

Teacher Strategies in Developing Religious and Moral Values in Early Childhood at KB An-Nur Hessa Air Genting

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Abstract

This study aims to describe the strengthening of anti-bullying character through student development activities at MAS Islamiyah Sunggal Medan. This study employed a qualitative approach with a case study design. The research informants included the head of the madrasah, the vice principal for student affairs, the guidance and counseling teacher, homeroom teachers, the supervisor of the Madrasah Student Organization (OSIM), Islamic Religious Education or Islamic Creed and Morals teachers, and students. Data were collected through observation, interviews, and documentation. Data analysis was conducted through data reduction, data presentation, and conclusion drawing. The findings indicate that the strengthening of anti-bullying character at MAS Islamiyah Sunggal Medan is implemented through various student development activities, including the Madrasah Student Orientation Period (MATSAMA), morning assemblies, short religious lectures, religious activities, the Madrasah Student Organization (OSIM), guidance and counseling services, and the habituation of a school culture that instills religious values, empathy, tolerance, responsibility, and mutual respect. Teachers apply strategies involving role modeling, habituation, positive reinforcement, and persuasive approaches to develop students' character. The success of the program is supported by the commitment of the madrasah, cooperation among teachers, parents, and students, and the madrasah's religious culture. The challenges encountered include the influence of social media, limited understanding among some students regarding bullying, and differences in students' personalities. Overall, student development activities have proven to play an important role in creating a safe, comfortable, and bullying-free madrasah environment.

Keywords: *anti-bullying character, student development, bullying*

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Introduction

Education plays an important role in developing students who are not only intellectually capable but also possess good character, morality, empathy, responsibility, and social awareness (Sufiani et al., 2022). Schools and madrasahs are educational environments in which students learn to interact, build social relationships, develop their potential, and establish habits of living together (Ismaraidha et al., 2024). Therefore, the madrasah environment must serve as a safe, comfortable, religious, and violence-free space, including freedom from bullying.

Bullying is a serious problem in education. It may take the form of physical violence, such as hitting or pushing; verbal violence, such as mocking, insulting, calling someone by offensive nicknames, or humiliating them; social violence, such as exclusion and spreading rumors; and cyberbullying through social media or digital messaging groups. Bullying affects not only the victim but also the perpetrator, witnesses, the school climate, and students' social culture. (Burger, 2022) explains that bullying can affect students' psychological well-being, emotional development, self-confidence, empathy, and character formation at the secondary school level.

In the current educational context, strengthening anti-bullying character has become an urgent necessity. Anti-bullying character does not merely mean that students understand that bullying is wrong. It also means that they possess the awareness not to commit violence, not to laugh at victims, not to spread insults, to defend friends who are being bullied, and to report bullying incidents to teachers (Abdurrohim et al., 2024). This character includes empathy, compassion, tolerance, mutual respect, social responsibility, moral courage, and concern for others.

Recent educational policies also emphasize the importance of safe and comfortable learning environments. Regulation of the Minister of Primary and Secondary Education Number 6 of 2026 concerning a Safe and Comfortable School Culture states that schools must establish values, attitudes, habits, and behaviors that ensure the fulfillment of spiritual needs, physical protection, psychological well-being, sociocultural security, civility, and digital safety. This regulation indicates that preventing violence in educational environments cannot be accomplished solely through responding to incidents. It must also be developed through a positive and safe school culture that respects human dignity (Ministry of Primary and Secondary Education, 2026).

Madrasahs hold a strategic position in strengthening anti-bullying character because they develop not only academic competence but also Islamic values, morality, and social awareness (Naura Diny Chalishah & Wahyuni, 2025). In Islamic teachings, degrading, insulting, humiliating, hurting, and embarrassing other people are behaviors that contradict noble moral values. Therefore, madrasahs must establish compassion, justice, brotherhood, and respect for human dignity as the foundations of student development. The Ministry of Religious Affairs of Asahan (Kementerian Agama Kabupaten Asahan, 2025) emphasizes that bullying-free madrasahs can be developed through anti-bullying campaigns, character- and religious-value-based education, collaboration among teachers, parents, and students, reporting systems, and restorative approaches.

As an Islamic senior high school, MAS Islamiyah Sunggal Medan is responsible for developing students who possess good morals, discipline, social awareness, and the ability to establish healthy social relationships. At the Islamic senior high school level, students are in

adolescence, a developmental stage strongly influenced by peer groups, social environments, social media, and the process of identity formation. During this stage, the risk of bullying may emerge in the form of peer mockery, hurtful jokes, offensive nicknames, social exclusion, seniority practices, peer pressure, and negative comments on social media. Such behaviors must be prevented from an early stage so that they do not develop into a culture of bullying that harms students and creates an unhealthy learning environment.

