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Classroom Strategies for Bullying Prevention and Intervention: An Islamic Education Perspective

Ruwiah Abdullah Buhungo
IAIN Sultan Amai Gorontalo, Indonesia
ruwiyah@iaingorontalo.ac.id

Burhanudin Abdul Karim Mantau
IAIN Sultan Amai Gorontalo, Indonesia
burhanmantau@iaingorontalo.ac.id

Yuli Marlina
Universitas Islam Jakarta, Indonesia
yulie.marlina@gmail.com

Abstract: Bullying remains a pervasive problem in classroom settings, particularly in the digital era where cyberbullying and other harmful behaviors continue to rise despite the central role teachers and families should play in shaping students' moral development. This study examines classroom management strategies for bullying prevention and intervention from an Islamic education perspective, using a descriptive qualitative approach with data collected via Likert-scale questionnaires from 749 purposively sampled students and instructors in senior high schools in Pare during 2023. Findings show that bullying is most prevalent among students aged 14–17, with high rates of cyberbullying (84.5%) and sexual bullying (82.6%), most of which is peer-perpetrated, and that Islamic educational principles applied consistently within classroom management, alongside the home environment, can serve as an effective preventive and intervention measure by addressing victims, perpetrators, and witnesses alike. The study concludes that integrating Islamic values into classroom management and educational contexts offers a promising approach to reducing bullying among the millennial adolescent generation.
Keywords: Bullying; Adolescents; Islamic Parenting; Cyberbullying; Classroom Management; Social Media.

INTRODUCTION

Bullying has become one of the most pressing behavioral problems confronting classrooms in the digital era, manifesting in both verbal forms such as name-calling and demeaning nicknames and non-verbal forms, including physical aggression, social exclusion, cyberbullying, and intimidation through derogatory references to a victim's family (Sari & Azwar, 2018; Soh et al., 2022). Perpetrators are frequently driven by unmet psychological needs, such as the desire for recognition, fairness, and affection, which they attempt to compensate for through aggressive behavior toward peers (Azzahra & Haq, 2019). Because this behavior most often develops within the school and home environment rather than in public settings, classroom management has emerged as a central variable in both the prevention and perpetuation of bullying, positioning teachers alongside parents as key agents of intervention.

A substantial body of research has examined parenting and educational practice as determinants of child development and behavior. Wirawati & S. (2019) frame upbringing as a goal-directed caregiving process aimed at producing healthy, capable, and responsible individuals, particularly during the formative years a process that, by extension, classroom practice is expected to reinforce (Wirawati & S, 2019). From an Islamic perspective, this developmental process is understood to begin even before birth that Islamic teaching and common theory locates the origin of a child's education in the womb, when the fetus already begins to sense and respond to its environment (Gagné et al., 2022; Hanifah & Nasution, 2025).

Building on this foundation, several studies have detailed the structures through which Islamic education is delivered formal, non-formal, and informal education operating synergistically (Magfiroh et al., 2023), continuous educator and parental self-development in step with the times (Marlina et al., 2023), and the transmission of spiritual values beginning with the family and continuing through schooling (Oktarina, 2021). Other work emphasizes the relational dimension of learning environments, arguing that classroom and family interaction are indispensable for students' social development because human beings are inherently social and dependent on one another (Nisa & Muhid, 2020), and that children are ultimately entrusted by Allah to their parents and educators, who bear responsibility for their welfare in both worldly and spiritual terms (Li et al., 2025; Nurabadi et al., 2021). At the theoretical level, drawing on the framework, describe Islamic-psychological education as convergence-based and holistic, aiming to balance physical health, intellectual capacity, emotional stability, and religious commitment a balance that classroom management practices are well positioned to cultivate (Begum et al., 2021; Umam & Musthofa, 2024). Related research links this holistic approach to students' capacity for stress management, positioning both parents and teachers as primary mentors in helping students cope with life's pressures (Pérez-Guilarte et al., 2022).

