened, and once hit his friend's head and kicked him [1].

The Indonesian Child Protection Commission (KPAI) and the Federation of Indonesian Teachers' Unions (FSGI) reported cases of bullying in Indonesia throughout 2023, and almost half of these cases occurred in educational institutions with the percentage of educational

levels of elementary school students being the most victims of bullying (26%), followed by junior high school students (25%), and high school students (18.75%).

Bullying is a deliberate, aggressive action or behavior, which is carried out repeatedly against victims who cannot defend themselves easily [2]. Forms of bullying in the school environment are physical, verbal, and social. Physical bullying is a form of direct violence against the victim's body, verbal bullying uses words as a weapon to harass or demean the victim, and social bullying is an action that aims to damage the victim's social reputation [3].

Bullying will have a negative impact. Victims of bullying can suffer from emotional and behavioral problems, experience severe psychological disorders such as depression, or suffer from stress, and can end up committing suicide. Children who are victims of bullying have a feeling that they are worthless, so they will always blame themselves [4].

Bullying can be analyzed from the social learning theory proposed by Bandura based on the formulation of triadic reciprocal determinism, explaining the reciprocal interaction between three main factors: personality, environment, and behavior. In a bullying situation, a perpetrator may have an aggressive personality (personal factors), which is influenced by the surrounding social environment, such as parents, and the bullying behavior itself [5].

According to Erik H. Erikson, adolescence is a period in which individuals struggle to find their self-identity. At 18-20 years old, adolescents often face an identity crisis, where they are trying to determine who they are and how they want to be seen by others [6]. In this process, some adolescents may feel the need to show power or dominance through bullying behavior to build their self-image in front of peers.

One of the factors of bullying is family. The family is the cause of bullying behavior among students, because the family is less harmonious, not intact (parents died or divorced), the socialization process is not perfect in the family, communication is not smooth between parents and children, and unfair parenting [7].

Children's growth requires two types of nutritious intake, namely physical intake and mental intake. Mental intake for children is in the form of love, attention, education, and guidance that is non-physical in nature from both parents to children in everyday life. The psycho-educative process in the family will be disrupted if the family experiences family dysfunction, the great influence of parental behavior and personality on children, such as how to speak and act, how to show anger, happiness, sadness, and various forms of emotion [8].

behavior in children. Islamic Education plays an important role in shaping the morals of its people, as confirmed by the Prophet ﷺ that his main mission in educating humans is to strive for the formation of good morals. According to past Islamic education figures such as Ibn Miskawaih, Al-Ghazali, Ibn Sina, Al-Qabisi, and Al-Zarnuji, the peak of moral education is the formation of positive character in the behavior of students; this positive character is the incarnation of God's attributes in human life [9].

Maulana Anggita's research with the title Strategy of Islamic Religious Education Teachers in Reducing Student Delinquency at SMA Negeri 2 Wonogiri states that in the 2018/2019 academic year, there are students who bully their friends by mocking them and talking dirty. The bullying behavior was overcome through guidance by PAI teachers through verbal guidance and religious activities. However, the results of research conducted by Maulana Anggit at SMA Negeri 2 Wonogiri did not explain the significant influence of Islamic Religious Education on bullying behavior, both positive and negative. From the case revealed by Maulana Anggita, this study specifically wants to reveal the effect of Islamic Religious Education and Parental Attention on the Prevention of Bullying Behavior of XII-grade students of SMA Negeri 2 Wonogiri.

This study offers a significant contribution to the literature by integrating Islamic education and parental concern into a unified framework for explaining bullying prevention among senior high school students. Previous studies have generally examined bullying from

psychological, sociological, or school management perspectives, while relatively few have investigated how Islamic educational values and parental involvement simultaneously influence students' anti-bullying attitudes and behaviors. By focusing on twelfth-grade students at SMA Negeri 2 Wonogiri, this research provides empirical evidence that religious education and family engagement function as complementary factors in fostering a safe, respectful, and violence-free school environment. The study therefore extends existing knowledge by demonstrating that bullying prevention should not rely solely on school regulations but also on the internalization of moral and religious values supported by active parental participation [9].

The findings have important theoretical and practical implications. Theoretically, they enrich educational and behavioral research by highlighting the interaction between religious education and family support in shaping students' social conduct. Practically, the results provide valuable recommendations for school administrators, teachers, counselors, and policymakers to strengthen anti-bullying programs through collaboration between schools and families. Islamic education curricula can be enriched with character-building and empathy-based learning, while parents should be encouraged to maintain effective communication and supervision of their children. Such integrated efforts contribute to creating an inclusive educational environment and support the achievement of Sustainable Development Goal 4 (Quality Education) and Sustainable Development Goal 16 (Peace, Justice, and Strong Institutions) by promoting safe, equitable, and peaceful schools.