The issue examined in this study concerns how MAS Islamiyah Sunggal Medan strengthens anti-bullying character through student development activities. Student development is an important approach because student affairs are not limited to student administration but also involve character formation, discipline, leadership, social awareness, and school culture. Student development activities may be implemented through OSIM development, guidance and counseling, religious activities, anti-bullying awareness programs, child-friendly madrasah declarations, reinforcement of school regulations, the habituation of greetings and courteous behavior, student mentoring, supervision of social interactions, and extracurricular activities that instill cooperation and mutual respect.

In practice, student development activities can serve as a strategic means of preventing bullying. Through OSIM activities, students can be involved as agents of change in anti-bullying campaigns. Through guidance and counseling services, students can receive guidance concerning empathy, emotional control, conflict resolution, and the courage to report incidents. Through religious activities, students can be taught the values of compassion, Islamic brotherhood, and proper conduct toward others. Through madrasah regulations, students receive clear behavioral boundaries regarding the prohibition of violence and bullying. (Sabrina et al., 2025) explain that student management strategies for addressing bullying may include case identification, mediation, psychological support, educational sanctions, anti-bullying policies, educator training, counseling services, and regular program evaluations.

Student development activities must also be conducted continuously. Anti-bullying programs that are implemented only occasionally through lectures or brief awareness sessions are often insufficient to produce meaningful changes in student behavior. (Anekasari et al., 2026) explain that the effectiveness of anti-bullying programs in secondary schools is influenced by the school's commitment, the involvement of the entire school community, collaboration with external parties, and continuous monitoring and evaluation. The principal obstacles to anti-bullying programs include low rates of incident reporting, limited resources, and inconsistent program implementation.

Furthermore, strengthening anti-bullying character requires the involvement of the entire madrasah community. The head of the madrasah plays a role in developing policies and creating a safe madrasah culture. The vice principal for student affairs is responsible for coordinating student development programs. Guidance and counseling teachers provide counseling and support services. Homeroom teachers monitor the social dynamics of students in their classrooms. Islamic Religious Education or Islamic Creed and Morals teachers instill moral values and compassion. OSIM and extracurricular supervisors guide students in participating in positive activities. Students must also be involved as anti-bullying advocates so that they are not merely the objects of development programs but also active participants in transforming the madrasah culture.

Based on the preceding discussion, this study is important for understanding how student development activities at MAS Islamiyah Sunggal Medan can strengthen students' anti-bullying character. This study focuses on the forms of student development activities, strategies for strengthening anti-bullying character, supporting and inhibiting factors, and their implications for student behavior. The findings are therefore expected to contribute to the development of a madrasah environment that is safe, comfortable, religious, and free from bullying.

Literature Review

2.1. Anti-Bullying Character

Anti-bullying character refers to attitudes and behaviors that demonstrate rejection of all forms of bullying, violence, humiliation, exclusion, and actions that degrade other people. This character includes empathy, concern, tolerance, respect, responsibility, moral courage, and the ability to resolve conflicts peacefully. Students who possess anti-bullying character not only refrain from bullying others but are also capable of becoming active witnesses who report incidents and assist friends who become victims.

Anti-bullying character must be developed through character education integrated into the culture of the school or madrasah. (Pratama & Husniyah, 2025) demonstrate that structured and continuous anti-bullying programs can strengthen students' positive character values, including empathy, tolerance, and respect for others. In the madrasah context, these values correspond with Islamic teachings concerning noble character, compassion, brotherhood, and the prohibition against harming others.

Bullying is aggressive behavior intentionally carried out to hurt, degrade, intimidate, or dominate other people. Bullying may occur directly or indirectly. Direct forms include physical and verbal violence, whereas indirect forms include social exclusion, rumor spreading, and cyberbullying. Within the school environment, bullying can occur in classrooms, schoolyards, cafeterias, extracurricular activities, on the way home, and in digital spaces such as messaging groups and social media.

The effects of bullying are serious. Victims may experience fear, low self-esteem, stress, reduced learning motivation, social withdrawal, and psychological disorders. Perpetrators may also develop patterns of aggressive behavior when they do not receive appropriate guidance. Witnesses may remain passive when they lack the courage to report incidents or assist victims. Therefore, bullying prevention must involve the entire school or madrasah community.

2.2. Student Development

Student development refers to a series of activities conducted by schools or madrasahs to support students' academic, social, spiritual, moral, and personal development. Student development does not merely regulate student discipline but also develops character, leadership, responsibility, social awareness, and a positive school culture.

In the context of anti-bullying initiatives, student development may be implemented through various programs, including OSIM development, guidance and counseling services, religious activities, anti-bullying awareness programs, moral habituation, poster campaigns, anti-bullying declarations, extracurricular activities, school regulations, reporting systems, and communication forums with parents. (Sabrina et al., 2025) explain that student management that is responsive to bullying must include case identification, mediation, psychological

support, educational sanctions, anti-bullying policies, counseling services, and regular program evaluations.