While this literature establishes parenting and Islamic educational principles as foundational to healthy student development and to broader psychosocial outcomes such as stress regulation, it stops short of translating these principles into concrete classroom management strategies for bullying prevention and intervention. Existing studies tend to treat Islamic educational values and bullying behavior as separate lines of inquiry: one strand documents the forms and causes of bullying, while another elaborates general principles of Islamic child-rearing or education, with little attention paid to how teachers can operationalize these values within day-to-day classroom management. What remains underexplored is how the outward (exoteric) and inward (esoteric)

dimensions of Islamic practice can be deliberately paired for instance, ritual prayer with humility, fasting with gratitude, or Qur'anic recitation with patience, and embedded into classroom management as a concrete, dual-layered strategy for preventing and intervening in bullying among adolescents.

The scientific novelty of this article lies in proposing such an integrated exoteric–esoteric framework as a classroom management model, grounded in the pedagogical example of Luqman as presented in Surah Luqman (12–14), through which teachers can jointly address bullying prevention and intervention combining behavioral discipline and structured classroom practices with the cultivation of inner character traits such as tawadhu, gratitude, patience, and sincerity among students.

This raises the central problem addressed in this study: how can the exoteric and esoteric values of Islamic teaching be integrated into classroom management strategies, applied consistently within the school environment, to prevent and intervene in bullying behavior among adolescents? Accordingly, this article aims to examine the relevance of the exoteric–esoteric framework, as exemplified in Luqman's counsel to his son, as an applicable Qur'anic-based classroom management model for preventing and intervening in bullying in adolescent education.

RESEARCH METHODOLOGY

This study employed a descriptive qualitative method (Creswell & Creswell, 2018; Ravindran, 2019)to investigate classroom management strategies for bullying prevention and intervention within an Islamic education framework, aiming to establish measurable patterns and to clarify the relationship between empirical classroom observations and the quantitative data gathered through questionnaires. The population consisted of all high school teachers and students in Pare District, Kediri, in 2023. From this population, 749 respondents were drawn from five senior high schools in Pare using purposive, non-random sampling (Campbell et al., 2020). Schools and respondents were selected based on a regional approach and documented levels of bullying incidence in the area, with additional consideration given to local cultural background, shared community traits, and adherence to prevailing cultural and religious values, as these factors were expected to shape how classroom management practices and Islamic educational values are implemented and perceived.

Data were collected using two structured questionnaires developed by the researchers: a Victim Questionnaire (Table 1) and a Perpetrator Questionnaire (Table 2). The instruments were administered to students and

teachers across the five participating schools to capture perspectives on bullying experiences and behaviors within authentic classroom contexts. The questionnaires measured the occurrence of bullying-related behaviors and the relationship between respondents and the individuals involved in these incidents.

Although the original screening items were categorical (e.g., *Once* or *Never*), the broader survey instrument employed a five-point Likert scale to assess respondents' perceptions of bullying and classroom management practices used to prevent and address such behavior. Data collection was conducted during the 2023 academic year. Questionnaires were distributed directly to the participating schools, completed on-site, and collected by the research team. Because purposive sampling was utilized to capture a representative range of classroom conditions across the district, no follow-up administration was required.

Table 1. The victim's Questionnaire

No	Behaviour	Condition	by
1.	Hit/Slapped/Kicked/Pushed	□ Once □ Never	□ friend □ senior □Junior
2.	Threatened/ scolded/ insulted/ given nickname	□ Once □ Never	□ friend □ senior □Junior
3.	Being ostracized/ cornered/shunned	□ Once □ Never	□ friend □ senior □Junior
4.	Differentiated/ discriminated againts	□ Once □ Never	□ friend □ senior □Junior
5.	Threatened/ insulted/ harassad on social media (WA, FB, IG)	□ Once □ Never	□ friend □ senior □Junior
6.	Being held/touched/hugged/kissed	□ Once □ Never	□ friend □ senior □Junior

Table 1 assesses students' experiences as victims of bullying across physical, verbal, social, discriminatory, cyber, and unwanted physical-contact dimensions. The questionnaire also identifies the social relationship between the victim and the perpetrator, providing insights into whether bullying occurs primarily among peers, older students, or younger students.

