

School Management Strategies in Preventing *Bullying*

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A B S T R A C T

Unfortunately, bullying is still a major issue in today's schools, negatively affecting both the emotional well-being and academic performance of students. Examining the methods used by school administrators to curb bullying in the classroom is the primary objective of this research. The research was conducted in a junior high school in [area name] using a qualitative approach. Data was gathered through in-depth interviews, observation, and documentation. The results of the study showed that bullying prevention efforts were carried out through three main strategies: (1) strict school policies against bullies, (2) strengthening student character through guidance and counseling services and religious activities, and (3) active involvement of parents and the community in supervision and education related to the impact of bullying. Also, the school uses digital media for advocacy and reporting. Based on these results, it's clear that a proactive, team-oriented approach to school safety can make a big difference for kids. The study's findings should hopefully inform the development of anti-bullying policies at other educational institutions.

Keywords: *Bullying, School Management Strategy, Prevention, Educational Environment.*

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INTRODUCTION

Modern society has been influenced in two ways by the rapid advancement of science and technology, according to Melani Tri Utami. These innovations have made many aspects of daily life easier, on the one hand. Meanwhile, this also presents a big challenge, especially in shaping human character, both in the world of education and social life. One of the serious problems that now occurs in the educational environment is *bullying* or *bullying*. In the midst of the rapid flow of information and the strong influence of technology, people tend to pursue material happiness more, while religious and moral values are beginning to be neglected. As a result, various social problems arise, such as fights, drug abuse, promiscuity, and acts of bullying.

Bullying It can happen anytime and anywhere, either directly or digitally. Nevertheless, healthy social interaction and mutual respect between individuals can be key to preventing bullying. Therefore, it is important for educational institutions and all levels of society to foster a culture of mutual care, in order to create a safe, comfortable, and dignified environment. (Melani Tri Utami, 2024) *Bullying* It is a problem that often exists in schools and has a negative effect on the physical, mental, and emotional development of students. Victims of bullying generally experience long-term mental health problems, decreased academic achievement, and loss of confidence.

This problem goes beyond physical violence and includes not only *cyberbullying* but also verbal and social bullying, the latter of which is often unrecognized by schools and teachers. Bullying, both overt and covert, is on the rise in Indonesian schools, data from the Indonesian Child Protection Commission (KPAI) shows.

Schools have a great obligation to deal with and prevent *Bullying* because of their role as educational institutions. This can be achieved through the implementation of effective school management strategies, such as creating a friendly and safe environment, and establishing anti-bullying policies and programs that involve everyone, including parents, teachers, and students.

Close collaboration between all parties is the key to fostering a school culture that is friendly, caring, and respectful. Islamic education can also be used as a foundation in building the character of students, because it teaches noble values such as justice, compassion, empathy, and brotherhood (*ukhuwah*). In Islam, all forms of violence and oppression are strongly condemned, and every individual is taught to maintain the honor and dignity of his fellow man (Harvey, 2023)

Islamic schools have a dual role in shaping students' personalities and values in accordance with Islamic principles, in addition to providing basic knowledge. Even in schools that adhere to Islamic principles, there have been reported cases of *bullying* and other forms of bullying even though time has passed.

Religious teachings that emphasize the importance of kindness, cooperation, and tolerance are in line with anti-bullying attitudes. Although Islamic education is promising as a solution, there is often a gap between classroom teaching and real-world application. (Astiti et al. 2018)

Understand the importance of good school management in combating *traditional bullying* (physical, verbal, and psychological) and *cyberbullying*. Then it can increase the capacity of teachers and school managers. Crime or *bullying* and violence that occur at school can attract the attention of the community, as well as the surrounding environment and especially parents. The duties of teachers are not limited to their role as subjects who provide lessons, conduct evaluations and assessments.

They have a responsibility as educators to help shape the moral character of their students, so that they can grow into good people who know what is right and wrong. Many seemingly trivial things can develop into bullying, which can have devastating impacts. A common example of seemingly trivial things that can develop into *bullying* is when students make fun of each other.

This case of *bullying* at school is indeed very disturbing and can cause mental disorders in children as the front line. This MTs N 2 Purworejo school is a child-friendly school and also collaborates with the Women's and Child Protection Office to provide anti-bullying and sexual violence education to MTs N 2 Purworejo students. The activities of the collaboration aim to avoid acts of *bullying* and sexual violence against children.

