



Behavior-Modification-Based Anti-Bullying Program Management for Preventing Bullying in Elementary Schools: A Multi-Case Study of SDIT Aya Sophia Tangerang and SD Bina Insani Bogor

Ade Tutty Rokhayati Rosa ^{1✉}, Muhammad Andriana Gaffar², Richad Dedi Syahbudin Afandi³, Sartono⁴, Yusuf⁵

Universitas Islam Nusantara

Email : [1 adetuttyrosa@uninus.ac.id](mailto:adetuttyrosa@uninus.ac.id)

Received: 2025-11-18; Accepted: 2025-12-29; Published: 2025-12-31

ABSTRACT

This study investigates how two Islamic elementary schools in Indonesia—SDIT Aya Sophia Tangerang and SD Bina Insani Bogor—plan, implement, and evaluate behavior-modification-based anti-bullying programs within their curriculum management systems. Bullying remains a persistent educational challenge in Indonesia, and while behavior-modification strategies such as reinforcement, modeling, and structured behavioral routines have demonstrated effectiveness in promoting prosocial behavior, their integration into curriculum governance remains underexplored. Using a qualitative multi-case design, the study collected data through observations, semi-structured interviews, and document analysis. Findings reveal that SDIT Aya Sophia adopts a value-driven model that embeds anti-bullying practices within Islamic moral education and reflective pedagogical routines, while SD Bina Insani employs a more procedural and data-oriented approach supported by formal policies, monitoring instruments, and behavioral contracts. Both schools demonstrate consistent use of reinforcement and modeling, though they differ in the degree of planning formalization, implementation consistency, and evaluation rigor. Cross-case synthesis indicates that institutional philosophy, leadership orientation, and organizational capacity significantly shape program effectiveness. The study contributes theoretical insights into the intersection of behavior-modification theory and curriculum management, while offering practical recommendations for designing culturally grounded and systematically managed anti-bullying frameworks in faith-based elementary schools.

Keywords: *anti-bullying program; behavior modification; curriculum management; Islamic elementary schools; qualitative case study*

INTRODUCTION

Bullying remains a significant concern within global elementary education systems, particularly due to its profound psychological, academic, and social repercussions on children. According to UNESCO and UNICEF, the complexity and prevalence of bullying have escalated, manifesting in multiple forms, including physical, verbal, relational, and cyberbullying (Mohan & Bakar, 2021; . Recent studies indicate that children often experience a decline in academic performance linked directly to bullying behaviors, which can distract them from their studies and trigger avoidance strategies, such as skipping school (Mohan & Bakar, 2021; Borgen et al., 2021). In Indonesia, the increase in reported school violence and peer aggression not only invokes national discourse on educational policies but also questions the adequacy of systematic child protection measures in schools (Dewi et al., 2024; .

The role of teachers and school administrators is critical in fostering a safe educational climate, where structured behavioral norms are established to mitigate bullying incidents. Anti-bullying programs, when effectively integrated into the curriculum, have been linked to enhanced moral reasoning, empathy, and improved peer relationships among students (Tian et al., 2023; . However, successful implementation relies on more than just the existence of a program; it necessitates strategic management at the institutional level, which includes coordinated planning, continuous evaluation, and effective engagement of all stakeholders (Wulandari, 2022; Fine et al., 2022). This necessity is accentuated within Islamic educational contexts, where moral values deeply influence pedagogical methods. Although behavior-modification strategies, such as reinforcement and modeling, are supported by empirical evidence to foster prosocial behaviors (Rahmawati et al., 2022), there remains a notable gap in understanding their application within Indonesian curriculum management, particularly in faith-based schools (Wulandari, 2022; Sargioti et al., 2022).

Despite ongoing national efforts to enhance child protection and character education, many Indonesian elementary schools continue to struggle with effective bullying prevention strategies. Many existing programs suffer from fragmented implementations, being overly reliant on individual teachers rather than a cohesive, system-wide approach (Tian et al., 2023; Fine et al., 2022). Furthermore, the integration of behavior-modification techniques in school settings is often undocumented, which hinders the ability to evaluate their efficacy comprehensively (Husni & Asmawati, 2021). In Islamic elementary schools, where there is a strong expectation that educational practices align with moral frameworks, the challenge is magnified as these institutions strive to incorporate ethical teachings into their anti-bullying initiatives (Ivaniushina & Alexandrov, 2022). The absence of comparative analyses across different school environments means that best practices remain under-explored, necessitating a focused

investigation into the management of behavior-modification-based anti-bullying programs in these unique contexts.

This study aims to systematically explore and contrast the methods by which two Islamic elementary schools—SDIT Aya Sophia Tangerang and SD Bina Insani Bogor—plan, execute, and assess their anti-bullying programs that are grounded in behavior-modification principles. The research objectives include:

1. Analyzing curriculum management strategies utilized for the design and coordination of anti-bullying initiatives.
2. Examining the embedding of behavior-modification principles within pedagogical and disciplinary practices.
3. Identifying institutional mechanisms for monitoring, evaluating, and sustaining program effectiveness.
4. Comparing the similarities and differences in program management across both institutions to draw contextual and theoretical insights.

