

Implementation of the Integration of Islamic Values (*Akhlakul Karimah, At-Tasamuh, Ar-Rahmah, And Al-Adl*) in Learning as an Effort to Prevent Bullying in Middle School Students

Nurul Widhiarto*, Bambang Sumardjoko, Achmad Fathoni

Universitas Muhammadiyah Surakarta, Indonesia

Email: nurulwidiarto33@gmail.com*, bs131@ums.ac.id, af267@ums.ac.id

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Abstract

This study aims to analyze the implementation of the integration of Islamic values, including *akhlakul karimah*, *at-tasamuh*, *ar-rahmah*, and *al-adl*, in learning as an effort to prevent bullying among junior high school students. This study uses a qualitative approach with a case study design conducted at Muhammadiyah Imam Syuhodo Polokarto Junior High School. The research subjects consisted of the principal, Islamic religious education teachers, guidance counselors, homeroom teachers, and eighth-grade students. Data collection techniques were carried out through in-depth interviews, observation, and documentation. Data analysis used an interactive analysis model that includes data reduction, data presentation, and drawing conclusions. The results of the study indicate that the phenomenon of bullying among students generally occurs in the forms of verbal and physical bullying triggered by excessive joking, peer pressure, and lack of emotional control. The integration of Islamic values in learning is carried out through the habituation of Islamic behavior, strengthening moral values in learning materials, and character-building activities at school. The implementation of the values of *akhlakul karimah* (good character), *at-tasamuh* (tolerance), *ar-rahmah* (mercy), and *al-adl* (justice) has been proven to shape students' character to become more tolerant, empathetic, and respectful of others, thereby reducing the potential for bullying. This research demonstrates that integrating Islamic values into learning can be an effective character education strategy in creating a safe and conducive school environment.

INTRODUCTION

The phenomenon of bullying in the environment education still become problem serious impact wide to development psychological, social, and academic participant educate (Fauzan & Sulaeman, 2024; Lepe-Salazar et al., 2024; Okagbue et al., 2022). Bullying is behavior aggressive actions taken in a way repeated by individuals or group with objective hurt, degrade, or dominate the victim who is considered weaker. Phenomenon this not only occurs in developed countries, but also becomes enough problems worrying in various developing countries, including Indonesia. Research scale big to more of 95,000 students show that bullying experiences correlate strong with various problem psychological like anxiety,

depression, disorders sleep, until decline mental health in general (Zhao et al., 2023). Conditions the show that bullying is not just problem discipline school, but is problem education and development characters in need approach comprehensive (Fauzan & Sulaeman, 2024; Khayati, 2025; Rijal, 2025; Yang & Lu, 2024).

In the environment school, bullying can appear in various form such as physical, verbal, social bullying, and psychological (Elsaesser et al., 2023; Solberg & Olweus, 2023). Behavior the often appears because existence inequality power, pressure group peers, as well as weakness moral control of oneself students (Li et al., 2020; Elsaesser et al., 2023). Research show that culture schools that do not conducive and lack of education character can strengthen emergence bullying behavior among participant educate (Li et al., 2020; Rahayu et al., 2025). Phenomenon this is also a lot found in the institution education religion-based, which ideally should be implant moral and spiritual values to students (Puspitasari et al., 2025; Rahayu et al., 2025). Therefore that, the effort bullying prevention does not enough only through enforcement rule school, but also need an approach that emphasizes strengthening moral and religious values in the learning process (Gaffney et al., 2021; Puspitasari et al., 2025).

A number of studies previously has study connection between education character-based mark religious studies and bullying prevention in schools. For example, research show that education Islamic character can play a role important in form behavior prosocial and reduce trend behavior aggressive students (Ahmadi, 2024). Other research has found that Islamic religious education has potential big in build character students who uphold tall mark empathy, tolerance, and responsibility answer so that can prevent emergence bullying behavior (Mustofa et al., 2023). In addition, the study about planting mark religiosity also shows that internalization mark religious in activity education capable strengthen character students and press behavior negative like bullying (Ananda & Shobahiya, 2024).

Study others also show that integration Islamic values in education own contribution significant to formation culture positive schools. Some studies highlight importance the role of religious education teachers in build environment free school from bullying through planting mark Islamic morals and character (Khasanah & Saefudin, 2024). In addition, research about development of educational models' Islamic character-based intelligence emotional also shows that approach the effective in grow empathy, control self and behavior social positive in students (Alfarezel, 2024). Various study the show that integration Islamic values have potential strategic in build environment more education humanist and characterful.