The bullying that occurs in this school is included in the category of verbal and physical bullying, because students here sometimes call their names by their parents' names. *Bullying* here also often occurs such as students who deliberately nuzzle them, mock each other, isolate friends (incite). However, this school has a 5s program (smile, greeting, greeting, polite and polite) and holds counseling for impression messages from the homeroom teacher and from the teacher himself.

The MTs N 2 school also held socialization training for the entire school academic community and students. The socialization given to students at this school was held in the field after the ceremony was completed given by the Police, Women's Service and Child Protection Service. In addition, the cooperation from this party the school also collaborates with all parents of students in order to provide motivation for the child and can inform the homeroom teacher or teacher at school about the change in the child. Because, not all students can tell stories openly by others. (Ibu Nurohmah, 2025)

As for the verses of the Qur'an about ridicule or bullying, the verses are:

'**Ya'aa'a'aa'aa**

"O you who believe! Let not one people make fun of another (because) they may be better than them. Nor should women (make fun of) other women, (because) it may

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be better for a woman (who is mocked) than a woman (who makes fun of)." (QS.

Al-Hujurah: 11).

Teachers have an important role in recognizing changes in student behavior that can be an early sign of bullying. This information should be conveyed to parents so that it can be followed up together. Open communication between schools and families is an effective first step in preventing bullying.

An approach that involves all school residents, both teachers, students, parents, and staff, is the most effective way to reduce bullying cases. Cooperation and mutual concern are the foundation for creating a safe, comfortable, and violence-free school environment. In this case, comprehensive school management plays an important role in suppressing deviant behavior while encouraging active participation of students in building a positive culture based on moral and ethical values.

The formulation of the problem raised in this study is: *What is the school management strategy in preventing bullying in MTs N 2 Purworejo?* The purpose of this study is to analyze the management strategy of MTs N 2 Purworejo school in preventing bullying. With this goal, the research is expected to be able to provide a comprehensive picture of the role of school management in creating an educational environment that is free from bullying practices.

This research is expected to have benefits both theoretically and practically. Theoretically, research findings can enrich knowledge about the role of school administrators in overcoming bullying and serve as a reference for academics, education professionals, and policymakers. Practically, this research is useful for the author to understand effective school management strategies, for schools as the basis for designing more systematic policies, for students to increase awareness and positive character, and for teachers to apply real strategies in maintaining order and instilling positive values in students.

The method used was a literature review from various previous studies on school management strategies in preventing bullying. Some of the relevant research includes the work of Muh Ibnu Sholeh (2023) which highlights the implementation of Islamic values in anti-bullying programs in Islamic educational institutions, Rafiq Musaddad's thesis (2021) on the principal's strategy to prevent bullying and cyberbullying at MTs Al-Madaniyah, and the research of Ajerin Karim et al. (2023) which discusses the collaboration of teachers and school management in preventing bullying through the joint role of all educational components.

In addition, the research of Muhammad Iwan Muliawan and Ahmad Khaerul Kholidi (2024) emphasizes the role of school principals in preventing bullying through the formation of anti-bullying teams, complaint boxes, and emergency communication channels. Research by Riswan Anas et al. (2024) also found that schools are able to reduce bullying by forming a special team and providing a formal complaint channel. The main difference between this study and previous studies lies in the focus of the objects and the strategies used. If the previous research highlighted the principal or a specific program, this study emphasizes more on the implementation of school management strategies at MTs N 2 Purworejo through 5S policies, counseling guidance, collaboration with parents, and the use of digital media. Thus, this research contributes to providing a new perspective on school management strategies based on Islamic values to prevent bullying holistically.

METHOD

Types of Research and Approaches

Studies belong to qualitative type studies. The qualitative study was chosen because it aims to understand in depth the process of school management implementation in preventing anti-bullying. This research focuses on exploring policies, strategies, and experiences with stakeholders, including principals, teachers, counselors, and students. The objectives of the strategy provide a comprehensive overview of the methods used by school administrators in eradicating bullying in their institutions. The researchers used this method to understand the phenomenon by listening to the people involved in their natural context. Using a case study design. The purpose of selecting the case study was to gain an in-depth understanding of the methods used by school management in addressing bullying. In understanding the



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phenomenon of anti-bullying management strategies in depth, it is possible to explore the perspectives of school principals, teachers, students, and other related parties on anti-bullying policies and strategies.