LITERATURE REVIEW

Bullying has an emotional, physical, and health impact and affects students' academic performance. Some of the factors that cause student delinquency are family, community, and school. The strategies that PAI teachers can use are verbal guidance, coordinating with the police and the Ministry of religion, and activating religious activities.

Family factors are seen in how children's childhood experiences lack attention from their parents. Families that are less harmonious, not intact (parents die or divorce), have an imperfect socialization process from the family, poor communication between parents and children, and unfair parenting [10].

The relationship between parents and children and the role of parents in children's development is very important. Positive support from parents affects children's self-confidence, academic success, and moral development [11].

The family is the first place a child interacts. Parenting plays an important role in a child's psychological development. The application of the wrong parenting style by parents can also be a contributing factor to the emergence of bullying behavior in adolescent life [12]. Lack of warmth and low parental attention to children, the application of permissive parenting that gives freedom to children, the application of authoritarian parenting so that children are familiar with family situations that are full of threats, and the behavior of parents who tend to provide examples of bullying actions are factors in the emergence of bullying behavior in children [13].

Islamic Education learning influences overcoming bullying behavior in students. Islamic Religious Education has a very big influence on the character of students, because with this teaching process, it can make good changes for students and can provide learning experiences that provide more opportunities for students to practice in everyday life what has been learned in class, so that it can make students who have a noble character [14].

METHODOLOGY

This study investigates the influence of Islamic education and parental concern on bullying prevention among twelfth-grade students at SMA Negeri 2 Wonogiri, Indonesia. The research

adopts a positivist paradigm and employs a quantitative research approach to examine the relationships between the independent and dependent variables objectively. A quantitative approach is appropriate because it enables researchers to measure the magnitude of the influence of Islamic education and parental concern on students' bullying prevention behavior using statistical analysis. The study emphasizes hypothesis testing through numerical data collected from respondents using standardized research instruments [15].

This research is categorized as field research because the data were collected directly from the natural setting where the phenomenon occurred. Field research allows researchers to obtain factual information from participants in their real educational environment, thereby increasing the validity and reliability of the findings. Data collection was conducted at SMA Negeri 2 Wonogiri through direct interaction with the respondents. The primary research instrument was a structured questionnaire developed based on established theories of Islamic education, parental concern, and bullying prevention. Before being distributed to the respondents, the questionnaire was reviewed to ensure content validity and clarity of the statements. In addition to questionnaire data, supporting information was obtained through limited observations and a review of relevant documents related to school policies on bullying prevention [15].

The population of this study consisted of all twelfth-grade students enrolled at SMA Negeri 2 Wonogiri during the academic year in which the research was conducted. From this population, a total of 204 students participated as research respondents. The sample size was considered sufficient to represent the target population and to perform multivariate statistical analysis. Respondents completed the questionnaires voluntarily after receiving an explanation regarding the objectives of the study. Participation was anonymous, and all responses were treated confidentially in accordance with research ethics. Prior to the main analysis, the collected data were screened for completeness, coded, and entered into statistical software for further processing [16].

The study involved two independent variables and one dependent variable. Islamic education (X1) and parental concern (X2) functioned as the independent variables, while bullying prevention (Y) served as the dependent variable. Islamic education was measured through indicators reflecting students' understanding and internalization of Islamic values, while parental concern was assessed through indicators related to parental supervision, communication, emotional support, and involvement in children's education. Bullying prevention was measured through students' attitudes, awareness, and behaviors toward preventing bullying incidents within the school environment [16].

The data were analyzed using multiple linear regression to determine the individual and simultaneous influence of Islamic education and parental concern on bullying prevention. Prior to hypothesis testing, classical assumption tests, including normality, multicollinearity, and heteroscedasticity tests, were conducted to ensure that the regression model met statistical requirements. Hypothesis testing employed the t-test to examine the partial effect of each independent variable, the F-test to evaluate their simultaneous effect, and the coefficient of determination (R^2) to measure the proportion of variance in bullying prevention explained by the independent variables. To strengthen the theoretical framework and interpretation of the findings, secondary sources, including books, peer-reviewed journal articles, conference papers, and other relevant scholarly publications, were also reviewed throughout the research process [16].

RESULTS AND DISCUSSION

Islamic Education

Religion is one of the important aspects in human relations for society. Based on the fact that religion is always found in social life, religion has a reciprocal relationship with various life institutions such as education, politics, social, economic, and culture [17].

