ANALYSIS OF PREVENTION OF BULLYING BEHAVIOR IN ISLAMIC BOARDING SCHOOLS
(Case Study of Lirboyo Kediri Islamic Boarding School)

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ABSTRAK

Masih tinggginya kasus bullying di lembaga pendidikan pesantren menimbulkan kekhawatiran tersendiri bagi orang tua saat hendak memondokkan anaknya. Pondok pantren sudah seharusnya memiliki sistem yang tepat dalam strategi pencegahan bullying dan menciptakan iklim pendidikan yang kondusif. Penelitian ini bertujuan untuk menganalisis srategi pencegahan bullying di podok pesantren. Melalui pendekatan kualitatif dengan narrative inquiri, studi ini mengungkapkan tiga pola pendidikan yang digunakan dalam upaya pencegahan bullying di pondok pesantren, yaitu: 1) Pendidikan dan kesadaran: program pendidikan difokuskan pada nilai-nilai moral, empati, dan penghargaan terhadap perbedaan. Ini membantu santri memahami dampak dari perilaku bullying serta mendorong mereka untuk selalu berbuat baik. 2) Pengawasan dan Intervensi ketat: Kebijakan yang jelas dan efektif diimplementasikan untuk mengatasi kasus bullying dilakukan dengan pengawasan yang ketat di lingkungan pesantren, serta mekanisme pelaporan dan tindak tegas terhadap pelaku tindak bullying. 3) komunikasi terbuka: dengan mendukung komunikasi tebuka antara pengajar, pengurus, dan santri juga dilakukan. Hal ini membuat santri merasa lebih nyaman dalam melaporkan situasi bullying yang mereka alami dan saksikan, memungkinkan tindakan pencegahan dan intervensi yang lebih efekif. Dengan menggabungkan pendidikan, pengawasan, dan komunikasi yang lebih baik, pesantren dapat menjadi tepat yang aman dan mendukung bagi setiap santrinya. Hasil studi ini memiliki peranan penting dalam meningkatkan kesadaran dan tindakan pencegahan bullying di pondok pesanten Salaf.

Kata kunci: (Pencegahan, Pondok Pesantren Salaf, Strategi Bullying)

ABSTRACT

The high number of cases of bullying in Islamic boarding school educational institutions raises concerns among parents when they want to send their children to Islamic boarding schools. Islamic boarding

schools must have an appropriate system for bullying prevention strategies and creating a conducive educational climate. This research aims to analyze bullying prevention strategies in Islamic boarding schools. Through a qualitative approach with narrative inquiry, this research reveals three educational patterns used in efforts to prevent bullying in Islamic boarding schools, namely: 1) Education and awareness: educational programs are focused on moral values, empathy and respect for differences. This helps students understand the impact of bullying behavior and encourages them to always do good. 2) Strict Supervision and Intervention: Implementation of clear and effective policies to handle bullying cases is carried out with strict supervision in the Islamic boarding school environment, as well as reporting mechanisms and firm action against perpetrators of bullying. 3) open communication: by supporting open communication between teachers, administrators, and students, this is also done. This makes students feel more comfortable in reporting bullying situations they experience and witness, allowing for more effective prevention and intervention measures. By combining education, supervision and better communication, Islamic boarding schools can be safe and supportive for each of their students. The results of this research have an important role in increasing awareness and action to prevent bullying at the Salaf Islamic Boarding School.

Keyword: *Prevention, Salaf Islamic Boarding Schools, Bullying Strategy*

INTRODUCTION

The rise in cases of bullying in educational institutions is a cause for concern for parents who want to send their children to Islamic boarding schools. Bullying as a form of aggression carried out intentionally through acts of harassment, intimidation and trying to harm other colleagues, really causes discomfort for students (Latifa, 2020). Repeated acts of aggression and an imbalance of power between the victim and the perpetrator are the most worrying things about bullying. This behavior can result in emotional instability, physical health and disruption of children's social development. As many as 61-73% of bullying cases are carried out in the form of violence, blackmail, confiscation of goods and threats (Ndeti et.al., 2007) . Lemstra's research report explains that bullying is likely to cause mental and physical health problems such as stomach aches, sadness, sleep disorders, low self-esteem, depression, headaches, excessive anxiety, and even thoughts of suicide

(Lemstra et.al., 2012). Thus, bullying behavior is truly a big problem in the world of education, especially Islamic boarding schools as dormitory-based educational institutions.