This research gap becomes increasingly evident when examining the specific context of Islamic-based junior high schools. While studies by Zubaedi (2015) and Muhaimin (2012) have discussed character education design and Islamic education paradigms in general, none have specifically explored how the four values (*akhlakul karimah*, *at-tasamuh*, *ar-rahmah*, and *al-adl*) are operationally integrated into daily learning activities to prevent bullying. The urgency of this research is underscored by the increasing prevalence of bullying cases in Indonesian schools and the need for evidence-based, culturally and religiously appropriate intervention strategies. According to UNICEF (2018), without proper intervention, bullying can have long-term effects on victims, including depression, anxiety, and decreased academic achievement. Therefore, there is an urgent need to identify effective, value-based approaches that can be implemented systematically in Islamic educational institutions.

The novelty of this research lies in its specific focus on implementing the integration of four particular Islamic values in learning as a bullying prevention strategy among junior high school students. This study not only examines the concept of Islamic values in general theoretical terms but also analyzes how these values are concretely integrated into the classroom learning process. Unlike previous research by Zakiyah (2023) which focused generally on character education strategies, this study specifically operationalizes four distinct Islamic values and measures their effectiveness in bullying prevention. Thus, this research contributes to developing Islamic value-based learning models that emphasize not only cognitive aspects but also character formation and students' social behavior.

Although thus, some big study previously still focusses on aspects conceptual education character or in religious education programs general. Research the generally emphasizes the role of teachers, guidance programs counseling, or culture school in prevent bullying. However, research that specifically special study implementation integration values Islam certain in the learning process as a bullying prevention strategy at the school level school medium first still relatively limited. In addition, research that highlights values specific like morals *karimah*, *at-tasamuh*, *ar-rahmah*, and *al-adl* in context formal learning is also not yet lots done in a way deep.

Based on condition said, research this own novelty in focus studies that focus on implementation integration values Islam in learning as effort bullying prevention in junior high school students. Research this not only study draft Islamic values in general theoretical, but also analytical how values the integrated in a way real in the learning process in class. With thus, research this give contribution to the development of learning models-based mark Islam that is not only emphasize aspect cognitive, but also formational character and behavior social student. Based on background behind said, the purpose study This is for analyze implementation integration values Islam which includes morals *karimah*, *at-tasamuh*, *ar-rahmah*, and *al-adl* in the learning process as effort prevention of bullying in students eighth grade at Muhammadiyah Imam Syuhodo Polokarto Middle School. Research results This expected can give benefit in a way theoretical and practically. In theoretical, research This can enrich study about education character-based mark Islam in context prevention of bullying in schools. In general practical, research This expected can become reference for teachers, principals' school, and taker policy education in develop learning strategies that are capable form character student as well as create environment a safe, humane and free school from bullying behavior.

RESEARCH METHODS

Study this used approach qualitative with type study studies case. Approach qualitative chosen because study this aim for understand in a way in-depth implementation process integration values Islam in learning as effort prevention of bullying in students. Approach this allows researchers get comprehensive understanding about phenomenon social issues that occur in the environment school through observation direct to behavior, interactions, and experiences subject research. According to John W. Creswell (2018), research qualitative used for explore and understand meaning that comes from problem social or humanity. In addition, the study case chosen because study this focus study on one location certain in a way deep forget the whole picture about the phenomenon being studied (Robert K. Yin, 2018).

Research location this is at Muhammadiyah Imam Syuhodo Polokarto Middle School, which was chosen purposively with consideration that school the is institution education based on Islam which emphasizes strengthening values Islam in the learning process. Subject study consists of on head school, Islamic religious education teacher, subject teacher lessons, as well as student Class VIII. Election informant done use purposive sampling technique, namely technique determination informant based on consideration certain things that are considered own knowledge and experience related with problem research. This technique allows researchers get in-depth information about implementation integration values Islam in learning (Matthew B. Miles et al., 2014).