Research Place

This study place is a place that can be used as a study process that is used to solve the problem of the ongoing study. The study took place at MTs N 2 Purworejo which is located at JL. Magelang No. KM12, Kaliboto, Bener, Purworejo, postal code 54183, Central Java.

Subject and Object of the Researcher

Research Subject

Respondents are research subjects who will be interviewed to collect the required data. Because they can be deliberately selected based on criteria relevant to the research objective, the research subject plays a very important strategic role in the research. Participants in this study include the administration, teaching staff, and students of MTs N 2 Purworejo.

Research Object

The object of research in a study is the main focus being studied. The role of school administration in anti-bullying initiatives comes into focus. Participants were the principal, teachers, and students of MTs N 2 Purworejo.

Data Source

According to the type of study, the researcher needs data sources, namely:

Data Primer

Primary data is data collected and obtained from the first source. Information on the implementation of school management in preventing anti-bullying was obtained at MTs N 2 Purworejo. This data was obtained by means of direct interviews with the principal, the head of MTs N 2 Purworejo, teachers and students of MTs N 2 Purworejo.

Data Seconds

The term "secondary data" refers to information not collected directly from the object of research. In most cases, this data is indistinguishable from the data used to build a theoretical framework. Books, the internet, and other relevant literature research titles are examples of secondary data sources that include written data in the form of information in the thesis.

Data Collection Techniques

Since information collection is the main goal of research, data collection techniques are the backbone of the research process. According to Sugianto, natural conditions, primary or secondary data sources, and various methods can be used to collect information in qualitative research.

Observations, interviews, documentation, and surveys are methods used to collect data. The information required for the research can be collected through the use of data collection techniques. The methods used are:

Observation

A person's ability to utilize his or her observations based on the results of the five senses of vision and hearing, with the help of the other senses, is known as participatory observation. In this type of observation, researchers follow subjects as they go about their daily activities and carefully record everything the data source does. The results of the observations I made at the MTs N 2 Purworejo school are indeed bullying, while *bullying* at school does include *verbal and physical bullying*. *Bullying* that occurs such as mocking, isolating / inciting friends, nudging intentionally, etc. This school also has a program, namely the 5s program and counseling, in addition to that the school also collaborates with the Child Protection Office, the Women's Office and parents of students at the school.

Interview

An interview is a method of gathering information through conversations with someone to get their thoughts or feelings about a certain topic. Anggoro states that semi-structured interviews consist of questions followed by semi-open-ended questions to dig deeper into the topic. Semi-structured interviews increase researcher autonomy and in-depth data collection.

An interview is a meeting of two people to exchange ideas and information through a question and answer session, as explained by Stainback. This is not contained in the observation task, which gives the researcher a deeper understanding of how participants perceive events and situations. (Handayani et al., 2024). The purpose of the researcher in conducting the interview was to explore data in the form of counseling guidance. However, before the interview, the researcher made sure to ask the informant the right questions by formulating them in the interview guide. Nonetheless, questions may change as the process progresses to adjust to new conditions.

Documentation

Documentation is a method of data collection that involves searching for information in many written sources or publications related to research. Sugiyono, a document is a written record of events that have occurred. Drawings, writings, or monumental works created by a person can be considered a document.

Data Analysis

Data analysis is a method of searching and collecting field data, interview transcripts, and other sources so that it is understood and useful. Field notes, interview transcripts, and observations are some of the documents that are included and documented in the administration of processed data. This is because the data produced by the researcher is qualitative and in the form of words, sentences, images, or symbols. In processing data there are several stages that must be passed, including the following:

Data Reduction

The raw data obtained from the field records are processed through a process of data reduction, which includes data selection, simplification, abstraction, and transformation.¹³ Based on the research questions, conceptual framework, and data collection approach, this process is evident from the beginning of the research until the actual data is collected. In other words, data reduction is a type of data analysis that involves selecting, collecting, simplifying, and centralizing field data based on annotations made by researchers from interview findings. Using these records researchers can limit the amount of data they have by categorizing the data, classifying the data according to their own research criteria, selecting data based on the research emphasis, and structuring the data based on the focus of the research.

The data reduction carried out by the researcher is by processing the data that has been collected and then analyzed. The information that has been obtained from the research subjects (Principal of MTs N 2 Purworejo, Teachers and Students of MTs N 2 Purworejo) is then analyzed to produce an answer from the formulation of the problem that has been designed. Thus, the data that has been summarized will provide clearer data and will make it easier for researchers to collect data on the implementation of school management in preventing anti-bullying.