This study offers both theoretical and practical contributions to the existing literature on curriculum management and anti-bullying strategies. Theoretically, it enhances the understanding of how structured curriculum frameworks can interlace with behavior modification theories, thereby shaping school culture and student outcomes more effectively (Hay et al., 2024; Cao et al., 2020). Practically, the findings can provide actionable insights for educational leaders, teachers, and policymakers committed to strengthening anti-bullying initiatives within elementary education. By highlighting effective management processes and evaluative mechanisms in two distinct school environments, the results can inform the development of more coherent, sustainable, and contextually sensitive anti-bullying programs throughout Indonesia, particularly in Islamic educational settings (Dewi et al., 2024; Borualogo & Casas, 2023).

The article is structured into five major sections. Following this introduction, Section 2 presents a thorough literature review focused on bullying in elementary education, behavior-modification theories, curriculum management frameworks, anti-bullying models, and pertinent empirical studies. Section 3 delineates the qualitative multi-case methodology, encompassing research design, data collection procedures, analytical strategies, and ethical considerations. Section 4 elaborates on the findings through thematic and cross-case analyses, integrating empirical data with theoretical perspectives. Finally, Section 5 synthesizes key insights, theoretical contributions, practical implications, and avenues for future research.

Bullying in elementary education is widely acknowledged as a pervasive socio-emotional and behavioral challenge that carries multidimensional consequences for children's development. Defined as repetitive aggressive behavior characterized by an imbalance of power, bullying can inflict physical, emotional, or psychological harm on victims (Sobry & Hadisaputra, 2025). Recent

studies emphasize that bullying manifests in various forms—including physical aggression, verbal harassment, relational exclusion, and cyber aggression—even among younger children. Reports indicate that approximately one in three students worldwide encounters some form of bullying, with early primary years being particularly critical due to the developmental nature of children's social competencies and their peer interactions (Yusliani, 2025).

In the Indonesian context, national surveys conducted by the Ministry of Women's Empowerment and Child Protection highlight that bullying remains one of the most frequently reported incidents of violence in schools (Hasanah et al., 2024). Elementary school students are particularly vulnerable to bullying due to their limited coping mechanisms, reliance on adult supervision, and initial stages of moral reasoning (Feoh & Muskananfolo, 2025). Scholars have noted that bullying behavior during these formative years can lead to long-term academic disengagement, increased school absenteeism, heightened anxiety and depression, and negative internalizing or externalizing behaviors (Pratama et al., 2024). In Islamic elementary schools, where moral and religious instruction is a core part of education, bullying presents additional contradictions between institutional values and student behaviors, underlining the necessity for school-wide programs that approach bullying as a developmental issue requiring sustained pedagogical interventions rather than just disciplinary actions.

Behavior modification, rooted in behaviorism, provides a structured empirical framework for shaping student behavior within educational environments. Drawing on the principles of B.F. Skinner's operant conditioning, behavior modification focuses on the systematic application of reinforcement, punishment, modeling, and behavior contracts to promote positive behavior and mitigate maladaptive patterns (Rahman et al., 2023). Positive reinforcement—exemplified by praise, rewards, and recognition—has proven effective in fostering prosocial behaviors among students, such as cooperation, empathy, and conflict resolution (Mustofa et al., 2025). Conversely, negative reinforcement or corrective consequences can deter undesirable behavior, provided they are applied consistently and ethically.

In bullying prevention contexts, behavior-modification strategies have been integrated into approaches like School-Wide Positive Behavioral Interventions and Supports (PBIS), peer-mediated programs, and classroom management systems. Research indicates that bullying often thrives due to implicit reinforcements received by aggressors, or from the absence of consistent punitive measures (Shao et al., 2025). By establishing clear behavioral expectations and teaching, modeling, and monitoring these behaviors, schools facilitate internalization of positive norms among students, thereby reducing aggressive behaviors (Ahmadi, 2025). Given that elementary-age children are particularly impressionable, behavior modification principles are exceptionally relevant in these educational

settings. Furthermore, in faith-based schools, integrating moral teachings into behavior-modification strategies can reinforce ethical behaviors, creating a robust support system for positive conduct (Chailani et al., 2023). Nevertheless, research examining the integration of behavior-modification principles into curriculum management and anti-bullying programs within Indonesian educational contexts is insufficient, highlighting the need for further examination (Badger et al., 2024).

Curriculum management refers to the strategic processes through which educational institutions design, implement, monitor, and evaluate their curricula to achieve educational goals and outcomes. Foundational theorists, including Ralph Tyler and Ornstein and Hunkins, conceptualize this management as a cyclical and reflective process involving planning, implementation, evaluation, and ongoing improvement (Ramadhan & Mubarak, 2025; Gong, 2025). In today's educational governance frameworks, curriculum management encompasses broader aspects that include stakeholder coordination, leadership engagement, resource allocation, and alignment of institutional policies with educational objectives.

Effective curriculum management necessitates a strategic vision, collaborative decision-making, and distributed leadership (Hasan & Azizah, 2022). Studies demonstrate that curriculum initiatives are often ineffective when guidance structures are absent, resulting in inconsistent practices and unmeasured outcomes (Widiastuti, 2024; Mufidah et al., 2024). Within the context of Indonesia's educational reforms—shaped by a shift towards character-based education and competency-oriented curricula—curriculum management assumes a critical role in ensuring alignment with pedagogical practices, evaluation systems, and expected outcomes (Cilliers & Chinyamurindi, 2020). Anti-bullying initiatives embedded within the curricular framework rather than relegated to extracurricular areas benefit from structured governance, dedicated teacher engagement, and clear metrics for success. However, there remains a scarcity of research focusing on curriculum management approaches to implementing anti-bullying programs, particularly in Islamic elementary settings, where doctrinal values may intricately blend with curriculum governance (Sari et al., 2024).