The high number of bullying cases in Islamic boarding schools can be seen from several incidents, such as the bullying cases at Annur 1 and Annur 2 Islamic boarding schools in Malang (Dinda, 2023), which resulted in bruises, headaches, and even a fracture to the victim's nose. Case of bullying against students of Bahrul Ulum Gresik (Ahmad, 2023), Until the bullying case at the Tartilul Qur'an Al Hanafiyyah Kediri Islamic boarding school which resulted in the death of a 14 year old student as a result of being abused by his senior (Lumbanrau, 2024). This incident becomes even more worrying if you look at the data released by the Indonesian Child Protection Commission (KPAI) regarding bullying cases in the world of education in 2020, there were 76 cases, in 2021 there were 17 cases, and it increased again in 2022 with 53 bullying cases. This situation is very unfortunate because it can hinder the learning process for students (KPAI, 2023).

In contemporary research, studies on bullying prevention strategies in Islamic boarding schools only focus on three trends. First, considering the critical pedagogical aspects of students which are directed at building critical awareness of the impacts arising from bullying behavior (Rusyidi, 2020). Second, in the research trend discussed by Freeman et.al, the context of anti-bullying educational research is carried out with a strategy of strengthening values through book literacy, the impact of bullying on students, making individuals embarrassed to carry out bullying (Freeman, 2014). Third, research on strategies for dealing with bullying tends to discuss teachers' perceptions and interventions regarding bullying (Authar, 2017). On the other hand, bullying is strongly influenced by seniority and strength (Desideria & Harkirtan, 2021), Meanwhile, providing sanctions for perpetrators is one of the keys to success in preventing seniority in handling bullying (Yerger & Cliff, 2011). However, research that examines overall strategies for handling bullying in dormitory-based educational institutions is still rarely conducted (Rahman & Syahrozak, 2023).

This study is intended to examine strategies for handling bullying in Salaf Islamic boarding schools. Pondok Lirboyo was chosen as the research location

because of its status as the largest Salaf Islamic boarding school in Indonesia, with the number of students reaching 43,600 boys and girls. Its massive presence makes it a strategic place to study bullying prevention strategies. This research focuses on the question of how efforts are being made to overcome the problem of bullying in the Lirboyo Islamic Boarding School environment.

DISCUSSION

This qualitative study is a type of field research with narrative inquiry. The data collection methods used in this research are in-depth interviews, documentation and observation (Dewey J, 1986). Interviews were conducted with the Ustadz, Head of the Room, and male students of the Lirboyo Kediri Islamic Boarding School. The selection of this data is based on the assumption of their involvement in activities at the Islamic boarding school. Secondary data sources were obtained through literature searches, namely scientific journals, articles, newspapers and books that have topics relevant to this research (Miles & Huberman, 1994).

Documentation studies in the form of documents related to AD-ART in Islamic boarding schools to support policies. Observations were carried out by making direct visits to see the implementation of bullying prevention strategies at the Lirboyo Islamic boarding school. The collected data was then analyzed using Miles and Huberman's descriptive techniques including data reduction, data presentation, and drawing conclusions (Huberman & Matthew, 2022). The analysis continues by validating the basic data on Lincoln and Guba's theory on four criteria, namely credibility, transferability, dependability and confirmability.

Table 1.1 List of Informants

No	Initial	Position	Age
1	PA 1	Administrator/ Ustadz	29
2	PA 2	Administrator/ Ustadz	34
3	PA 3	Administrator/ Ustadz	42
4	KR 1	Chairman of the Chamber	20
5	KR 2	Chairman of the Chamber	22
6	SA 1	Students	19

| 7 | SA 2 | Students | 18 |

Lirboyo Kediri Islamic Boarding School

The Lirboyo Kediri Islamic boarding school is one of the oldest Islamic boarding schools in Indonesia, which was founded in 1910 AD and was founded by K.H. Abdul Karim is precisely located in Lirboyo sub-district, Mojoroto District, Kediri City, East Java. Before living in Lirboyo Village, K.H Abdul Karim taught at the Tebuireng Islamic Boarding School which was supervised by K.H. M. Hasyim Asy'ari, he was a close friend when he was still studying under the guidance of Syaikhona Kholil Bangkalan Madura. Then, K.H. Abdul Karim married Nyai Khodijah, daughter of K.H. Sholeh from Banjarmlati, Kediri (Khozin & Jauhar, 2022). After the marriage, K.H. Abdul Karim lives in Lirboyo Village. The decision to move to Lirboyo was taken after receiving encouragement from his in-laws, namely K.H. Sholeh with the hope that the spread of Islamic teachings will become wider (Wikipedia, 2018).