Islamic education is a means of transforming noble moral values sourced from religious teachings into humans. Moral education functions to realize commendable traits and behavior and keep away from despicable behavior [\[18\]](#).

Islamic education aims to be able to form a complete Muslim person who can develop their potential both physically and spiritually, as well as foster a harmonious relationship between individuals and God and between fellow humans [\[19\]](#).

Islamic Education in Character Building

The nature of morals or character is a condition or trait that is absorbed in the soul and becomes the personality of an individual. Islam teaches moral education with the aim that humans are in the truth and always on the straight path. A person's character is considered noble if his behavior and actions reflect the values in the Koran, such as [\[20\]](#):

- a. Loving and respecting other individuals as one loves and respects oneself. Can be manifested through words and deeds.
- b. Having the trait of *tasamuh* (tolerance) and facilitating other people's affairs in all matters. Exercising the rights of family, relatives, and neighbors without having to be asked.
- c. Keeping away from despicable traits such as *suudzon*, greed, stinginess, and so on.
- d. Maintain the relationship and do not break it.
- e. Strive to adorn oneself with praiseworthy traits.

Islamic Education in Preventing Bullying

Allah ﷻ explains in the Quran Surah Al-Hujuraat verse 14 that the core of man is in faith. Faith is placed in a high position in human life. According to the verse, faith is located in the heart, not in the head or body. From the heart, Allah judges whether human behavior is good or bad. Allah has also provided direction for mankind in measuring their behavior and maintaining relationships with others and relationships with the divine [\[21\]](#).

Q. S. Al-Hujuraat ayat 11 is explained about the prohibition of hurting fellow humans (prohibition of bullying behavior) which reads, “O believers! Do not let some ‘men’ ridicule others; they may be better than them, nor let ‘some’ women ridicule other women; they may be better than them. Do not defame one another, nor call each other by offensive nicknames. How evil it is to act rebelliously after having faith! And whoever does not repent, it is they who are the ‘true’ wrongdoers”. The verse emphasizes the prohibition of demeaning others, reproaching, and calling someone a nickname that the other person does not like. Many cases of bullying start with someone who cannot keep their tongue by calling someone bad names until a fight breaks out, leading to mental and physical health problems [\[22\]](#).

Islamic Values in Preventing Bullying

Bullying behavior can be analyzed from the social learning theory proposed by Albert Bandura based on the formulation of triadic reciprocal determinism, explaining the mutual interaction between three main factors: personality, environment, and behavior [\[23\]](#).

Personality factors include individual characteristics, such as beliefs, values, and skills. A person's personality influences how they respond to situations and how they interact with the environment [\[24\]](#). Personality in Bandura's theory refers to the context of *aqidah* in Islam, which shapes individual beliefs and values. A strong belief in Islamic teachings can influence the way individuals behave and interact with others. For example, someone who has a strong *aqidah* will be more likely to behave in accordance with Islamic values, such as honesty and justice [\[25\]](#).

Environmental factors include all external factors that influence individuals, such as culture, family, friends, and social situations. The good and bad behavior of individuals can be influenced by the environment [26]. Environmental factors refer to the context of Sharia in Islam, which provides guidelines on expected behavior in society. An environment influenced by sharia will create social norms that support good behavior [27].

Behavioral factors are individual actions or responses to certain situations. This behavior can be learned through observation and experience. Bandura emphasizes that individuals can learn not only through direct experience, but also through observation of others (modeling) [28]. Behavioral factors refer to the context of morals in Islam, namely, individual actions or responses to certain situations [29].

Parental Concern

Attention, according to Sagala, is a way of moving the general form of how the soul associates with materials in the field of behavior [30]. According to Muskibi, parents are the first and main teachers for children. Parental attention is all forms of direction that are not only centered on certain objects, but also on all physical and mental objects.

Forms of Parental Attention to Children

- a. Giving affection is an expression of feelings of affection, love, or like from parents that causes behavior to pay attention, motivate, and encourage children. When making children feel accepted, every behavior, action, and word of the child, parents should respond with body language such as looking at the face, maintaining eye contact, and listening to what the child says [31].
- b. Providing guidance, parents must provide guidance to children by providing good examples of their parents' behavior. Such as providing assistance when children are struggling, giving advice, and supervising children's learning activities [32].
- c. Provide facilities, fulfill all the needs needed by children to support children's activities so that activities do not stop [33].
- d. Creating a safe and comfortable learning atmosphere, in this case, parents must try to make children comfortable in learning. This comfort cannot be separated from physical and psychological influences, such as providing a comfortable place to study, giving time to study, and supporting children's learning by not disturbing them [34].