Globally, there exist diverse anti-bullying frameworks that provide structured methodologies for preventing and addressing bullying in educational settings. Notably, the Olweus Bullying Prevention Program (OBPP) emphasizes an integrated approach that fosters whole-school involvement, policy development, teacher training, and continuous evaluation (Billah et al., 2024). Similarly, the Finnish KiVa program incorporates social-emotional learning, digital simulations, and structured discussions aimed at promoting empathy while discouraging bystander complicity in bullying situations (Shunhaji & Lestari, 2020). The Social-Emotional Learning (SEL) framework is also prevalent in reducing aggressive behavior by building essential life skills such as self-awareness, self-management,

empathetic understanding, and effective decision-making (Hasan et al., 2025).

Research in Southeast Asia, including Indonesia, illustrates varying degrees of adaptation and effectiveness related to these international models due to cultural, religious, and institutional variances. Many anti-bullying interventions across Indonesian schools tend to rely heavily on teacher discretion rather than adhering to standardized curricular guidelines, resulting in inconsistent application of these programs. Institutions that adopt structured frameworks like PBIS or SEL often report enhancements in school climate and student behaviors, but comprehensive integration remains rare, with many programs lacking empirical evaluation. Islamic schools exhibit unique opportunities to weave religious values into anti-bullying frameworks; however, empirical investigations documenting this integration are presently scarce, positing a promising avenue for innovative practices that harmonize evidence-based behavioral strategies with value-based education models.

Character education is vital in nurturing students' moral reasoning, ethical decision-making processes, and interpersonal relationships. Founders of character education, including Kohlberg and Lickona, contend that effective character development requires intentional pedagogical strategies that address cognitive, affective, and behavioral aspects of learning. In Indonesia, character education has been institutionalized through national policies such as the Pancasila Student Profile, which advocates for qualities like faith, mutual cooperation, civic responsibility, creativity, critical thinking, and global citizenship.

Anti-bullying initiatives align effectively with character education goals, as bullying fundamentally contradicts core values like empathy, respect, and integrity. Research shows that when character education principles are embedded into curricular frameworks instead of treated as ancillary content, students demonstrate more profound internalization of moral values. In Islamic elementary schools, religious teachings further reinforce the unacceptability of harmful behaviors and attitudes. However, character education alone may not suffice in engendering behavioral change without structured behavioral supports. The synergy between character education and behavior-modification strategies can synthesize both moral reasoning and behavioral conduct, fostering safer and more ethically robust learning environments.

bullying dynamics, anti-bullying interventions, and related management frameworks in educational contexts. Recent studies illustrate the efficacy of whole-school models, social-emotional learning programs, and behaviorally structured interventions in reducing bullying and enhancing the school climate. However, much of this research predominantly focuses on secondary educational settings, leaving early childhood and elementary education comparatively underexplored. Notable Indonesian studies reveal that the implementation of anti-bullying programs often suffers from fragmentation, reactive strategies, and reliance on

individual teacher initiative rather than systematic planning and evaluation.

Moreover, scarce empirical examinations exist concerning the management of anti-bullying programs as integral components of curriculum governance. Comparative studies across different Islamic educational institutions are particularly lacking, which constrains understanding of contextual variances and effective practices. The identified gaps—namely, insufficient multi-case analyses, limited focus on elementary education, and inadequate attention to faith-based contexts—underscore the relevance and necessity of this study. By assessing the management of anti-bullying programs across two Islamic elementary schools characterized by distinct institutional features, this research aims to contribute essential insights into how these programs can be effectively managed, adapted, and sustained within the curriculum while harmonizing with broader value-based educational experiences.

METHODOLOGY

Research Design

This study utilized a qualitative multi-case study design to investigate the management of behavior-modification-based anti-bullying programs across two Islamic elementary schools in Indonesia. The qualitative approach permits an in-depth exploration of how school leaders and educators interpret, implement, and evaluate anti-bullying initiatives within their respective institutional and cultural frameworks. The multi-case design facilitates comparative analysis of managerial practices across diverse school environments, enriching theoretical insights and enhancing the analytical depth of the findings (Supriyadi et al., 2024).

Guided by a constructivist–interpretivist paradigm, this study aimed to capture the subjective meanings, lived experiences, and organizational behaviors that shape curriculum management and behavioral interventions. This paradigm supports the exploration of complex social phenomena, particularly within different institutional contexts (Musyaffa et al., 2023).

Research Setting

Fieldwork was conducted in two intentionally selected elementary schools: SDIT Aya Sophia in Tangerang and SD Bina Insani in Bogor. Both schools are religious institutions with structured character-education curricula and dedicated programs aimed at nurturing students' moral, spiritual, and socio-emotional competencies. While both schools share similar foundational values grounded in Islamic education, they exhibit notable differences in size, governance structures, and approaches to curriculum implementation, making them suitable candidates for comparative analysis (Supriyadi et al., 2024). Access to these sites was secured through formal approvals from each institution, aligning with the research aim of

examining anti-bullying program management within faith-based educational contexts.