Data collection techniques in study this covering observation, interviews, and documentation. Observation done for observe in a way direct learning process and interaction social students in class and in the environment related schools with implementation values Islam. Interview done in a way deep to informant research to obtain information regarding teacher strategies in integrate values morals karimah, *at-tasamuh*, *ar-rahmah*, and *al-adl* in learning. Meanwhile that, documentation used for collect data in the form of device learning, curriculum, school programs, as well as other relevant documents with research. Use various technique this data collection aim for obtain comprehensive data and improve validity research (Norman K. Denzin & Yvonna S. Lincoln, 2018).

For ensure data validity, research this use technique triangulation sources and triangulation method. Triangulation source done with compare information obtained from various informants, such as head schools, teachers, and students. Meanwhile, triangulation method done with compare the data obtained through observation, interviews, and documentation. Triangulation techniques this important for increase credibility and trust to results research (Lexy J. Moleong, 2017). In addition, researchers also conducted member checks, which is the process of confirming return results interview to informant for ensure accuracy of the data obtained.

Data analysis techniques in study this using analysis models interactive learning proposed by Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña (2014), which includes three stage main that is data reduction, data presentation, and data extraction conclusion. Data reduction is carried out with select, focus, and simplify the data obtained from field. Next, the data is presented in form narrative descriptive for ease understood and analyzed. Stage final is withdrawal conclusions drawn in a way continuously during the research process ongoing until obtained valid and reliable findings accountable.

With use approach qualitative studies case, research this expected capable give in-depth overview about implementation integration values Islam in learning as well as his contribution in prevent bullying behavior in students. Research results this expected can give contribution for development of educational strategies character-based mark Islam in the environment school medium first.

RESULTS AND DISCUSSION

Study This aim analyze implementation integration values Islam which includes morals karimah, *at-tasamuh*, *ar-rahmah*, and *al-adl* in learning as effort prevention of bullying in students eighth grade at Muhammadiyah Imam Syuhodo Polokarto Middle School. Research results obtained through interview deep with head school, Islamic Religious Education teacher,

Guidance and Counseling teacher, guardian class, and students. Analysis done in a way thematic with grouping findings to in three aspect main namely (1) forms and causes of bullying, (2) implementation integration mark Islam, and (3) effectiveness implementation mark Islam in bullying prevention.

Forms and Causes of Bullying in Students

Interview results show that the phenomenon of bullying in schools the Still happen although No in category high. Head school explain that relative bullying cases under control Because existence teacher training and anti - bullying programs implemented school.

"Actually, bullying case at Muhammadiyah Imam Syuhodo Middle School including categories that do not too big because teachers often give advice and action firm to bullying behavior."

However thus, some forms of bullying still exist found in the environment school. Based on results interview with teachers and students, the most frequent form of bullying happen is verbal and physical bullying, such as mocking, teasing, or push friend. A student conveys:

"Bullying is bad actions like calling parents' names, teasing people, even hit."

In addition, some students also stated that excessive teasing and joking often become beginning emergence bullying behavior.

"Frequent forms happen That teased and teased, usually when the teacher is not There is."

From the results interview the known that location and time the occurrence of bullying in general when reduced teacher supervision, for example during break time or when the teacher is not be in class.

Based on results data analysis, factors cause of bullying in students' class VIII can categorized become a number of factor main, namely:

1. Individual factors, such as desire look for confession from Friend same age.
2. Group factors, namely behavior follow suit in group.
3. Emotional factors, such as feelings of revenge or inability manage emotion.

The teacher delivers that part big the bullying case began from growing joke become hurtful taunts.

"The root of the problem that often triggers bullying originates from things that appear trivial that is mockery that is considered joke but develop become hurtful behavior"

Findings This show that bullying of students No always appear in a way directly, but often develop from interaction social that is not controlled.

Implementation of Integration of Islamic Values in Learning

Research result show that school has integrate values Islam to in various aspect learning and culture school. The integration done through curriculum, activities habituation, coaching characters, as well as activity extracurricular.

Head school explain that values Islam become part important in vision and mission school.

"Vision and mission school made for reach objective education at a time based on with values Islam that is realized in various activity school."

In addition, integration mark Islam not only performed on the eyes Islamic Religious Education lessons, but also to everyone eye lesson through teacher training and workshops.

" School holding workshops and coaching to teachers to continue give mark Islam in every eye lesson."

In practice learning, Islamic Religious Education teachers instill mark Islam through explanation moral concepts in Islam, for example with explain that gossip is form of verbal bullying.

"Backbiting explained as a big sin that hurts the honor of others and includes verbal bullying."