Setting a Good Example

Mentally or psychologically, the growth and development of children is greatly influenced by the attitude of parents, the behavior of parents, and how parents nurture and educate children. This is because during the growth and development of children, there is a process of identifying and imitating what is in their parents [35].

As a real figure in the child's life, parents should always strive to be good person according to the commandments of Allah ﷻ. Parents who are ready to have a baby should also be ready to improve themselves. And do not assume that young children do not know what is going on, because in fact, children can capture what they see and hear both consciously and unconsciously [36].

Monitoring Child Behavior

As parents, monitoring moral development in children is important, so that when children make mistakes, parents will guide them. It is explained in a hadith that:

"Whoever among you sees an evil, then change it with his hand, if he cannot then with his tongue, if he cannot then with his heart, and that is the weakest of faith." (HR Muslim)

If a line is drawn to the issue of parenting by parents, then the hadith provides information that parents have an obligation to remember and guide children when they make mistakes. Parental supervision of their children is a form of parental responsibility towards children. The first thing parents should do is provide social environment supervision for children. The social environment can shape the good or bad morals of children [37]. Limiting the association of children is also a form of supervising children's behavior. This is a very important aspect because by limiting the association, children can avoid juvenile delinquency.

Relationship between Parental Concern and Bullying Prevention

Bullying behavior also arises due to family factors. The family is the first place a child interacts. Parenting has an important role in the psychological development of children. The application of wrong parenting by parents can also be a contributing factor to the emergence of bullying behavior in adolescent life [38]. Lack of warmth and low parental attention to children, the application of permissive parenting that gives freedom to children, the application of authoritarian parenting so that children are familiar with family situations that are full of threats, and the behavior of parents who tend to provide examples of bullying actions are factors in the emergence of bullying behavior in children [39].

Children who experience affection deprivation may have wrong assumptions, such as thinking that they are bad children, so that they are not loved by their parents, or think that they do not deserve to be loved. Parental involvement and self-regulation affect children's bullying behavior. Parents who are actively involved in the process of parenting both at home and at school can improve children's self-regulation. Children who have high self-regulation can control themselves well and suppress bullying behavior.

Bullying

Bullying is a situation where there is an abuse of strength or power by a person or group. Bullying behavior is a repetitive act of aggression from an individual to someone to cause injury or discomfort. A victim of bullying is someone who is the target of repeated aggression by one or more people [40]. Bullying is an experience that occurs when a person feels wronged by the actions of others and fears that the bad behavior will happen again.

Factors Causing Bullying

- a. Social factors, such as the social sphere that triggers a person to become a bully is like watching aggressive media and the abusive behavior of the closest person.
- b. Psychological factors, such as someone with psychological problems, such as emotional disorders, and low self-confidence, can cause the perpetrator to have difficulty controlling emotions and tend to be temperamental.
- c. Individual factors include a tendency to display aggression, low empathy, lack of self-control, and a high sense of dominance.
- d. Family factors, such as the application of wrong parenting by parents, can also be a contributing factor to the emergence of bullying behavior in adolescent life [41].

Forms of Bullying

- a. Physical bullying is an act of bullying that is done directly and physically attacks the victim, such as hitting, kicking, slapping, choking, spitting, or damaging the victim's belongings.
- b. Verbal bullying, verbal violence that uses words to hurt the victim, such as taunting, teasing, insulting, threatening, or spreading rumors. Verbal bullying can include phone scaring, intimidating e-mails, or threatening anonymous letters.

- c. Relational bullying attempts to damage the victim's social relationships, such as ignoring, ostracizing, or spreading gossip. The perpetrator may describe the victim by race, disability, or ethnicity, making the victim feel rivaled or socially excluded.
- d. Cyberbullying, acts of bullying committed through electronic media, such as demeaning, insulting, harassing, or defamatory comments on social media, or through text messages and e-mail [42].

Impact of Bullying

Psychological disorders such as excessive anxiety and fear, depression, stress, feeling threatened, loneliness, resentment, and even endangering themselves by wanting to end their lives [43]. Disorders on the victim's social psyche because they feel unaccepted by their friends, feel inferior and worthless, have difficulty concentrating, and hate their social environment.

Research Results

Multiple regression analysis is used to predict changes in one variable (Prevention of Bullying) due to another variable (Islamic Education and Parental Concern). In this case between regression is done to determine the Prevention of Bullying Behavior (Y) caused by Islamic Education (X1) and Parental Attention (X2).