Table 2. Perpetrators' questionnaire

No	Behaviour	Condition	by
1.	Hitting/Slapping/Kicking	□ Once □ Never	□ friend □ senior □Junior
2.	Pushing, etc	□ Once □ Never	□ friend □ senior □Junior
3.	Threatening/ scolding/ insulting	□ Once □ Never	□ friend □ senior □Junior
4.	Give a nickname, etc	□ Once □ Never	□ friend □ senior □Junior
5.	Isolated/ cornered/ distanced	□ Once □ Never	□ friend □ senior □Junior
6.	Differenciate/ discriminate, etc	□ Once □ Never	□ friend □ senior □Junior

Table 2 examines self-reported bullying behaviors among students who were identified as perpetrators. The items capture multiple forms of bullying, including physical, verbal, relational, and discriminatory behaviors. Identifying the target group (friend, senior, or junior student) helps reveal interaction patterns and power dynamics within the school environment.

Moreover, responses were analyzed using descriptive analysis to identify patterns and test the study's underlying assumptions regarding the relationship between Islamic-based classroom management and bullying prevalence. Raw Likert-scale responses were converted into percentages following standard procedures to allow comparison across bullying types, age groups, and respondent roles (victim, perpetrator, witness). Results were organized and presented using tables and graphs to support clear interpretation, after which the data were summarized to draw out overarching patterns relevant to classroom management strategy. To support the validity and reliability of the findings, the two questionnaires were designed to allow cross-checking between victim and perpetrator accounts of the same reported incidents, and the purposive selection of schools with documented bullying levels was intended to reduce the risk of sampling bias toward low-incidence contexts. It is assumed that respondents answered the Likert-scale items candidly and that self-reported experiences of bullying reasonably reflect actual classroom conditions (Mumu et al., 2022). The scope of this study is limited to five senior high schools within a single district in a single academic year, and to a descriptive-inductive statistical

approach rather than inferential hypothesis testing; as such, findings are intended to characterize patterns within this specific setting rather than to be generalized without further verification to classroom contexts outside Pare District.

RESULTS AND DICUSSION

Table 3 presents the age distribution of the 749 respondents involved in the study. The largest proportion of respondents were aged 17 years (n = 294), followed by those aged 18 years (n = 221) and 16 years (n = 168). Smaller numbers were recorded among students aged 15 years (n = 52), 19 years (n = 11), and 14 years (n = 3). These data indicate that reported bullying incidents were concentrated among students aged 16 to 18 years, which corresponds to the main years of senior high school attendance.

Table 3. Demographic Respondents

No	Age	Total
1	14	3
2	15	52
3	16	168
4	17	294
5	18	221
6	19	11
Total		749

The age distribution reveals that bullying was reported most frequently among students aged 16 to 18 years, with the highest frequency occurring among 17-year-old students. This finding directly addresses the study's first research question by identifying the student cohort most affected by bullying behaviors within the participating schools. From a classroom management perspective, these results suggest that preventive and responsive interventions should be concentrated in middle and upper secondary classrooms, where bullying incidents appear most prevalent. Teachers working with students in these age groups may require enhanced monitoring strategies, structured peer-interaction activities, and consistent behavioral management practices to reduce opportunities for bullying and strengthen positive classroom relationships. The findings therefore provide empirical support for age-targeted classroom management approaches rather than uniform interventions across all grade levels.