After K.H. Abdul Karim moved and settled in Lirboyo, he received strong support from K.H Sholeh as his elder and then took the initiative to establish an Islamic boarding school as an Islamic Education Institution as well as a way to spread Islamic da'wah in the Lirboyo area. His strong desire to build a cottage was also motivated by the environmental conditions in Lirboyo village at that time which were far from peaceful and peaceful, Lirboyo village was a village that had a high level of crime, a place for gambling, thieves and people's habit of drinking (Junaidi, 2019). With high enthusiasm to spread Islam as a religion full of peace and tranquility, precisely in 1910 K.H. Abdul Karim founded a prayer room with classical nuances as a place of learning, preaching and worship, which he later named langar angkring.

The existence of Langgar angkring in 1910 really supported the mission of establishing the Lirboyo Islamic boarding school, this was proven by the start of the arrival of students from outside Lirboyo to study there. The first student came from Madiun, he was Umar, who was then followed by three new students from Magelang, and two additional students from Gurah Kediri. The arrival of students from outside Lirboyo village made the existence of this Islamic boarding school

more widely known to many residents and then developed rapidly. With the rapidly increasing number of students studying there, it turns out that this has also been accompanied by a large number of criminal cases affecting the students (Arifin, 2018). This happened with many students' belongings disappearing because they were stolen by thieves, considering that Lirboyo at that time was a location that was not completely safe. To prevent such things, a security unit was formed whose task was to maintain the security of the Lirboyo Islamic boarding school.

The increasing existence and rapid development of the Lirboyo Islamic boarding school can be seen from the large number of students from year to year. In 2014, the number of santri reached 18,000 santri. In 2018 it reached almost 23,000 people or an increase of 5,000 students in four years. This number continues to increase very rapidly, until 2023 it has reached 39,534 santri spread across various city branches in Indonesia. The increase in the number of students in Islamic boarding schools is influenced by concerns about the decline in community character education due to developments over time (Suryadi & Sukamto, 2023). The large number of students certainly makes Lirboyo a boarding school where cases of bullying occur, this is in line with Berchiatti et.al's research that in a busy school environment, the risk of bullying increases due to the lack of supervision and individual attention that can be given by teachers to each student (Berchiati et.al., 2021). For this reason, the right strategy is really needed to overcome bullying in Islamic boarding schools.

Bullying Prevention Strategy at the Lirboyo Kediri Islamic Boarding School

Based on the results of interviews conducted with caregivers at the Lirboyo Kediri Islamic boarding school, this research shows that bullying prevention strategies are carried out using three approaches including; 1) awareness education, 2) close supervision and intervention, 3) open communication. These three approaches are carried out simultaneously and continuously by collaborating between the management and head of each student's room as stated by P1:

> "There are three types of bullying prevention strategies that we carry out at the Lirboyo Islamic boarding school, these three are strategic steps that we have carried out since ancient times which include awareness education, supervision and intervention, and open communication. "We

think this strategic step has been very successful considering the level of bullying which rarely occurs in our cottage."

Based on the interview above, the administrator explained that the bullying prevention strategy was carried out using three approaches. Awareness education is a method or strategy that emphasizes understanding and increasing self-awareness, emotions, thoughts and actions of a person or group, increasing awareness is an effective approach in creating a safe and harmonious environment among students (Le menestrel, 2020). After that, intervention and supervision are carried out, intervention and supervision work together to create a safe environment and reduce incidents of bullying in the world of dormitory-based or public education (Milson, 2006). With a good combination of prevention, intervention and supervision, you can create a culture that does not tolerate bullying and supports the welfare of students in their activities (Ramadhan, 2012). Open communication is also an important element in creating an environment that is free from acts of violence and evaluation. The following is an explanation of the implementation of three approaches to preventing bullying at the Lirboyo Kediri Islamic boarding school, East Java.