Effective student development activities do not merely impose sanctions on perpetrators but also create a madrasah culture based on mutual respect. (Anekasari et al., 2026) explain that anti-bullying programs in secondary schools may be based on student participation, guidance and counseling services, character education, and school policies. Such programs can increase students' empathy and reduce bullying behavior when they are implemented consistently and supported by the entire school community.

Research Methodology

This study employed a qualitative approach with a case study design to obtain an in-depth understanding of the strengthening of anti-bullying character through student development activities at MAS Islamiyah Sunggal Medan. The research informants were selected purposively based on their knowledge, experience, and direct involvement in the implementation of student development programs. The informants consisted of the head of the madrasah, the vice principal for student affairs, the guidance and counseling teacher, homeroom teachers, the supervisor of the Madrasah Student Organization (OSIM), Islamic Religious Education or Islamic Creed and Morals teachers, and students. Primary data were obtained directly from the informants through interviews and observations, while secondary data were collected from student affairs work programs, student regulations, guidance and counseling documents, records of student violations, documentation of religious activities, OSIM programs, anti-bullying campaign posters, and other documents relevant to the research focus.

Data were collected through observation, semi-structured interviews, and documentation. Observation was used to examine student development activities, interactions among students, the madrasah culture, and behaviors reflecting anti-bullying character. Interviews were conducted to obtain information regarding the forms of activities, implementation strategies, supporting and inhibiting factors, and the impact of the program on student behavior. The data were analyzed interactively through the stages of data reduction, data presentation in narrative form, and conclusion drawing. Data validity was maintained through source triangulation and technique triangulation by comparing information obtained from various informants with the results of observations, interviews, and documentation. The study also observed research ethics through informed consent, protection of informants' identities, and the use of data solely for academic purposes.

Results

4.1. General Description of the Research Location

This study was conducted at MAS Islamiyah Sunggal Medan, a private Islamic senior high school administered by Yayasan Pendidikan Islamiyah Sunggal. The madrasah has a vision of developing students who are faithful, pious, morally upright, academically accomplished, and capable of adapting to developments in science and technology. In addition to developing academic competencies, the madrasah places considerable emphasis on students' character formation through various student development activities.

Student development activities at MAS Islamiyah Sunggal Medan are implemented through structured programs coordinated by the vice principal for student affairs in cooperation

with guidance and counseling teachers, homeroom teachers, subject teachers, and the Madrasah Student Organization.

These programs aim to develop discipline, responsibility, social awareness, tolerance, and the prevention of various forms of juvenile misconduct, including bullying. The research subjects consisted of the vice principal for student affairs, the guidance and counseling teacher, several homeroom teachers, the OSIM supervisor, and students. Data were obtained through observation, in-depth interviews, and documentation of student development activities.

4.2. Forms of Anti-Bullying Character Strengthening through Student Development Activities

Based on an interview with the vice principal for student affairs, strengthening anti-bullying character has become part of a continuously implemented student development program. The program is not provided only when bullying incidents occur. It is also implemented preventively through various activities that instill positive character values in all students.

The activities include the following:

a. Madrasah Student Orientation Period

At the beginning of the academic year, all new students participate in the Madrasah Student Orientation Period, known as MATSAMA. During this activity, students are introduced to a madrasah culture that upholds mutual respect, brotherhood, tolerance, and the prohibition of bullying.

The guidance and counseling teacher provides material concerning:

1. the definition of bullying;
2. forms of bullying;
3. the effects of bullying;
4. methods of preventing bullying; and
5. reporting mechanisms when bullying occurs.

The observations indicated that students were highly enthusiastic about participating in discussions and simulations concerning nonviolent conflict resolution.

b. Character Development through Assemblies and Short Religious Lectures

A morning assembly is conducted every Monday and includes guidance from the head of the madrasah or teachers.

In addition, short religious lectures are held every Friday and address the following topics:

1. proper conduct toward others;
2. Islamic brotherhood;
3. the importance of respecting friends; and
4. the prohibition against insulting, mocking, and hurting others.

Teachers relate these topics to evidence from the Qur'an and hadith so that students understand that bullying contradicts Islamic teachings.

c. Madrasah Student Organization Activities

Character development is also implemented through the Madrasah Student Organization.

Students are encouraged to:

1. cooperate with others;
2. respect their friends' opinions;
3. resolve conflicts through deliberation; and
4. develop responsible leadership.

Through these activities, students learn to establish healthy social relationships, thereby reducing the likelihood of bullying behavior.

d. Guidance and Counseling

Guidance and counseling teachers provide:

1. individual counseling;
2. group counseling;
3. conflict mediation; and
4. classroom guidance concerning character education.