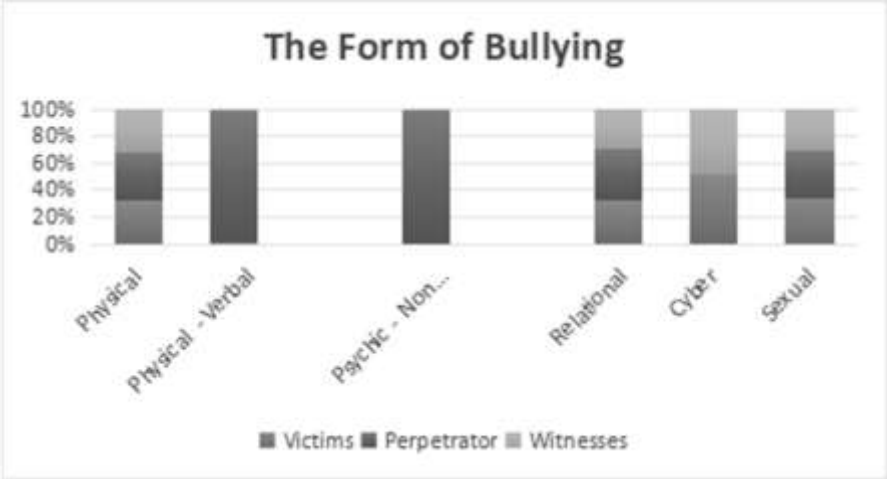


Figure 1. Victims, Perpetrators and Witnesses of Bullying

As shown in figure 1, the data reveal that victims of bullying are typically unable to defend themselves in the moment, while perpetrators act consciously from a position of power, disregarding the victim's condition (Marlina et al., 2022). From a classroom management standpoint, this power imbalance signals the need for teachers to establish structured supervisory routines and clear behavioral expectations that limit opportunities for dominance-based aggression to take hold. The data further point to the necessity of embedding consistent value-based guidance rooted in attention, direction, and exemplary character into everyday classroom interaction, so that Islamic principles function not merely as abstract teaching but as an active management tool shaping students' skills, morals, and personality (Sit & Nasution, 2021). This aligns with earlier calls for educators and parents alike to be equipped with knowledge of Islamic educational approaches that cultivate strong religious motivation, character, and integrity in students (Burhanuddin & Ilmi, 2022; Mardatillah et al., 2025; Toshtemirova et al., 2025), alongside consistent supervisory practices to counter bullying behavior in adolescents (Badger et al., 2025; Harris et al., 2026). Notably, the data suggest that digital-era pressures do not diminish the relevance of these strategies; rather, they raise the stakes for teachers and parents to jointly strengthen their educational capacity, integrating all stakeholders teachers, parents, and students into a coordinated response appropriate for a generation navigating unprecedented social and technological change (Sulaeman et al., 2023).

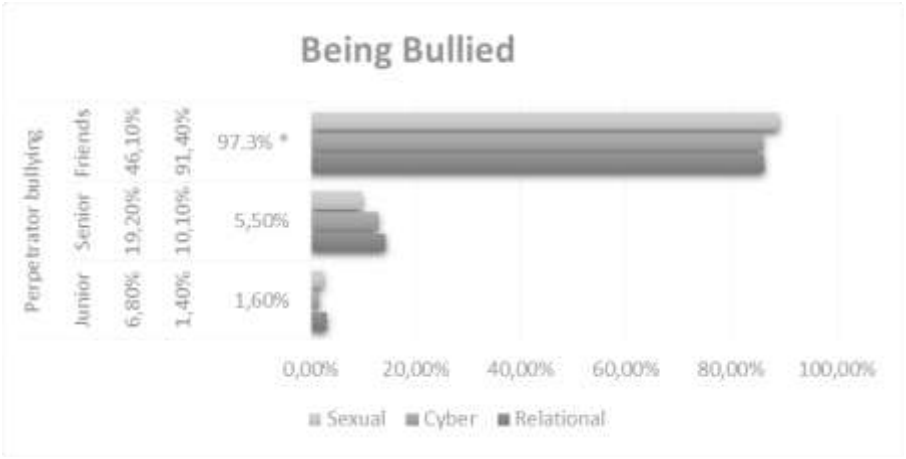


Figure 2. Junior, Senior and Friends Perpetrator

Figure 2 shows that psychological/non-verbal bullying is the most prevalent form, accounting for 97.3% of reported cases, with perpetrators most commonly identified as peers of the same age. This finding is particularly relevant to classroom management, since same-age peer dynamics are precisely the interactions teachers are positioned to observe and moderate on a daily basis. The predominance of non-verbal bullying social exclusion, cynical looks, ostracism suggests that classroom interventions cannot rely solely on rule enforcement against overt aggression but must also cultivate a classroom climate in which subtler forms of exclusion are recognized and addressed. The data reinforce the importance of consistent guidance and companionship from both parents and teachers in shaping students who act on faith, do good deeds, and avoid harmful behavior toward peers (Fajri, 2025; Heller & Mobley, 2021).

This is consistent with the view that a child's personality develops substantially through the education and care of the adults around them, and that Islamic educational practice offers a structured set of domains faith, moral, intellectual, physical, mental, social, and appropriate boundary education paired with concrete methods such as modeling, habituation, attentive engagement, advice, and proportionate discipline (Muñoz-Losa et al., 2025; Yuniastuti et al., 2025). Translated into classroom management terms, these methods correspond directly to teacher practices: leading by example, reinforcing positive routines, actively monitoring student wellbeing, offering guidance rather than only correction, and applying consequences that are firm but restorative rather than punitive.