Table 1. Multiple Linear Regression Coefficient

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	93.677	8.713		10.751	.000
	Islamic Education (X1)	.430	.173	.207	2.491	.014
	Parental Concern (X2)	.153	.084	.151	1.817	.071
a. Dependent Variable: Perilaku Bullying (Y)						

Based on the table above, the regression equation can be written as follows:

1. Variable X1 Islamic Education

- $Y = 93.677 + 0.430X$, the consistency value of the bullying behavior variable is 93.677, with a regression coefficient X of 0.430, so it can be concluded that there is a positive influence between Islamic Religious Education and the prevention of bullying.

- The regression coefficient of the Islamic Religious Education variable (X1), which amounts to 0.430, means that if Islamic Religious Education increases, the prevention of bullying behavior will increase by 43%.

2. Variable X2 Parental Concern

- $Y = 93.677 + 0.153X$, the consistency value of the bullying behavior variable is 93.677, with a regression coefficient X of 0.153, so it can be concluded that there is a positive influence between parental attention and prevention of bullying behavior.

- The regression coefficient of the parental attention variable (X2), which amounts to 0.153, means that if parental attention increases, the prevention of bullying behavior will increase by 15.3%.

Hypothesis testing is also carried out by means of the F (simultaneous) test to determine whether two or more independent variables have a joint and significant effect on the dependent variable. Based on tests conducted with IBM SPSS Statistics 25, the results are as follows:

Table 2. F Test (simultaneous)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3291.486	2	1645.743	11.455	.000 ^b
	Residual	28878.686	201	143.675		
	Total	32170.172	203			
a. Dependent Variable: Bullying Prevention (Y)						
b. Predictors: (Constant), Parental Concern (X2), Islamic Education (X1)						

Based on the table above, it is known that the significance value for the simultaneous influence of X1 and X2 on Y is 0.000 F table with a value of 11.455 > 3.04, so it can be concluded that the rejection of H_0 and the acceptance of H_a or simultaneously the variables of Islamic Religious Education and Parental Attention have a significant effect on preventing bullying of class XII students of SMA Negeri 2 Wonogiri.

To see the percentage of the magnitude of the influence of variable X (Islamic education and parental attention) on variable Y (prevention of bullying behavior) can be seen from the following R-squared test output:

Table 3. Determination Test (R2)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.748 ^a	0,559	0,554	3,596
a. Predictors: (Constant), Parental Concern (X2), Islamic Education (X1)				

Based on the results of the table above, it can be seen that the R coefficient value is 0.748 > 0.50. This value indicates that the correlation between the variables of Islamic Religious Education and parental attention in the prevention of bullying behavior is a strong relationship. The R-squared value shows a result of 0.559, which means that the Islamic Religious Education variable and parental attention have a contribution of 0.559 or 55.9% to the prevention of bullying.

CONCLUSION

Based on the analysis of the data that has been collected, it can be concluded that the variables of Islamic Religious Education and parental attention contribute to the prevention of bullying behavior. The hypothesis test, it shows that simultaneously the variables of Islamic Religious Education and Parental Attention have a significant effect on the prevention of bullying in class XII students of SMA Negeri 2 Wonogiri. The results of multiple linear regression tests on the Religious Education variable show that there is a positive influence between Islamic Religious Education and the prevention of bullying behavior. The parental attention variable shows that there is a positive influence of parental attention on the prevention of bullying.

Acknowledgments

The author would like to thank the Department of Islamic Education, Universitas Muhammadiyah Surakarta, Indonesia, and all parties involved in the implementation of this research.

Author Contribution

All authors contributed equally to the main contributor to this paper, some are the chairman, member, financier, article translator, and final editor. All authors read and approved the final paper.

Conflicts of Interest

All authors declare no conflict of interest.