Participants and Sampling

Participants were selected via purposive sampling, ensuring the inclusion of individuals directly involved in planning, implementing, or evaluating anti-bullying programs. The sample consisted of school principals, vice principals for curriculum, classroom teachers, guidance and counseling teachers, and program coordinators. These stakeholders possess critical insights into the managerial processes, pedagogical practices, and institutional challenges related to bullying prevention initiatives (Aeni et al., 2023). The sampling strategy ensured diversity of perspectives across hierarchical roles, specifically targeting individuals with the most relevant knowledge regarding the study's focus. To comply with ethical considerations regarding minors, no interviews were conducted with students.

Data Collection Procedures

Data collection occurred between November 24 and November 28, 2025, using three primary techniques:

1. **Observations:** Non-participant observations were conducted in classrooms, on school grounds, and during program activities. These observations focused on behavioral patterns, teacher-student interactions, reinforcement strategies, and the visibility of program elements within daily school routines. Field notes and observational memos were systematically recorded to enhance the integrity of the data (Adisti, 2022).
2. **Semi-Structured Interviews:** Interviews were facilitated with principals, curriculum leaders, and teachers using a semi-structured format to allow flexibility while adhering to thematic consistency. The interviews probed into program planning, implementation processes, behavior-modification strategies, and monitoring systems. Each interview was audio-recorded with the participants' consent, followed by verbatim transcription (Efendi et al., 2023).
3. **Document Analysis:** Relevant institutional documents were collected, including anti-bullying program guidelines, curriculum plans, standard operating procedures (SOPs), lesson plans (RPP), and evaluation reports. This document analysis facilitated triangulation and contributed to a more robust interpretation of observational and interview data (Hakiman et al., 2021).

Data Analysis

Data analysis utilized the interactive model developed by Miles, Huberman, and Saldaña, comprising three iterative stages: data reduction, data display, and conclusion drawing. During the data reduction phase, transcripts and field notes were coded inductively to uncover emerging themes related to curriculum management, behavior-modification strategies, and institutional practices (Hulkin

et al., 2024). Coding matrices and thematic charts were constructed during the data display phase to facilitate cross-case comparisons and identify patterns. Finally, in the conclusion-drawing phase, thematic insights were synthesized, analytic interpretations were verified through triangulation, and empirical findings were integrated with relevant theoretical perspectives (Astutik & Nurdianzah, 2024). Cross-case synthesis was employed to elucidate similarities and differences between the two school contexts.

Trustworthiness

To ensure methodological rigor and enhance the trustworthiness of the study, four strategies were implemented:

1. **Triangulation:** Diverse data sources (interviews, observations, and documents) were employed to corroborate findings and ensure credibility (Fadhlorrohman & Najiah, 2024).
2. **Member Checking:** Preliminary findings were shared with key participants for validation, allowing them to confirm or clarify interpretations (Rasyidi & Idrus, 2024).
3. **Peer Debriefing:** Engaging academic supervisors provided additional analytical clarity and helped guard against researcher bias (Pakpahan et al., 2025).
4. **Audit Trails:** Documentation of raw data, coding notes, and analytic memos were maintained to ensure dependability and confirmability of analytical processes (Hidayaturrahman et al., 2021).

Ethical Considerations

The study adhered to established ethical protocols for qualitative research. Informed consent was obtained from all adult participants, who were informed about the study's purpose, procedures, and confidentiality measures. Identifiable information was anonymized to safeguard the identities of the schools and participants. Given ethical guidelines concerning minors, no direct data collection from students was conducted. All data were securely stored and intended solely for academic purposes, with ethical approval obtained via institutional processes prior to engaging in fieldwork (Susanto et al., 2022).

RESULT AND DISCUSSION

Theme 1: Planning of Anti-Bullying Programs

The comparative analysis of SDIT Aya Sophia and SD Bina Insani reveals both structured and distinct approaches to planning their anti-bullying programs. At SDIT Aya Sophia, planning is holistically integrated within a character-education framework underscored by Islamic moral teachings. The leadership positions anti-bullying not as an isolated initiative but as part of a broader agenda aimed at fostering comprehensive student development. Program planning

documents demonstrate that objectives, expected behaviors, and intervention strategies align with weekly ethical themes and Qur'anic values, together with guided teacher-led discussions within homeroom settings. This approach accentuates the ethical dimensions of behavior by embedding religious narratives into the foundational program design, which is coherent with the curriculum management theory that endorses alignment between educational objectives and institutional identities (2022)(Ziyad et al., 2025).

Conversely, SD Bina Insani adopts a procedural, policy-oriented planning model, reflecting a managerial focus on formal guidelines and administrative consistency. The school's development of a written anti-bullying policy delineates roles, incident reporting mechanisms, and program goals. Planning meetings involve a collaborative effort among curriculum leaders, guidance counselors, and select teachers to map out an annual program cycle. Although moral and religious dimensions are acknowledged, the emphasis at SD Bina Insani is on behavioral regulations, monitoring protocols, and structured responsive actions, indicative of a comprehensive but pragmatic approach to managing bullying incidents (Faujian et al., 2025; (Maulida & Alam, 2025).