1. Awareness Education for Santri

Awareness education is an effort made to build a deep understanding of oneself, the environment and society through a holistic learning process. This is done by involving the transfer of academic knowledge, as well as the instillation of deep ethical, social and emotional values (Luo & Qinyu,2007). The main goal is to help individuals become more aware of their roles and responsibilities in everyday life, as well as develop empathy, tolerance, and critical awareness of global issues such as poverty, social justice, and human rights (Nasrah & Elihami, 2021). Through educational awareness, students are encouraged to think critically, solve problems creatively, and participate actively in society creatively (Malik & Abdul, 2020). Curricula designed for educational awareness often include interdisciplinary approaches, student-centered teaching, and reflective activities that invite students to explore their personal experiences (Deng, 2022).

In addition, this education also emphasizes the importance of mindfulness and emotional well-being, helping individuals develop the ability to manage stress and build healthy relationships (Park & Kwang, 2021). This approach is very relevant in efforts to prevent bullying in educational environments (Alea et.al., 2020). This is because this can create deeper empathy and understanding, which in turn can reduce aggressive and intimidating behavior (Alwi & Manas, 2023). Additionally, mindfulness education provides tools for students to manage their emotions constructively on a multi-level basis so that they are better able to handle conflict without resorting to bullying behavior (Udali, 2020). Consciousness education is carried out through several psychological stages as per the theory taken from a series of levels developed by Basil Berstain in the following picture:
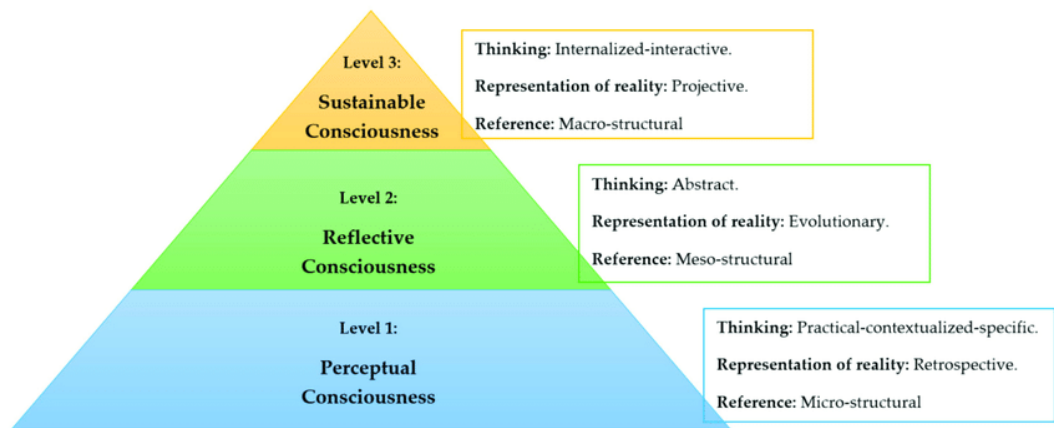
The figure depicts a hierarchy of three levels of consciousness that includes various aspects of thinking, representation of reality, and structural references. First Level, Perceptual Consciousness, thinking is practical and specifically conceptualized, with a retrospective representation of reality, focusing on direct experience and micro-structural details (Prinz, 2023). At the second level, Reflective Consciousness includes abstract thinking, where individuals are able to carry out in-depth reflection and analysis outside the immediate context (Förster & ntti, 2020). The representation of reality at this level is evolutionary, allowing an understanding of change and development over time, with meso-structural references that link elements in a broader but still specific context.

Meanwhile, at the highest level, Sustainable Consciousness characterizes internalized and interactive thinking, where individuals have a deep and dynamic understanding of the world (Seixas, 2020). Representations of reality are projective, allowing for projection and anticipation of the future. Macro-structural references emphasize systemic views and global relationships, reflecting the ability to see the big picture and broad context (Mawila, 2023). This hierarchy shows the development from concrete understanding to abstract and global understanding, then reflects the individual's cognitive and emotional growth. This theory of awareness education is suitable to be applied in Islamic boarding schools considering that the conditions for moral and intellectual education go hand in hand (Purwanto et.al., 2021)

Educational findings Applied awareness includes self-understanding, emotions and individual actions, which can help someone recognize bullying behavior, both as a perpetrator and a victim (Hymel, 2009). In the context of preventing bullying at the Lirboyo Islamic boarding school, awareness education aims to increase students' understanding and sensitivity to the impact of their actions on others and how to recognize bullying behavior. As expressed by P1,

> "What is clear is that we are taking increasing awareness of students as the first step to prevent bullying at the Lirboyo Islamic Boarding School. This aims to increase students' understanding and sensitivity regarding the dangers of bullying, so that they are aware that bullying is something that cannot be avoided. dangerous in the long run for his friends. We develop this awareness gradually, at several levels. First from basic level to sustainable level. Because this education must be carried out continuously and comprehensively."