REFERENCES

- [1] T. Noboru *et al.*, “School-based education to prevent bullying in high schools in Indonesia,” *Pediatr. Int.*, vol. 63, no. 4, pp. 459–468, 2021, <https://doi.org/10.1111/ped.14475>.
- [2] M. Arif, M. K. N. A. Aziz, and Y. A. Abdurakhmonovich, “Trend Strategy To Prevent Bullying in Islamic Boarding Schools (Pesantren),” *J. Ilm. Peuradeun*, vol. 12, no. 2, pp. 639–670, 2024, <https://doi.org/10.26811/peuradeun.v12i2.1087>.
- [3] I. Suherman, A. Y., Martin, I. Kurniawan, A. T. Qolyubi, R. K. Rusli, and L. Purnamasari, “Bullying Prevention Strategies Through School Capacity Building (Scb) In Integrated Islamic Schools To Support The Sustainable Development Goals,” *J. Pendidik. Islam*, vol. 11, no. 1, pp. 164–175, 2025, <https://doi.org/10.15575/jpi.v11i1.43952>.
- [4] C. Mahfud, I. Rohani, Z. Nuryana, Baihaqi, and Munawir, “Islamic education for disabilities: new model for developing Islamic parenting in Integrated Blind Orphanage of Aisyiyah,” *Indones. J. Islam Muslim Soc.*, vol. 13, no. 1, pp. 115–142, 2023, <https://doi.org/10.18326/ijims.v13i1.115-142>.
- [5] R. B. Sumarsono, A. Imron, B. B. Wiyono, and I. Arifin, “Strengthening Educational Quality through Parental Engagement in Islamic Primary Education: Evidence from a Madrasah Context,” *Munaddhomah*, vol. 6, no. 3, pp. 420–433, 2025, <https://doi.org/10.31538/munaddhomah.v6i3.1919>.
- [6] S. Sukman, Hermanto, and M. R. Bustami, “Empowering Marginalized Indigenous Muslim Communities Through Islamic Education,” *J. Pendidik. Islam*, vol. 11, no. 1, pp. 204–215, 2025, <https://doi.org/10.15575/jpi.v11i1.45277>.
- [7] H. Ma’ruf, A. Juhaidi, M. R. Hafiz, and S. Fitri, “Uncovering the influence of demographic factors on the emotional regulation of Alpha generation students in Islamic educational institutions in Indonesia: the role of parenting style as a mediator,” *Cogent Educ.*, vol. 12, no. 1, 2025, <https://doi.org/10.1080/2331186X.2025.2511448>.
- [8] E. Suryana, U. Supriadi, M. Fikri, A. Efriani, and S. Langputeh, “Exploring Memorization Patterns in the Tahfidz and Tarjamah Qur’an Programs,” *J. Pendidik. Islam*, vol. 10, no. 2, pp. 375–386, 2024, <https://doi.org/10.15575/jpi.v10i2.29969>.
- [9] H. Zulkifli, S. M. M. Rashid, S. Mohamed, H. Toran, N. M. Raus, and M. N. Suratman, “Challenges and Elements Needed for Children with Learning Disabilities in Teaching and Learning the Quran,” *Children*, vol. 9, no. 10, 2022, <https://doi.org/10.3390/children9101469>.
- [10] S. Nurjan, H. K. Tjahjono, and M. N. Yamin, “Meta-analysis on adolescent behavior delinquency,” *Humanit. Soc. Sci. Rev.*, vol. 7, no. 2, pp. 296–306, 2019, <https://doi.org/10.18510/hssr.2019.7235>.
- [11] N. Siddiqui, “Parental education as a determinant of school choice: A comparative study of school types in Pakistan,” *Res. Educ.*, vol. 99, no. 1, pp. 3–18, 2017, <https://doi.org/10.1177/0034523717725862>.
- [12] Y. Zhang *et al.*, “The non-suicidal self-injury behaviour and its influencing factors in adolescents,”

BMC Pediatr., vol. 26, no. 1, 2026, <https://doi.org/10.1186/s12887-025-06416-8>.