Overall, the internal culture and leadership styles of each school influence planning processes. The value-centered, vision-driven approach at SDIT Aya Sophia illustrates how moral philosophy can anchor preventive strategies, while SD Bina Insani's structured proceduralism underscores the significance of managerial clarity in operationalizing anti-bullying efforts. These findings resonate with the essential tenets of curriculum management theory, which posits that planning must mirror the institutional identity while aligning with overarching pedagogical aspirations.

Theme 2: Implementation Strategies Based on Behavior Modification

The implementation practices at the two institutions reveal varying degrees of commitment to behavior-modification principles. At SDIT Aya Sophia, reinforcement strategies are extensively utilized. Educators use verbal praise, reward systems, and peer recognition to bolster prosocial behaviors. Modeling techniques are prominently deployed, where teachers actively demonstrate respectful communication, empathy, and conflict-resolution skills throughout classroom interactions. Daily structured routines, such as reflection sessions, guide students in self-assessing their behavior and establishing personal improvement goals. Such applications illustrate the principles of operant conditioning and observational learning as fundamental mechanisms for shaping student conduct (Maulida & Alam, 2025; Andriyani et al., 2025).

In contrast, SD Bina Insani applies behavior-modification principles in a more formalized manner. Guidance counselors conduct regular behavioral assessments and offer individualized behavioral contracts for students facing

recurrent behavioral challenges. Teachers provide consistent corrective feedback in instances of bullying indicators, ensuring procedural fairness and predictable consequences. The integration of Social-Emotional Learning (SEL) modules aims to cultivate self-regulation, empathy, and assertiveness among students. While reinforcement strategies are present, a noteworthy balance is maintained between positive reinforcement and structured corrective actions, leading to a more effective implementation framework (Arif et al., 2024).

Both schools illustrate that behavior modification is most impactful when embedded within daily educational routines rather than employed sporadically. The synergy between behavior-modification practices and curricular content in both institutions aligns with literature emphasizing that consistent reinforcement and explicit teaching of behavioral norms are crucial for preventing bullying, especially in elementary contexts (Tan, 2022; Purba et al., 2024).

Theme 3: Monitoring and Evaluation Systems

The monitoring and evaluation frameworks in place reveal substantial differences, thus significantly affecting the consistency and sustainability of the anti-bullying programs. SDIT Aya Sophia employs a reflective and discussion-based evaluation model where teachers and administrators convene weekly to assess classroom dynamics, address emerging behavioral issues, and adapt pedagogical strategies proactively. While documentation is limited, reflective narratives and anecdotal records guide their decision-making processes. This informal but dynamic model emphasizes continuous pedagogical improvement, albeit at the expense of systematic data collection (Aulia et al., 2024).

In stark contrast, SD Bina Insani applies a structured evaluation mechanism that includes standardized incident forms, monthly reports, and comprehensive logs maintained by the guidance counseling team. The evaluation focuses on incident frequency, behavior recurrence, and outcomes from follow-up actions. Regular reviews of this data by administrative figures inform strategic decisions and targeted interventions. While this model may be more administratively burdensome, it provides measurable indicators that can facilitate longitudinal analysis of bullying trends (Rahman et al., 2023; Mokoena, 2025).

The distinction between SDIT Aya Sophia's informal reflection and SD Bina Insani's formal monitoring illuminates varying interpretations of evaluation within curriculum management practices. The reflective model at SDIT Aya Sophia aligns with a values-driven pedagogical approach; however, it risks inconsistency. In contrast, the systematic model at SD Bina Insani enhances accountability but could potentially overemphasize procedural compliance. Overall, both models possess unique strengths, underscoring the need for a balanced evaluation framework that harmonizes reflective insights with systematic documentation.

Cross-Case Comparison

The cross-case analysis highlights both convergent themes and divergent strategies in program management. Both schools advocate for moral development, social-emotional growth, and proactive intervention, reflecting shared philosophical commitments rooted in Islamic educational principles. However, their managerial strategies diverge distinctly: SDIT Aya Sophia emphasizes value integration, relational pedagogy, and reflective practices, while SD Bina Insani centers on procedural clarity, documentation, and systematic behavior monitoring (Borualogo & Casas, 2023; Lestari et al., 2024).

These differences stem from variances in leadership philosophies, institutional cultures, and organizational capacities. The findings support the literature on curriculum management, indicating that successful program implementation often hinges on leadership orientation and structural frameworks. Nonetheless, the commonalities—particularly reliance on reinforcement, teacher modeling, and moral education—illustrate that anti-bullying initiatives in Islamic schools naturally align with broader character-education mandates (Mohzana & Al-Pansori, 2024; Purba et al., 2024).

Theoretical and Practical Interpretation

From a theoretical perspective, the findings underscore how effectively integrating behavior-modification principles within curriculum management frameworks can be achieved in faith-based elementary settings. They highlight that behavior modification is not merely a series of techniques, but a pedagogical orientation that must be woven into planning, instruction, and evaluation processes. The study accentuates the importance of aligning anti-bullying program management with the institutional philosophy, reinforcing existing literature that emphasizes the role of school culture in fostering educational reform (Ziyad et al., 2025).

Practically, the results suggest that the success of anti-bullying initiatives relies on structured reinforcement systems, well-defined behavioral expectations, collaborative planning, and consistent evaluative practices. Schools that harmonize moral education with evidence-based behavioral strategies will likely be in a more proactive position to diminish bullying incidents and cultivate a positive school climate. Furthermore, this comparative analysis offers actionable insights for policymakers and practitioners striving to devise context-sensitive anti-bullying frameworks that successfully amalgamate cultural, religious, and psychological components.