Data Presentation

The process of organizing data in a structured manner to facilitate drawing conclusions and taking action is known as data presentation. Field records, matrices, graphs, networks, and diagrams are narrative formats used by qualitative data presenters. Information is presented clearly and organized in these formats, which facilitates the understanding of the situation, the validity of the conclusions, and the need for additional analysis.

The data presentation is carried out after the data reduction process is completed. To ensure that the data is valid, well-organized, and easy to understand, researchers can ask for input from other researchers during the data presentation process. A variety of visual representations of data are available, such as tables and charts.

Conclusion

The researchers continued to draw conclusions during their time in the field. In an effort to find the meaning of objects, qualitative researchers begin to mentally record patterns, explanations, potential configurations, cause-and-effect relationships, and proportions once the data collection process begins. The review process verifies these findings with the following: (1) reflecting back on writing, (2) reviewing field notes, (3) revisiting and exchanging ideas with peers to develop agreement between individuals, and (4) intensive

efforts to place copies of findings in other data sets. These conclusions are handled flexibly, remain open, and viewed with skepticism.

Legitimacy Technique

Checking the validity of data in qualitative studies is a test of credibility, transferability, reliability, and confirmability; The validity of technical data refers to the level of confidence in the research data obtained and its ability to be verified. To ensure that data on anti-bullying school management programs are valid, researchers use credibility tests. To check that research findings are accurate and trustworthy, triangulation uses different sources, methodologies, or theories to analyze the validity of the data.

The steps taken include triangulating data from interviews, observations, and school policy documents, as well as memberchecking with participants to verify the results of data interpretation. So that it can support the researcher's conclusions credibly and objectively. To ensure that the data obtained truly reflects the reality in the field, researchers also put more effort into the data collection process. That way, the understanding of the phenomenon being studied can be more in-depth and comprehensive. In addition, each step in this study is recorded in detail through trail audits, so that the process remains transparent and can be traced if needed. With this approach, researchers want to ensure that any findings produced are not only credible, but also trustworthy and scientifically accountable.

FINDINGS AND DISCUSSION

This madrasah is one of the leading educational institutions that is widely known for its proud academic and non-academic achievements. Madrasah heads, teachers, and education staff have high hopes that students will show a high enthusiasm for learning. This is based on the belief that many students have extraordinary potential that needs to be developed optimally through the right support.

However, the attention of madrasahs is not only focused on achievements. However, the social environment of schools is also a major concern, especially in dealing with issues *Bullying bullying* which is still found in the daily lives of students. As for the form *Bullying* What happens includes mutual mocking behavior, inciting, ostracizing friends, and physical actions such as nudging intentionally.

As a form of commitment to building a safe and comfortable environment, madrasah carries out various character development programs. Among others, the 5s program (smile, greeting, greeting, polite, and polite), as well as the morning sun-kissing activity which was carried out during the morning apple. The madrasah also organizes counseling services with a message and impression approach conveyed to homeroom teachers to strengthen the emotional relationship between students and teachers.

The Madrasah collaborates with the Child Protection Office and the Police as a form of synergy in efforts to prevent and handle bullying cases. The school also routinely conducts training for all school residents, including teachers, staff, and students. Training for students is carried out after the ceremony and is carried out in the hall or classroom, with the aim of increasing awareness of the importance of mutual respect and building a positive school culture.

As for the perspective of the interview results, namely:

Perspective of the Vice Principal for Student Affairs

The vice principal explained that teacher training in handling and preventing bullying is carried out independently of the "platform" (smart account) from the Ministry of Religion, which provides various materials related to *bullying*. This training is very important considering the high cases *of bullying* in several madrasahs. In terms of supervision, the homeroom teacher is the front line of the students, assisted by subject teachers who actively provide advice and supervision to students both verbally and nonverbally. In the event of *a bullying case*, the first treatment is carried out by the homeroom teacher and continued with coordination with BK teachers. This collaboration is considered vital in solving problems.

An obstacle that often arises in handling cases is the low deterrent effect on some students. Some students are involved in repeated cases, even if the perpetrators are different. The school also involves the student council management in efforts to prevent *bullying*, both through student initiative programs and programs set by the school.