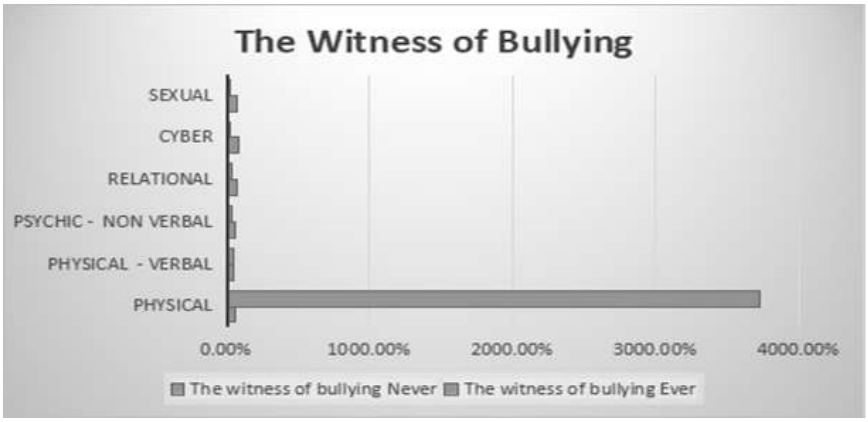


Figure 3. The Witness of Violence

Figure 3 illustrates that bullying is widely witnessed by peers, with reported witness rates of 62.7% for physical bullying, 52.4% for verbal-psychological bullying, 63.1% for non-verbal psychological bullying, 69.3% for relational bullying, 76.9% for cyberbullying, and 74.9% for sexual bullying. Despite these high witness rates, most bystanders reported taking no action, citing fear, a tendency to treat the behavior as joking, or their own introverted disposition. Respondents identified three underlying factors: weak communication norms among peers that undermine group harmony, insufficient protective mechanisms for witnesses who might otherwise intervene, and a bystander dilemma in which students fear that defending a victim will be met with a lack of institutional support or will be perceived as attention-seeking rather than genuine concern (Jalloh et al., 2025; Khoirunnisa, C., Jamilah, V., Melanie Syarifatun, N., Silvia, N., & Wahyu, 2025). This pattern echoes prior findings that a large majority of bystanders 69.6% in one study choose not to intervene specifically because they do not want to become involved (Damanik & Djuwita, 2019). For classroom management, this is a critical finding: it indicates that bullying prevention cannot rely on passive bystander awareness alone but requires teachers to actively construct a classroom culture of protection, in which reporting is normalized, witness intervention is met with institutional backing rather than exposure to risk, and clear, safe channels exist for students to act without fear of social or disciplinary fallout.

Taken together, these findings directly answer the research problem posed in the introduction how the exoteric and esoteric dimensions of Islamic teaching can be integrated into classroom management to prevent and intervene in bullying. The data show that bullying is concentrated among students aged 14–17, is overwhelmingly non-verbal and peer-perpetrated, and persists in the

presence of many witnesses who feel unable or unwilling to act. This pattern supports the study's proposed framework: exoteric practices such as structured routines, disciplined supervision, and modeled behavior must be paired with esoteric cultivation of humility, gratitude, patience, and sincerity, applied consistently by teachers within the classroom and reinforced by parents at home. The convergence of these two dimensions offers a coherent classroom management strategy capable of addressing not only the perpetrator's behavior, but also the victim's vulnerability and the witness's reluctance to intervene the three interdependent roles through which bullying persists in the classroom environment.

This study is not without limitations. Methodologically, the reliance on Likert-scale questionnaires and descriptive-inductive statistics captures self-reported perceptions rather than direct classroom observation, meaning that actual teacher practices and student behavior may differ from what respondents reported. Contextually, the sample was drawn purposively from five senior high schools within a single district, Pare, Kediri, selected partly for their documented bullying levels and shared cultural background; this focus, while useful for depth, limits the generalizability of findings to classroom settings with different demographic, regional, or religious compositions.