- [13] M. B. Aziz, Fitriani, R. Nurhasanah, A. A. Abidin, F. Dwiyanah, and M. Toha, “Cultural Heritage as a Driver of Educational Choices: Evaluating the Role of Bugis Values in the Selection of Islamic Private Schools in Indonesia,” *Nazhruna J. Pendidik. Islam*, vol. 7, no. 3, pp. 726–741, 2024, <https://doi.org/10.31538/nzh.v7i3.110>.
- [14] P. Riera-Serra *et al.*, “Evaluation of the effectiveness of SOM-RIU, a multifaceted, school-based, suicide prevention intervention targeted to Spanish adolescents: study protocol for a cluster-randomised controlled trial,” *BMC Psychiatry*, vol. 26, no. 1, 2026, <https://doi.org/10.1186/s12888-025-07570-0>.
- [15] Paisun, Maskuri, and J. Mistar, “The Kiai’s Leadership in Harmonizing Chinese-Muslim Relations through Multicultural Islamic Education,” *Munaddhomah*, vol. 6, no. 2, pp. 329–344, 2025, <https://doi.org/10.31538/munaddhomah.v6i2.1897>.
- [16] W. S. Lestari, “Analisis Faktor-Faktor Penyebab Bullying Di Kalangan Peserta Didik,” *Sosio-Didaktika Soc. Sci. Educ. J.*, vol. 3, no. 2, pp. 147–157, 2021, <https://doi.org/10.15408/sd.v3i2.4385>.
- [17] L. A. Dey Putri, E. Yetti, and S. Hartati, “Pengaruh Keterlibatan Orangtua dan Regulasi Diri terhadap Perilaku Bullying Anak Usia Dini,” *J. Obs. J. Pendidik. Anak Usia Dini*, vol. 4, no. 2, p. 715, 2020, <https://doi.org/10.31004/obsesi.v4i2.438>.
- [18] S. M. Abdullah, “Social Cognitive Theory : A Bandura Thought Review published in 1982-2012,” *Psikodimensia*, vol. 18, no. 1, p. 85, 2019, <https://doi.org/10.24167/psidim.v18i1.1708>.
- [19] N. Nurida, “Analisis perilaku pelaku Bullying dan upaya penanganannya (studi kasus pada siswa Man 1 Barru),” *Indones. J. Educ. Sci.*, vol. 1, no. 1, pp. 25–31, 2018, <https://doi.org/10.31605/ijes.v1i1.128>.
- [20] Ihsan Harits Rustian and Mugiyono, “Pengaruh Pendidikan Agama Islam terhadap Karakter Peserta Didik,” *Al-Ubudiyah J. Pendidik. Dan Stud. Islam*, vol. 6, no. 2, pp. 21–30, 2025, <https://doi.org/10.55623/au.v6i2.495>.
- [21] E. Suryana, A. I. Hasdikurniati, A. A. Harmayanti, and K. Harto, “Perkembangan Remaja Awal, Menengah Dan Implikasinya Terhadap Pendidikan,” *J. Ilm. Mandala Educ.*, vol. 8, no. 3, pp. 1917–1928, 2022, <https://doi.org/10.58258/jime.v8i3.3494>.
- [22] A. O. Morsi, A. M. Yehia, A. S. Badran, and N. M. A. Khatat, “Challenges and concerns faced by parents of a group of Egyptian children with cleft lip/palate: a qualitative study,” *BMC Oral Health*, vol. 23, no. 1, 2023, <https://doi.org/10.1186/s12903-023-03747-9>.
- [23] H. G. Kimball *et al.*, “Parent-Perceived Benefits and Harms Associated with Internet Use by Adolescent Offspring,” *JAMA Netw. Open*, vol. 6, no. 10, 2023, <https://doi.org/10.1001/jamanetworkopen.2023.39851>.
- [24] J. L. Liu, Y. Cheong, C. Wang, C. S. L. Cheah, R. Ma, and X. Zhang, “The Voices of Chinese American Parents During COVID-19: Recommendations for Addressing Anti-Asian Racism and Supporting Adolescents in School,” *Asian Am. J. Psychol.*, vol. 15, no. 1, pp. 1–11, 2023, <https://doi.org/10.1037/aap0000320>.
- [25] M. Kaur, J. Costello, E. Willis, K. Kelm, M. Z. Reformat, and F. V. Bolduc, “Deciphering the Diversity of Mental Models in Neurodevelopmental Disorders: Knowledge Graph Representation of Public Data Using Natural Language Processing,” *J. Med. Internet Res.*, vol. 24, no. 8, 2022, <https://doi.org/10.2196/39888>.
- [26] F. Appiah *et al.*, “Association between Hunger and Truancy among Students in Liberia: Analysis of 2017 Global School-Based Student Health Survey,” *Biomed Res. Int.*, vol. 2022, 2022, <https://doi.org/10.1155/2022/4785238>.
- [27] M. Muzzolon, S. R. B. Muzzolon, M. Lima, M. Canato, and V. O. Carvalho, “Mental disorders and atopic dermatitis in children and adolescents,” *Postep. Dermatologii i Alergol.*, vol. 38, no. 6, pp. 1099–1104, 2021, <https://doi.org/10.5114/ada.2021.112280>.
- [28] J. Ashburner *et al.*, “How are students on the autism spectrum affected by bullying? Perspectives of students and parents,” *J. Res. Spec. Educ. Needs*, vol. 19, no. 1, pp. 27–44, 2019, <https://doi.org/10.1111/1471-3802.12421>.