The sanctions given are generally in the form of reprimands and advice, so currently no cases have been found *bullying* which causes students to be expelled from school. However, there are students who are expelled for violations of academics or other social norms. The school continues to strive to create an environment that supports the growth and development of students as a whole, both academically and emotionally. (Ahmad Yusuf, 2025)

BK Teacher's Perspective

BK teachers integrate the values of the 5s (smile, greeting, greeting, politeness and manners) in daily life with students through simple actions such as shaking hands, greeting during "welcome sundance" activities, and other positive interactions that reflect the symbol of friendship. The school provides full support in efforts to handle bullying cases, in line with its commitment as a child-friendly school that has implemented a bullying-free policy since 2021.

The handling of *bullying cases* is carried out through solid collaboration between subject teachers, homeroom teachers, and BK teachers. The first handling is usually carried out by teachers who witness the incident directly, then continued by the homeroom teacher and BK together. Teachers are also involved in the formulation of bullying prevention programs which are part of the work program of deputy principals and student affairs.

Teachers' strategies in guiding students to be more aware of the dangers of *bullying* are carried out through initial coaching such as reprimands, as well as an individualized approach through face-to-face counseling. Teachers understand that most students are in a stage of unstable emotional development, so a personal approach is very important. The teacher also revealed that the main challenge in bullying prevention is the lack of students' understanding of the meaning of *bullying* in its entirety. Many students simply recognize *bullying* as physical violence, without realizing that the act of mocking, ostracizing, or making fun of is part of *bullying*. Identification of the victim or perpetrator student is often obtained from a written or implied report because the student wants privacy. In this process, teachers often receive outpourings of heart verbally or through letters from students.

Teacher training to handle *bullying* Generally, it is obtained through their participation in webinars organized by the Ministry of Religion or special government agencies directly in schools, but teachers are still equipped with relevant knowledge from online training. Counseling carried out at school is divided into two groups. The first is group counseling that discusses the understanding of *bullying*, categories of actions, psychological impacts, and reflection or muhasabbah on the act. Second, individual counseling that is focused on serious cases such as *Bullying* sexual, pornography, and personality disorders. (Drs. Trisulati Indri Mulyani, 2025)

Guardian Perspective

Parents of students are aware of the existence of anti-bullying policies *Bullying* (*bullying*) applied in schools. The policy is conveyed both in writing and implicitly, and is supported by training conducted in collaboration with the Ministry of Religion (Kemenag). The student's guardian stated that he fully supports the anti- *bullying* Because it is considered important to maintain children's psychological stability and prevent a decline in mental health due to social violence in the school environment.

As for how to guide children at home, the student's guardian emphasized the importance of polite communication. They avoid using harsh or harsh language when reminding children, in the hope that children will grow up in an environment full of affection and free from verbal abuse. In addition, parents also participated in socialization from homeroom teachers during the distribution of report cards as a form of synergy between schools and families in preventing bullying.

Parents hope that the school, especially teachers and homeroom teachers, will be more active in supervising interactions between students so that bullying does not occur. Although

they have never participated in direct socialization activities with school partners such as the Child Protection and Child Service, the student's parents consider that the cooperation is effective in providing follow-up to cases that occur at school. (Rifa'udin, 2025)

Perspective of 2 Students (Victims & Perpetrators)

Based on the results of in-depth interviews, it was found that one of the cases of *bullying* in this madrasah was related to deviant behavior involving students as victims as well as perpetrators. The information collected showed that *Bullying victims* received unpleasant treatment from their friends because they were considered to have different traits and behaviors that were considered deviant. The victim admitted that he had been subjected to acts of violence such as the forcible removal of clothes by his colleagues, which resulted in deep trauma and shame.

But ironically, even though she had been bullied, the victim still committed immoral acts against several other students. Based on his confession, the action was carried out at the urging and pressure of his male friends. In addition, the victim was also known to have brought home clothes belonging to other students several times after sports activities were over. This action is repeated repeatedly, which indicates a problematic pattern of behavior.

The victim revealed that his actions were a form of escape from inner pressure due to his family condition, this shows that there is a psychological dimension that affects the victim's behavior, as well as the need for more comprehensive handling through a comprehensive approach through intensive counseling and mentoring approaches. From the results of the interview, it was also found that students' understanding of the concept *bullying* only limited to physical violence, *Bullying* verbal or cause trauma. In fact, actions involving social pressure and emotional manipulation are also included in the form of bullying.