Conceptually, the study examined Islamic exoteric–esoteric values as an integrated framework but did not isolate the relative contribution of each dimension, nor did it measure long-term behavioral change following implementation of these strategies as figure 4.

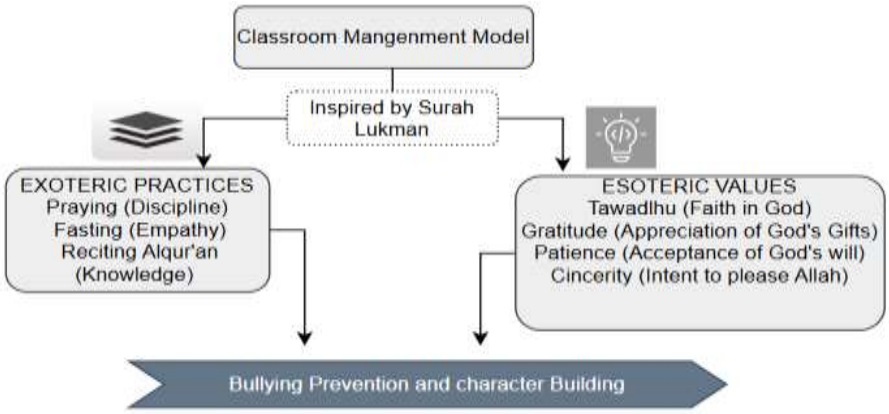


Figure 4. Integrated Exoteric–Esoteric Classroom Management Model

Figure 4 illustrates the classroom management model proposed in this study, showing how it draws its conceptual foundation from Surah Luqman and branches into two complementary dimensions. On one side, exoteric practice

such as praying, fasting, and reciting the Qur'an are linked to observable behavioral outcomes of discipline, empathy, and knowledge, representing the outward, structured routines that a teacher can implement and monitor within the classroom.

On the other side, esoteric values such as tawadhu, gratitude, patience, and sincerity are tied to their inner spiritual meanings of faith, appreciation, acceptance of God's will, and intent to please Allah, representing the internal character qualities these practices are meant to cultivate in students. The diagram shows both dimensions converging into a single outcome, bullying prevention and character building, indicating that neither outward practice nor inward value is sufficient on its own; rather, the model proposes that sustainable bullying prevention emerges only when exoteric discipline and esoteric character formation are implemented together, consistently, within classroom management.

Finally, the cross-sectional design captures bullying dynamics at a single point in time, which constrains conclusions about how classroom management strategies influence bullying patterns over an academic year or longer.

CONCLUSION

This study was conducted to answer two research questions: (1) which student groups are most affected by bullying in the classroom, and (2) how the exoteric and esoteric dimensions of Islamic teaching can be integrated into classroom management to prevent and address bullying.

Regarding the first research question, the findings show that bullying is most commonly reported among students aged 14–17 years, the core years of senior high school education. The results also indicate that bullying involves interconnected roles of victims, perpetrators, and witnesses. Victims often experience difficulty defending themselves, perpetrators exercise power through various forms of aggression, and witnesses frequently remain passive despite being aware of bullying incidents. These findings identify the student population and classroom dynamics that require the greatest attention from school-based intervention efforts.

Regarding the second research question, the study found that the integration of exoteric and esoteric dimensions of Islamic teaching provides a useful framework for classroom management in addressing bullying. Exoteric practices, including consistent supervision, classroom discipline, clear behavioral expectations, and teacher role modeling, contribute to the prevention and management of bullying behaviors. At the same time, esoteric values such as humility, gratitude, patience, sincerity, and empathy support the development of

positive character and respectful relationships among students. The findings suggest that the combined application of these dimensions by teachers and parents can strengthen efforts to prevent bullying, protect victims, and encourage active witness involvement.

Overall, the study concludes that integrating exoteric and esoteric Islamic teachings into classroom management offers an effective approach to reducing bullying and fostering a more supportive classroom environment. The findings support the use of Islamic educational values as a foundation for classroom practices that promote positive student behavior, mutual respect, and social responsibility.

For future research, studies should employ direct classroom observations and longitudinal designs to examine the long-term effectiveness of these classroom management practices. Comparative studies in different educational and cultural contexts may also help determine the broader applicability of the findings and further clarify how Islamic values can be effectively implemented in anti-bullying initiatives.

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