Respondent P2 explained that the awareness education carried out at the Lirboyo Islamic boarding school was carried out through direct and indirect education.

> "The awareness education that we carry out here uses two awareness approaches, the first is direct awareness education, which is carried out by providing students with understanding through the classroom learning process, we include an explanation about the dangers of bullying, that hurting each other is not good and is not justified in Islam, because Islam is actually a religion that is rahmatallil'alamin, is never justified in hurting fellow creatures. while we indirectly increase awareness by including topics about empathy, mutual respect and the

prohibition of fighting in Islamic boarding school regulations. We also always encourage positive communication between students."

The bullying prevention model through the Lirboyo Islamic Boarding School awareness education model is in line with the word of Allah in Q.S Al-Maidah verse 32 below:

مِنْ أَجْلِ ذَٰلِكَ كَتَبْنَا عَلَىٰ بَنِىٓ إِسْرَٰٓءِيلَ أَنَّهُۥ مَن قَتَلَ نَفْسًۢا بِغَيْرِ نَفْسٍ أَوْ فَسَادٍ فِى ٱلْأَرْضِ فَكَأَنَّمَا قَتَلَ ٱلنَّاسَ جَمِيعًا وَمَنْ أَحْيَاهَا فَكَأَنَّمَآ أَحْيَا ٱلنَّاسَ جَمِيعًا ۚ وَلَقَدْ جَاءَتْهُمْ رُسُلُنَا بِٱلْبَيِّنَٰتِ ثُمَّ إِنَّ كَثِيرًا مِّنْهُم بَعْدَ ذَٰلِكَ فِى ٱلْأَرْضِ لَمُسْرِفُونَ

Meaning: *"Therefore We decreed (a law) for the Children of Israel, that: whoever kills a human being, not because that person (killed) another person, or not because he caused mischief on the earth, it is as if he had killed a human being. completely. And whoever preserves the life of one human being, it is as if he has preserved the lives of all human beings. And indeed Our messengers came to them with (bringing) clear information, then many of them after that really went beyond their limits in doing mischief on earth."*

This verse contains an explanation that teaches human values and the importance of protecting human life (Lazuardi & Yusuf, 2023). It is asserted that killing one soul without just cause is the same as killing all of humanity, and conversely, saving one soul is the same as saving all of humanity. This message is relevant to awareness education in Islamic boarding schools, especially in the context of bullying prevention. Awareness education emphasizes the importance of empathy, mutual respect, and maintaining harmonious relationships between individuals. This verse provides insight for students to understand that the act of hurting other people, both physically and emotionally, is contrary to Islamic values which prioritize compassion and honor for all creatures (Soleh et.al., 2019).

The awareness education program at the Lirboyo Islamic boarding school, which includes explaining the dangers of bullying and encouraging positive communication, is in line with the teachings of this verse. Santri are taught not only to avoid destructive behavior, but also to actively maintain and protect the lives and welfare of others. Thus, this education not only prevents bullying, but also forms a generation that is responsible, full of empathy, and committed to

maintaining peace and harmony in society, in accordance with Islamic principles.

Integrating the topics of bullying prevention and awareness education into the regulations and curriculum in Islamic boarding schools is an important step to ensure that these messages become an integral part of anti-bullying culture and education in Islamic boarding schools, so that awareness and understanding of bullying are stronger (Sofyan et.al., 2019). In line with this, P3 explained that awareness education about bullying was carried out as an effort to maintain and restore the dignity of Islamic boarding schools as educational institutions that not only excel in the scientific field, but also in humanist ethics and morals, this is in line with Velasufah (2020) and Fajrul's (2022) research. Increasing awareness education in preventing bullying in Islamic boarding schools is very relevant and essential in the context of Islamic boarding schools, because awareness education can help create a safe educational environment, in line with religious values, and support positive personal development for all individuals involved in Islamic boarding schools (Wahyu, 2019). By increasing awareness of the dangers of bullying, moral character and positive emotional management are formed, so that students are willing to carry out bullying actions.