The school itself has established a behavior assessment system through the awarding of points by Counseling Guidance (BK) teachers. If the accumulation of violation points exceeds a certain limit, namely 100 points, then the student is threatened with not being promoted. This system is part of the school's preventive efforts to instill discipline and social responsibility among students. (Rahman Rifai & Ilham Haikal Zain, 2025)

Subheading 1 (research question 1)

Curriculum Research Questions (Students)

The school makes various efforts to prevent and deal with bullying, including (1) supervising student behavior through routine supervision in the classroom and school environment so that the potential for bullying can be prevented from an early age, (2) providing special training for teachers related to handling and preventing bullying so that teachers have skills in detecting and overcoming cases, (3) increasing the involvement of homeroom teachers and teachers in guiding and supervising students, both through direct observation and intensive communication with students, (4) utilizing counseling services to help students who are victims to be more confident and recover psychologically, as well as providing guidance to perpetrators so that they do not repeat their actions, (5) facing obstacles such as lack of student awareness, limited teachers' time, and difficulty detecting bullying that is hidden, (6) involving students in prevention programs through socialization, open discussions, and anti-bullying campaign activities to create a culture of mutual respect, and (7) provide sanctions in the form of reprimands, coaching, summoning parents, and disciplinary actions according to school rules for bullying perpetrators.

Subheading 2 (research question 2)

Teacher bk

(1) Teachers integrate the 5S values (Smile, Greeting, Greeting, Politeness, Manners) by getting used to positive interactions with students. (2) Teachers also receive support from schools and principals in dealing with bullying, both through policies and mentoring. (3) Handling bullying cases is carried out through collaboration between teachers, homeroom teachers, and counselors to share information and strategies. (4) Teachers are involved in the preparation of bullying prevention programs in schools through meetings or forums. (5) In daily life, teachers guide students to be more aware and concerned about the impact of

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bullying through discussions, simulations, and reflective activities. (6) Schools play a role in providing training to teachers to improve their ability to handle bullying cases. (7) Teachers also have special strategies in the classroom, such as strict supervision, instilling empathy values, and strict classroom rules. (8) The main challenges in preventing and handling bullying are the lack of openness of students, lack of supervision outside the classroom, and the influence of social media. (9) Teachers identify victims and perpetrators of bullying by paying attention to changes in behavior, learning achievement, social relations, and reports from peers.

Subheading 3 (research question 3)*Student*

(1) Do you know about the 5S program in schools and how it is applied in your daily life? (2) Do you know what bullying is? (3) How do you recognize forms of bullying such as verbal, physical, or social? (4) Are you aware of the negative impact of bullying on victims? (5) What would be your attitude if you saw a friend being victimized and what would you do? (6) How effective do you think counselling services are in helping students who are experiencing bullying? (7) If a friend is being bullied, who will you report to? (8) Do you feel that the school environment supports a bullying-free atmosphere? (9) What are some things that schools are doing to be more effective in preventing bullying? (10) What can schools do to be more effective in preventing bullying?

Subheading 4 (research question 4)*Guardian of Pupils/ Parents*

(1) Did you know that the school has an anti-bullying policy? If so, how do you know? (2) To what extent are you involved in supporting the anti-bullying program implemented by the school? (3) What do you do to teach your children not to be bullied, both as perpetrators and victims? (4) Have you ever had a discussion with your teacher or school about your child's bullying behavior? (5) Have you ever attended a school socialization or seminar on bullying prevention? If so, what is the effect? (6) What are your hopes and suggestions for schools to be more effective in preventing and dealing with bullying? (7) To what extent are you aware of the school's cooperation with the Women's and Child Protection Service, and do you think this cooperation is effective enough?

CONCLUSIONS

Based on the results of the study at MTs N 2 Purworejo, it can be concluded that school management strategies in preventing bullying have been implemented in a comprehensive, structured, and sustainable manner through the implementation of firm and humanist school policies, strengthening students' character through counseling guidance and religious activities, collaboration with parents and the community, and the use of digital technology as a means of reporting and education. This prevention effort cannot be carried out partially, but requires a collaborative managerial approach involving all elements of the school and the community. Theoretically, this study emphasizes that the management of education based on Islamic values such as rahmah (affection), justice, and ukhuwah (brotherhood) is a strong moral foundation in shaping the character of empathetic and noble students. Practically, the strategy applied at MTs N 2 Purworejo can be used as a model for other Islamic schools in developing preventive policies that are not only reactive, but also educational and transformative, so as to build a safe, friendly, religious, and effective learning environment in tackling bullying holistically.

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