CONCLUSION

Summary of Key Findings

This multi-case study elucidates that the management of anti-bullying programs in Islamic elementary schools is fundamentally influenced by institutional philosophy, leadership styles, and organizational capacities. SDIT Aya Sophia exemplifies a values-driven approach, integrating moral education and reflective practices as central tenets of its program, whereas SD Bina Insani adopts a more procedural, data-oriented methodology supported by formal monitoring systems. Both schools effectively utilize behavior-modification strategies, incorporating reinforcement, modeling, and structured routines, while recognizing the necessity of aligning anti-bullying initiatives with character education goals. Differences are evident in the level of planning formalization, consistency of implementation, and depth of evaluation. Nonetheless, both schools provide valuable insights into effective, curriculum-integrated bullying prevention strategies that can benefit similar educational contexts.

Theoretical Contributions

The findings of this study enrich existing literature by illustrating how behavior-modification theory and curriculum-management frameworks can be concurrently operationalized within faith-based educational environments. The research highlights the dynamic interaction between institutional culture and managerial practices, which collectively shape program effectiveness. By bridging these theoretical perspectives, the study advances our understanding of how to cultivate effective anti-bullying initiatives that resonate with both educational and ethical values in Islamic schools.

Practical Implications

This investigation underscores the importance of developing balanced anti-bullying program frameworks that fuse moral values, pedagogical strategies, and systematic monitoring mechanisms. Schools and policymakers could benefit from adopting hybrid models that integrate reflective and values-based approaches with structured evaluation protocols. Such models may facilitate a more comprehensive response to bullying, fostering a supportive environment conducive to student welfare and moral development. Additionally, these insights could assist in the formulation of policies that are culturally sensitive and grounded in the local values of educational institutions.

Suggestions for Future Research

Future research endeavors could benefit from employing longitudinal designs to assess the sustainability of anti-bullying interventions over time.

Additionally, employing mixed-methods approaches may provide opportunities to triangulate findings related to behavioral outcomes and the effectiveness of implemented programs. Expanding the research scope to include diverse school types and geographic locations would enhance the generalizability of findings and contribute to a richer understanding of bullying prevention across different educational settings.

REFERENCE

- Aeni, A., Jenuri, J., Djuanda, D., & Abdullah, M. (2023). The competence of islamic education lecturers in the elementary school teacher education study program. *Al Ibtida Jurnal Pendidikan Guru Mi*, 10(2), 305. <https://doi.org/10.24235/al.ibtida.snj.v10i2.14927>
- Ahmadi, A. (2025). The implementation of islamic character education in overcoming bullying behavior in islamic primary schools. *Tribakti Jurnal Pemikiran Keislaman*, 36(2), 291-306. <https://doi.org/10.33367/tribakti.v36i2.6933>
- Aizenkot, D. and Kashy-Rosenbaum, G. (2020). The effectiveness of safe surfing, an anti-cyberbullying intervention program in reducing online and offline bullying and improving perceived popularity and self-esteem. *Cyberpsychology Journal of Psychosocial Research on Cyberspace*, 14(3). <https://doi.org/10.5817/cp2020-3-6>
- Andriyani, S., Hamidaturrohman, H., Azizah, N., Khasan, M., Meimaharani, R., Amalia, M., ... & Safitri, A. (2025). Enhancing literacy and optimizing anti-bullying character development through a service-learning approach at sdn 3 ujungbatu. *Community Empowerment*, 10(5), 1262-1272. <https://doi.org/10.31603/ce.12625>
- Arif, M., Aziz, M., & Abdurakhmonovich, Y. (2024). Trend strategy to prevent bullying in islamic boarding schools (pesantren). *Jurnal Ilmiah Peuradeun*, 12(2), 639-670. <https://doi.org/10.26811/peuradeun.v12i2.1087>
- Aulia, S., Zulfahmi, J., & Kurniawan, A. (2024). Manajemen pencegahan tindakan bullying di min 8 aceh barat. *IJIS*, 10-19. <https://doi.org/10.71039/istifham.v2i1.48>
- Badger, J., Nisar, A., & Hastings, R. (2024). School-based anti-bullying approaches for children and young people with special educational needs and disabilities: a systematic review and synthesis. *Journal of Research in Special Educational Needs*, 24(3), 742-757. <https://doi.org/10.1111/1471-3802.12665>
- Borgen, N., Olweus, D., Kirkebøen, L., Breivik, K., Solberg, M., Frønes, I., ... & Raaum, O. (2021). The potential of anti-bullying efforts to prevent academic failure and youth crime. a case using the olweus bullying prevention program (obpp). *Prevention Science*, 22(8), 1147-1158. <https://doi.org/10.1007/s11121-021-01254-3>