2. Strict Supervision and Intervention

Supervision is carried out as a process of carefully monitoring certain activities, behavior or environments with the aim of preventing or reducing certain risks, problems or violations (Aristya, 2020). Strict supervision involves active monitoring of students, enforcement of rules or policies, and quick action in response to violations or incidents that occur.

Monitoring of students is carried out by the head of the room and the teacher in two stages, first, supervision is carried out by the head of the room, the head of the room is tasked with monitoring the activities of the students who are members of the room, if activities are found that are indicated to lead to intimidation, violence or other things that reduce the comfort of the students then the head of the room report to the boarding school security department. Then, after receiving a complaint from the head of the room, the next step is to summon the security of the student who committed the violation for interrogation and

enforcement of the rules. Apart from the intermediary of the room chairman, monitoring is also carried out by all parties, both teachers and administrators. If student activities are found that lead to acts of violence, either physically or psychologically, outside the room or in the environment, they will be given a direct warning and given strict sanctions if appropriate. As explained by Informant P2.

> "Monitoring of students is carried out in two stages, namely by the head of the room and the teacher. The head of the room has the task of monitoring the activities of the student members of the room. If activities are found that are indicated to lead to intimidation, violence, or other things that reduce the comfort of the students, the head of the room reports it to the management of the boarding school security department. If you have received a report from the head of the room, the security forces will then summon students who commit violations for the purposes of interrogation and enforcing regulations according to the level of the violation. "Aside from the head of the room, supervision is also carried out by anyone, whether administrators or teachers, who sees acts of bullying, we reprimand them, we even impose sanctions if we consider the actions taken to be worthy of sanctions."

Strict supervision and intervention are actions or steps taken firmly and decisively in response to certain situations or problems (Yunita & Widya 2023). Rigorous interventions are carried out to stop or resolve problems, conflicts, or unwanted behavior quickly and effectively. This involves imposing sanctions, or other firm measures to ensure changes in behavior or resolution of problems among students. Strict intervention aims to avoid escalation of problems and provide clear messages about the consequences of violations. With supervision and intervention, it is also hoped that it will be able to have a psychological effect on other students so they are reluctant to carry out bullying. Figure 2 below provides an explanation of the road map for intervention and supervision strategies for bullying prevention at the Lirboyo Islamic boarding school, Kediri, East Java:
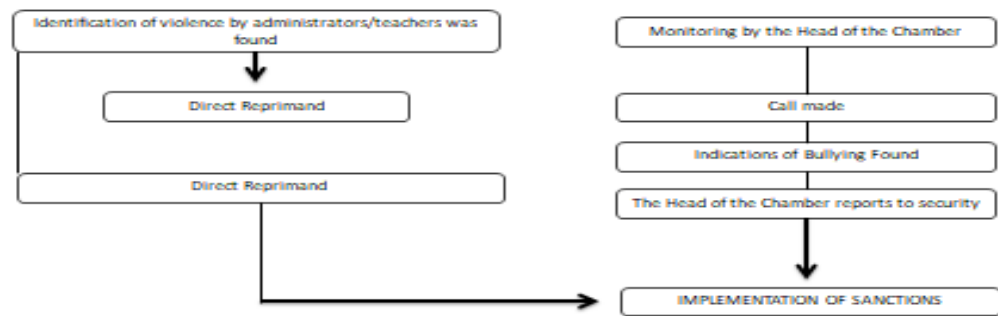
Figure 2: Road map of intervention and supervision strategies for bullying prevention at the Lirboyo Islamic boarding school, Kediri, East Java.

Meanwhile, KR 2 as chairman of the chamber is of the view that the intervention and supervision program has had a quite effective impact in overcoming violence in Islamic boarding schools. According to him, supervision and intervention make it possible to detect potential conflicts early, so that preventive action can be taken in a timely manner. Furthermore, KR 1 also explained that through this program, caregivers and administrators of Islamic boarding schools can be actively involved in assisting students to understand and resolve conflicts in a more constructive way. This helps create a safer and more supportive environment for the spiritual and academic growth and development of the students. Intervention and supervision programs do not only focus on handling cases of violence that have already occurred, but also aim to proactively prevent violence from occurring through a holistic and sustainable approach.