-
- [29] R. M. Puhl, J. Luedicke, and J. A. DePierre, "Parental concerns about weight-based victimization in youth," *Child. Obes.*, vol. 9, no. 6, pp. 540–548, 2013, <https://doi.org/10.1089/chi.2013.0064>.
- [30] J. Aklster and K. Johnson, "Parenting issues that may be addressed through a confidential helpline," *Heal. Soc. Care Community*, vol. 10, no. 2, pp. 106–111, 2002, <https://doi.org/10.1046/j.1365-2524.2002.00349.x>.
- [31] R. BABAHAÑOĞLU and Ö. ASLAN, "Investigating Peer Bullying in Children: Teachers' Situation Assessment," *Milli Egit.*, vol. 55, no. 249, pp. 97–122, 2026, <https://doi.org/10.37669/milliegitim.1633517>.
- [32] A. M. Vaites Fontanari, M. Feijó, A. P. Villas-Boas, G. Welter Wendt, and A. Brandelli Costa, "School Climate, Absenteeism and School Transfer Due to Transphobic Bullying in Transgender And Non-Binary Youth," *J. Adolesc.*, vol. 98, no. 2, pp. 591–601, 2025, <https://doi.org/10.1002/jad.70084>.
- [33] S. Kim, "Beyond the Classroom: How School Bullying and Societal Well-Being Shape Adolescent Life Satisfaction Across OECD Countries," *J. Adolesc.*, vol. 98, no. 2, pp. 550–569, 2025, <https://doi.org/10.1002/jad.70081>.
- [34] Y. M. Saputra, E. Y. Ali, and M. Y. Saputra, "Physical Education Learning Model in Combating Bullying Among Primary School Students," *Int. Res. J. Multidiscip. Scope*, vol. 7, no. 1, pp. 623–633, 2026, <https://doi.org/10.47857/irjms.2026.v07i01.08100>.
- [35] M. G. Abed and T. K. Shackelford, "Adolescents and Transition-Age Youths with Intellectual Disabilities in Saudi Arabia: An Exploration of Parental Perspectives," *Behav. Sci. (Basel)*, vol. 16, no. 1, p. 66, 2026, <https://doi.org/10.3390/bs16010066>.
- [36] A. Alazmah, "Evaluation of Parents and Child Satisfaction Toward Primary Molar Restoration with Preformed Metal Crowns and Its Impact on Child Bullying," *Healthcare*, vol. 14, no. 1, p. 62, 2025, <https://doi.org/10.3390/healthcare14010062>.
- [37] K. Kogachi, C. Simon, and S. Graham, "Developmental Pathways of Victimization From High School to Early Adulthood: The Role of Characterological Self-Blame and School Racial/Ethnic Context," *J. Adolesc. Heal.*, vol. 78, no. 1, pp. 141–148, 2026, <https://doi.org/10.1016/j.jadohealth.2025.09.019>.
- [38] C. Gao, D. Szlosek, A. Zhong, S. E. Hadland, and S. S. Benes, "Educational Programming to Prevent Violence in Schools in the United States: An Analysis of School Health Profiles," *J. Pediatr.*, vol. 288, 2026, <https://doi.org/10.1016/j.jpeds.2025.114805>.
- [39] A. Alheggi, R. Bin Shlhoob, R. Alharthi, A. Bukhari, and R. Alkhodair, "Addressing the Unmet Educational Needs of Students with Epidermolysis Bullosa in Saudi Arabia," *Risk Manag. Healthc. Policy*, vol. 18, pp. 2565–2573, 2025, <https://doi.org/10.2147/RMHP.S512984>.
- [40] X. Chen, J. Chen, H. Jiang, and H. Zhao, "Bullying victimization and mental health problems of boarding adolescents in rural China: the role of self-esteem and parenting styles," *BMC Public Health*, vol. 25, no. 1, 2025, <https://doi.org/10.1186/s12889-025-22043-5>.
- [41] O. Dadras, "Correlates of condom use among school-going Thai adolescents: the critical role of bullying victimizations," *BMC Psychiatry*, vol. 25, no. 1, 2025, <https://doi.org/10.1186/s12888-024-06423-6>.
- [42] F. Li, X. Yang, S. Meng, and H. Zhang, "Influencing factors and optimization paths of teachers' fulfillment of school bullying governance responsibilities in China," *PLoS One*, vol. 20, no. 12 December, 2025, <https://doi.org/10.1371/journal.pone.0319640>.
- [43] W. Liu, Y. Xie, Y. Wang, B. Tang, H. Guan, and F. Chang, "Uncovering the prevalence, risk factors and consequences of school bullying in China's rural primary schools," *BMC Public Health*, vol. 25, no. 1, 2025, <https://doi.org/10.1186/s12889-025-25101-0>.
-