- Borualogo, I. and Casas, F. (2023). Sibling bullying, school bullying, and children's subjective well-being before and during the covid-19 pandemic in indonesia. *Child Indicators Research*. <https://doi.org/10.1007/s12187-023-10013-5>
- Cilliers, L. and Chinyamurindi, W. (2020). Perceptions of cyber bullying in primary and secondary schools among student teachers in the eastern cape province of south africa. *The Electronic Journal of Information Systems in Developing Countries*, 86(4). <https://doi.org/10.1002/isd2.12131>
- Clark, K., Eldridge, M., Dorio, N., Demaray, M., & Smith, T. (2022). Bullying, victimization, and bystander behavior: risk factors across elementary–middle school transition.. *School Psychology*, 37(1), 37-46. <https://doi.org/10.1037/spq0000477>
- Dewi, P., Megaputri, P., & Tangkas, N. (2024). Analysis of knowledge, perceptions and practices on the prevention of bullying by teachers in primary and junior high school education units. *JKM (Jurnal Kebidanan Malahayati)*, 10(11), 1033-1039. <https://doi.org/10.33024/jkm.v10i11.18135>
- Efendi, E., Rambe, A., Azmi, M., & Asmaldi, A. (2023). Community perspectives on religion-based schools in indonesia. *JIE*, 2(2), 53-62. <https://doi.org/10.58485/jie.v2i2.205>
- Fadhilurrohman, M. and Najiah, F. (2024). Nurturing religious character: the impact of boarding school system at an islamic state junior high school. *Tadibia Islamika*, 4(1), 41-50. <https://doi.org/10.28918/tadibia.v4i1.2116>
- Faujjan, A., Widiastuti, A., & Sudrajat, S. (2025). The phenomenon of bullying in schools as a basis for developing social studies learning materials. *Qalamuna Jurnal Pendidikan Sosial Dan Agama*, 17(1), 475-492. <https://doi.org/10.37680/qalamuna.v17i1.6597>
- Feoh, F. and Muskananfola, I. (2025). Health education through illustrated storybooks affected the bullying knowledge of primary school students. *Jurnal Ners Dan Kebidanan (Journal of Ners and Midwifery)*, 12(2), 106-114. <https://doi.org/10.26699/jnk.v12i2.art.p106-114>
- Gong, M. (2025). Life education: unlocking the new code for preventing school bullying. *International Journal of Education and Humanities*, 19(2), 181-183. <https://doi.org/10.54097/7npgqa96>
- Hakiman, H., Sumardjoko, B., & Waston, W. (2021). Religious instruction for students with autism in an inclusive primary school. *International Journal of Learning Teaching and Educational Research*, 20(12), 139-158. <https://doi.org/10.26803/ijlter.20.12.9>
- Hasan, D., Fitroh, S., Endriyati, E., & Hisani, N. (2025). Penanggulangan praktek perundungan pada amal usaha muhammadiyah (aum) bidang pendidikan di pcm socah bangkalan. *Keris Journal of Community Engagement*, 5(1), 51-65. <https://doi.org/10.55352/keris.v5i1.1641>
- Hasanah, H., Fadila, P., Januarta, A., Firmansyah, A., & Mu'alimin, M. (2024). Pengembangan model manajemen konflik dalam penanganan bullying di sekolah dasar. *An-Nadzir*, 2(02), 72-81. <https://doi.org/10.55799/annadzir.v2i02.562>

- Hay, N., Davies, E., & Σανουβά, M. (2024). Teacher responses to racially motivated bullying in scotland. *Frontiers in Education*, 9. <https://doi.org/10.3389/feduc.2024.1376017>
- Husni, H. and Asmawati, A. (2021). The role of teacher educational training programs in reducing the risk of bullying in the integrated islamic elementary school in bengkulu. *Kne Life Sciences*, 93-105. <https://doi.org/10.18502/kls.v6i1.8594>
- Ivaniushina, V. and Alexandrov, D. (2022). School structure, bullying by teachers, moral disengagement, and students' aggression: a mediation model. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.883750>
- Kamal, H. and Masri, S. (2025). Creating a safe and inclusive school culture. *International Journal of Asian Education*, 6(3), 276-285. <https://doi.org/10.46966/ijae.v6i3.495>
- Lestari, D., Pawitraningtyas, K., Rahmatika, P., Nabilah, J., Muslikah, M., & Mahfud, A. (2024). Tren peran guru bimbingan dan konseling dalam mencegah perundungan di sekolah periode 2019-2023. *Ulil Albab Jurnal Ilmiah Multidisiplin*, 3(11), 160-167. <https://doi.org/10.56799/jim.v3i11.5760>
- Maulida, T. and Alam, N. (2025). The school strategies in implementing anti-bullying education and student protection. *Ta Allum Jurnal Pendidikan Islam*, 13(1), 1-19. <https://doi.org/10.21274/taalum.2025.13.1.1-19>
- Mohzana, M. and Al-Pansori, M. (2024). Pengembangan sistem manajemen pendidikan sosial untuk pencegahan perundungan di lingkungan sekolah. *Kasta Jurnal Ilmu Sosial Agama Budaya Dan Terapan*, 4(2), 101-110. <https://doi.org/10.58218/kasta.v4i2.1376>
- Mokoena, M. (2025). Breaking the cycle: school leadership in action for creating a bully-free learning environment. *Studies in Learning and Teaching*, 6(2), 465-474. <https://doi.org/10.46627/silet.v6i2.621>
- Mustofa, A., Subakri, S., & Gunawan, G. (2025). The role of islamic religious education in preventing bullying behavior at school. *Islamic Management Jurnal Manajemen Pendidikan Islam*, 8(01), 53-64. <https://doi.org/10.30868/im.v8i01.7786>
- Musyaffa, A., B, A., Ichsan, I., Setianto, A., & Hasanah, M. (2023). Examining it-based human resources strategies in islamic higher education and islamic boarding schools in indonesia. *Tafkir Interdisciplinary Journal of Islamic Education*, 4(3), 519-534. <https://doi.org/10.31538/tijie.v4i3.664>
- Pratama, A., Kurniawan, A., Sakiya, I., & Kaisan, M. (2024). Kebijakan sekolah dan strategi guru pendidikan agama islam dalam mengatasi bullying dalam membangun kesadaran dan empati siswa man 6 jakarta kampus b cibubur. *Jurnal Ilmu Pendidikan Dan Sosial*, 3(4), 264-280. <https://doi.org/10.58540/jipsi.v3i4.679>
- Purba, N., Manik, A., Harahap, N., & Natser, R. (2024). Maraknya bullying yang terjadi di sekolah dasar. *jmpb-widyakarya*, 2(2), 107-118. <https://doi.org/10.59581/jmpb-widyakarya.v2i2.3402>