3. Open Communication

Open communication is an important pillar in efforts to prevent bullying in the educational environment (Salimi et.al., 2021). Respondent P1 stated that Islamic boarding schools are places where many students undergo educational and socialization process activities. Healthy conditions in terms of communication can have a significant impact in minimizing cases of bullying. This opinion is in line with the results of Chiu (2013) research which states that open communication is an important element in overcome bullying. In Islamic boarding school education, promoting open communication is very important, students feel more comfortable talking about experiences, concerns or problems they face. They know that there are fellow students who are willing to listen and help if needed. The following is statement P1.

"In addition to carrying out awareness education, strict supervision and intervention. Giving students the opportunity to be open in communicating is also very important, because communication is actually the beginning of whether or not bullying occurs. In the past, there was a student who tried to vent his disappointment because he didn't memorize it when he was told to memorize it by bullying his friends, because his mind was clouded, but he didn't want to talk to his friends about danger, because of that, we advised the students to always communicate openly. , communicating the problems faced with the students so that they can be more understanding and get solutions"

The open communication carried out also provides education about the importance of respecting differences, empathy and awareness of the negative impacts of bullying behavior. This means that Islamic boarding schools not only deal with bullying problems after they occur, but also actively prevent them by teaching positive values to their students. When students understand the importance of respecting differences and being empathetic towards others, they are more likely to support their friends rather than engage in harmful behavior.

In an Islamic boarding school environment that implements open communication, students feel safer to report bullying that they witness or experience. This helps Islamic boarding school staff identify signs of bullying early and take appropriate action. Thus, open communication is not only a preventive measure, but also an important tool in supporting students and creating a safe Islamic boarding school environment that supports the learning process (Rinaldi et.al., 2023).

Respondent P3 added that the three bullying prevention strategies, which include awareness education, supervision and intervention and open communication, run simultaneously. These three are a unity that must always be adhered to in order to achieve a comfortable and safe Islamic boarding school that is free from violence or the like. He also explained that the success of anti-bullying education at the Lirboyo Islamic boarding school was also strengthened by the boarding school's policy which prohibits the use of Smartphones and the Internet in the boarding school's daily activities, so that the students at Lirboyo are not easily influenced by the negative impacts of social media and their boarding school morals are maintained. The following is a table of bullying prevention strategies at the Lirboyo Islamic boarding school:

Strategy	Description	Implementation
Consciousness Education	Increase students' awareness of the negative impacts of bullying and the importance of mutual respect.	1. Socialization and training is carried out by holding seminars and workshops on bullying, regarding the impact it will have on all students. 2. Material and teaching that is included and always linked to anti-bullying education in the religious and moral lesson curriculum. 3. Distribute anti-bullying posters and campaign materials throughout the Islamic boarding school area. 4. Extra activities are carried out by holding activities that encourage cooperation and mutual respect between students.
Open Communication	Create an environment where students feel safe to talk about their experiences.	1. Discussion Forum holds regular forums to discuss bullying problems and find solutions together. 2. Counseling is carried out by providing counseling services for students who experience or witness bullying. 3. Suggestion contact Provide an anonymous suggestion or report box so that students can report cases of bullying without fear of their identity being known. 4. Teacher coaching with ustadz/ustadzah trainers and coaches to recognize signs of bullying and how to handle it effectively.
Direct Reprimand	Provide an immediate response to bullying to show that the behavior is unacceptable.	1. Enforcement of rules by establishing strict rules and sanctions against perpetrators of bullying. 2. Using an approach that supports relationship restoration, such as

	mediation between the perpetrator and the victim with the guidance of a coach. 3. Ensure that every act of bullying is handled immediately by publicly reprimanding the perpetrator as a warning to others. 4. Provide special assistance to victims of bullying to ensure they feel safe and supported.

The table above explains bullying prevention strategies in Islamic boarding schools which include awareness education, open communication, and direct reprimands. Awareness education is carried out through outreach, teaching materials, campaigns and extracurricular activities to increase students' understanding of the negative impacts of bullying. Open communication is realized through discussion forums, counseling services, anonymous suggestion boxes, and special training for ustadz/ustadzah so that students feel safe to talk about their experiences. Direct reprimands involve enforcement of strict rules and sanctions, a restorative approach, immediate intervention against acts of bullying, and special assistance for victims, ensuring that every act of bullying is handled seriously and effectively. By implementing these strategies, Islamic boarding schools can create a safer and more harmonious environment for all students.