Students involved in conflicts receive personal guidance to help them control their emotions and increase their empathy toward others.

e. Religious Activities

The madrasah regularly conducts:

1. congregational prayers;
2. Qur'anic recitation;
3. commemorations of Islamic holidays;
4. social service activities; and
5. short-term Islamic boarding school programs.

These activities aim to instill religious character, compassion, social concern, and a sense of brotherhood among students.

3. Teachers' Strategies for Instilling Anti-Bullying Character

The interview findings indicate that teachers apply several strategies.

a. Role Modeling

Teachers attempt to serve as role models through courteous speech, polite behavior, respect for students, and nondiscriminatory treatment.

Teachers believe that students learn more effectively by imitating demonstrated behavior than by merely receiving verbal advice.

b. Habituation

Teachers encourage students to develop the habits of:

1. exchanging Islamic greetings;
2. greeting one another;
3. shaking hands;
4. apologizing;
5. expressing gratitude; and
6. respecting differences.

These habits gradually contribute to the formation of a friendly madrasah culture.

c. Positive Reinforcement

Teachers provide recognition to students who demonstrate positive behavior, such as helping friends, mediating conflicts, and showing tolerance. Positive reinforcement is provided in the form of praise, certificates, or recognition during assemblies.

d. Persuasive Approach

When conflicts occur among students, teachers prioritize dialogue rather than punishment. Teachers invite both parties to discuss the problem and identify a fair resolution, thereby developing an awareness of the importance of mutual respect.

4. Supporting Factors

Based on the research findings, the factors supporting the strengthening of anti-bullying character include:

- a. the commitment of the head of the madrasah;
- b. cooperation among teachers, homeroom teachers, guidance and counseling teachers, and parents;
- c. structured student development programs;
- d. the madrasah's religious culture; and
- e. the involvement of student organizations in creating a supportive school environment.

5. Inhibiting Factors

Several obstacles identified in the study include:

- a. some students continuing to regard bullying as a joke;
- b. the influence of social media;
- c. insufficient parental supervision at home;
- d. differences in students' personalities and backgrounds; and
- e. students' lack of courage to report bullying incidents.

Teachers address these obstacles by increasing awareness activities, strengthening communication with parents, providing counseling services, and conducting regular supervision. The findings demonstrate that strengthening anti-bullying character at MAS Islamiyah Sunggal Medan is implemented preventively, curatively, and continuously. Guidance is not provided only when bullying incidents occur but has become part of the madrasah culture through various student development activities.

Character values such as religiosity, tolerance, empathy, responsibility, discipline, cooperation, and social awareness are instilled through religious activities, student organizations, everyday habituation, guidance and counseling services, and teachers' role modeling. This approach indicates that character formation is more effective when it is integrated into all school activities rather than being limited to the delivery of classroom material.

Teachers play an essential role as role models and mentors in developing a safe and comfortable learning environment. Teachers' examples of fairness, respect for students, and dialogical conflict resolution provide students with practical models of positive social interaction. Student organization activities also contribute to the development of anti-bullying character because they provide students with opportunities to cooperate, respect differences of opinion, develop leadership, and assume responsibility for their groups. These experiences strengthen social abilities that are important for preventing bullying behavior.

The findings also indicate that the greatest challenges arise from the influence of social media and the continuing belief that certain forms of mockery or joking do not constitute

bullying. Therefore, the madrasah must continue to improve education concerning bullying, particularly cyberbullying, and strengthen collaboration between the school and parents so that students' behavior can be monitored continuously.

Overall, student development programs at MAS Islamiyah Sunggal Medan have made a tangible contribution to creating a safe, comfortable, religious, and bullying-free school culture. This is reflected in students' increased awareness of the importance of respecting one another, helping friends, resolving conflicts peacefully, and developing more positive social relationships.

Conclusion

The strengthening of anti-bullying character through student development activities at MAS Islamiyah Sunggal Medan has been implemented in a planned, systematic, and continuous manner. The student development programs are implemented through MATSAMA, morning assemblies, short religious lectures, religious activities, the Madrasah Student Organization, guidance and counseling services, and the habituation of a school culture that instills religious values, empathy, tolerance, discipline, responsibility, and mutual respect.

Teachers also play an active role as models by encouraging positive behavior, providing reinforcement, and resolving conflicts persuasively. These strategies contribute to the development of students who reject all forms of bullying. The implementation of anti-bullying character strengthening is supported by the commitment of the head of the madrasah, cooperation among teachers, guidance and counseling teachers, homeroom teachers, parents, and students, and a supportive school culture.

Nevertheless, several obstacles remain, including the influence of social media, differences in students' personalities, and the limited awareness of some students regarding the effects of bullying. Therefore, collaboration among schools, families, and communities must be strengthened, and character development programs must be implemented continuously so that an anti-bullying culture becomes more firmly established and a safe, comfortable, inclusive, and character-oriented madrasah environment can be created.

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