- Rahman, I., Andriana, N., & Syahrozak, S. (2023). Menelusik fenomena bullying di pesantren. *Asatiza Jurnal Pendidikan*, 4(3), 156-167. <https://doi.org/10.46963/asatiza.v4i3.1179>
- Rasyidi, A. and Idrus, S. (2024). Exploration of pai teacher challenges and opportunities; case study of implementation the independent learning curriculum, in east lombok elementary schools. *Jurnal Ilmiah Profesi Pendidikan*, 9(1), 506-514. <https://doi.org/10.29303/jipp.v9i1.2058>
- Ridgewell, C., Sears, M., Stone, L., & Shinn, A. (2025). Childhood emotional and physical bullying in affective and nonaffective psychotic disorders.. *Psychological Trauma Theory Research Practice and Policy*. <https://doi.org/10.1037/tra0001953>
- Sargioti, A., Kuldass, S., Foody, M., Otero, P., Kinahan, A., Canning, C., ... & Norman, J. (2022). Dublin anti-bullying self-efficacy models and scales: development and validation. *Journal of Interpersonal Violence*, 38(7-8), 5748-5773. <https://doi.org/10.1177/08862605221127193>
- Sari, W., Putriana, M., Soegiarto, A., Kholik, A., Martha, A., Firdaus, M., ... & Haura, N. (2024). Pemberdayaan pesantren dalam optimalisasi kegiatan komunikasi melalui sosialisasi pencegahan perilaku bullying di kalangan santri pondok pesantren al-bunyan. *Harmoni Jurnal Ilmu Komunikasi Dan Sosial*, 2(2), 172-180. <https://doi.org/10.59581/harmoni-widyakarya.v2i2.3182>
- Shao, J., Rabu, S., & Chen, C. (2025). Gamified interactive e-books for bullying prevention: enhancing knowledge and motivation in chinese primary schools. *Frontiers in Psychology*, 16. <https://doi.org/10.3389/fpsyg.2025.1509549>
- Shunhaji, A. and Lestari, F. (2020). Implementation of moderate islamic curriculum in the establishment of student character. *JEP*. <https://doi.org/10.7176/jep/11-36-04>
- Sobry, M. and Hadisaputra, P. (2025). Challenges and strategies for implementing anti-bullying programs for primary school-aged children in indonesia: a narrative literature review. *Journal of Global Research in Education and Social Science*, 19(3), 20-32. <https://doi.org/10.56557/jogress/2025/v19i39334>
- Supriyadi, S., Febriyanti, B., & Tirtoni, F. (2024). Implementation of integral character education based on school curriculum integration. *Mimbar PGSD Undiksha*, 12(1), 141-151. <https://doi.org/10.23887/jjsgsd.v12i1.65942>
- Tan, M. (2022). Role of school administrators in bullying prevention in state universities laboratory schools: implication to pre-service training. *International Journal of Research Publications*, 94(1). <https://doi.org/10.47119/ijrp100941220222836>
- Widiastuti, S. (2024). The role of akhlakul karima in curriculum development; bullying prevention in madrasah aliyah. *Journal of English Education and Teacher Trainer*, 1(1), 44-52. <https://doi.org/10.15575/educater.v1i1.1289>
- Wulandari, D. (2022). Bullying prevention and intervention in schools: implications of participatory action research. *International Journal of Social Science and Human Research*, 05(04). <https://doi.org/10.47191/ijsshr/v5-i4-13>
- Yuliza, V. and Daulay, N. (2023). Implementation of guidance and counseling in preventing bullying: the role of teachers in junior high schools. *Tarbawi Jurnal Keilmuan Manajemen Pendidikan*, 9(01), 51-58. <https://doi.org/10.32678/tarbawi.v9i01.8176>

- Yusliani, H. (2025). The implementation of quran-based character education to prevent bullying in primary schools. *JKA*, 2(1). <https://doi.org/10.26811/q43yy152>
- Ziyad, A., Azzahra, Z., S, P., Fitriana, N., & Saulaka, A. (2025). Urgensi kebijakan anti-bullying di lingkungan pendidikan dasar berdasarkan nilai-nilai pancasila. *ARSEN*, 2(2), 120-130. <https://doi.org/10.30822/arsen.v2i2.3838>