Inhibiting Factors and Resolution Efforts

Based on the results of observations that have been made, several inhibiting factors were found in efforts to prevent bullying at the Lirboyo Kediri Islamic Boarding School. Firstly, some of the new students still seem to need more affection, often looking gloomy and withdrawn, which makes them vulnerable to becoming easy targets for bullies. Second, differences in character between students are often difficult to reconcile, so differences in understanding between them are not uncommon. Third, the intensity of the number of students reaching tens of thousands of people makes it difficult to implement the prevention plans that have been designed, thus requiring extra effort to ensure that each plan can be implemented properly.

Apart from that, obstacles in communication between some students and their administrators are also an inhibiting factor, because there are students who are too closed to communicate effectively. Lastly, for new students who experience life in an Islamic boarding school for the first time and are separated from their parents, they often feel confused about who they can ask questions or share their complaints with, making them more vulnerable to situations that can trigger bullying. With a deep understanding of these factors, the Lirboyo Islamic boarding school then carried out an evaluation and designed a more effective and inclusive prevention strategy to protect students from bullying, namely through a special consultation program.

Lirboyo Islamic Boarding School applies special counseling practices to identify and respond to signs of suspicious or unusual behavior from its students. When students show a tendency to move away and become quieter than their peers, this approach is very helpful in monitoring and providing intensive attention. Especially for students who come from incomplete family backgrounds or have indications of broken homes. Because students who are affected by broken homes tend to show various behaviors that can be considered a natural reaction to an unstable family situation (Oren D & E Hadomi, 2020) . In this situation, Informant SA1 explained that the existence of Counseling provides opportunities for students to talk and share stories which can help them feel more connected and appreciated, which in turn can reduce the risk of bullying or disruption in learning activities.

This special counseling approach notes that students who receive less attention tend to seek recognition and attention from other sources, which can lead to bad behavior such as bullying. By providing opportunities for them to speak and feel heard, Islamic boarding schools can help meet the emotional and social needs of students. Thus, the aim of this special counseling is not only to respond to problems that arise, but also to prevent bullying by creating a supportive and caring environment for all students.
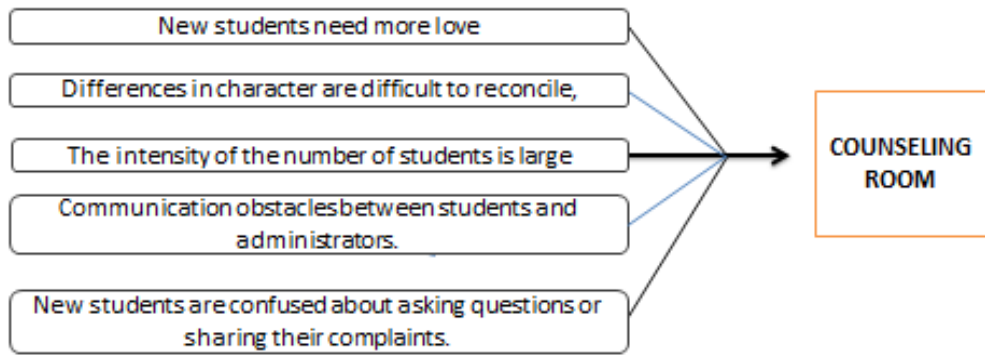
Through the implementation of special counseling, the Lirboyo Islamic boarding school aims to provide appropriate and timely attention to its students, so that they feel supported and appreciated in the Islamic boarding school environment. In this way, not only can individual problems be addressed more effectively, but it also creates a safer and more inclusive climate where bullying has less room to thrive. In this context, a special counseling approach is an integral part of a holistic and proactive bullying prevention strategy at the Lirboyo Islamic Boarding School.

CONCLUSION

In providing bullying prevention at the Lirboyo Kediri Islamic boarding school, three main approaches are implemented, including awareness education, strict supervision and intervention, and open communication. Awareness education aims to increase students' understanding and sensitivity to the dangers of bullying, while strict supervision and intervention is aimed at detecting and dealing with bullying cases quickly and effectively. Open communication is also an important element in preventing bullying by giving students the opportunity to talk and share their problems.

Even though there are several inhibiting factors such as communication difficulties, differences in the character of students, and the large number of students, Islamic boarding schools have designed more effective prevention strategies, including through special counseling programs. Through this special counseling approach, Islamic boarding schools try to provide appropriate attention to students who are vulnerable to bullying behavior by providing counseling room

services so as to guarantee the victim's calm and be able to create a safer and more inclusive environment.

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