Apart from through formal learning, integration mark Islam is also practiced through activity habituation daily like coaching class, activities religious and habituation attitude polite.

The guidance teacher explains:

"We are used to student each other value every day through activity coaching class, guidance classical, and habituation each other greet with polite."

With Thus, integration mark Islam done through approach curricular, co-curricular, and habituation culture school.

Implementation of the Values of *Akhlakul karimah*, *At- Tasamuh*, *Ar -Rahmah*, and *Al-adl*

Instruction filling:

Respondents give evaluation to every statement with scale following:

Table 1. Perception Scale Implementation of Islamic Values (Likert Scale)

Score	Category
5	Strongly agree
4	Agree
3	Enough
2	Don't agree
1	Strongly Disagree

Table 2. Implementation of Islamic Values in Bullying Prevention

No	Indicator	Average Score
1	The teacher instills morals Karim in interaction social student	4.4
2	The teacher instills attitude tolerance (at- tasamuh) in socializing student	4.3
3	The teacher teaches empathy and loves darling (<i>ar-rahmah</i>)	4.5
4	Teachers behave fair in handle bullying cases	4.4
5	Islamic values taught in various eye lesson	4.2

Average score Overall: **4.36 (very good category).**

Effectiveness of Islamic Values Integration in Bullying Prevention

Research result show that integration mark Islam own contribution significant in form character students and reduce bullying behavior.

The teacher delivers that approach-based mark Islam more effective compared to only give sanctions administrative.

" Approach mark Islam is very effective Because make student aware that his actions will accountable before God."

Apart from that, the guidance and counseling teacher also applies approach counseling-based mark Islam with implant empathy and moral awareness to student.

" Children invited understand that repay bullying with feud No finish problem and instead extend conflict."

In the process of handling bullying cases, schools also emphasize mark justice with give objective treatment to the victims and perpetrator.

" Every report handled in a way objective with listen statements from victims, perpetrators and witnesses without take sides."

Based on findings the can concluded that integration values Islam play a role important in create culture a safe, harmonious and free school from bullying.

Analysis Comprehensive

Research result show that bullying of student's class VIII in general appear in verbal and physical forms triggered by factors jokes, pressure groups, and search confession social. However Thus, the implementation integration values Islam through learning and culture school proven capable be an effective strategy in bullying prevention.

Moral values Karim form behavior polite politeness and respect to fellow human beings. The value of *at- tasamuh* teach tolerance and appreciation to difference. The value of *ar- rahmah* grow empathy and caring social. Meanwhile *al- adl* value emphasize importance justice in interaction social.

Fourth mark the in a way together form system education character Islamic -based capable grow moral awareness in students so that bullying behavior can minimized.

Qualitative Data Analysis Coding

Research data analysis This using analysis models interactive learning proposed by Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña through open coding, axial coding, and selective coding stages.

Table 3. Coding of Interview Data Analysis

Data Citation	Open Coding	Axial Coding	Selective Coding
Bullying often happen in the form of teasing and joking excessive	mockery	Forms of verbal bullying	The phenomenon of bullying in schools
Bullying sometimes in the form of encouragement or blow	Violence physique	Forms of physical bullying	The phenomenon of bullying in schools
The teacher instills mark morals Karim in learning	Coaching morals	Value integration Islam	Islamic character education
The teacher teaches tolerance between student	Attitude tolerance	The value of tolerance	Islamic character education
The teacher teaches empathy to Friend	Concern	The value of mercy	Islamic character education

Teachers behave fair to student	Justice	The value of <i>al- adl</i>	Islamic character education
School give coaching character routinely	Coaching character	Bullying prevention program	Culture school Islamic

Based on the coding process can concluded that integration mark Islam in learning play a role as an educational strategy effective character in prevent bullying behavior in students.

Islamic Value Integration Model in Bullying Prevention

Based on results research, integration mark Islam in bullying prevention can depicted through the following model.

Conceptual Model

Phenomenon bullying students

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Causal factors

- joke excessive
- pressure group
- emotion No under control

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Integration strategy mark Islam in learning

1. Noble Morals

- polite
- honor Friend

2. *At- Tasamuh*

- tolerance
- value difference

3. *Ar -Rahmah*

- empathy
- concern social

4. *Al-adl*

- justice
- treatment objective

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Formation character student

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Environment safe and bullying - free schools

The model show that education-based mark Islam No only moral -spiritual but also functional as a preventive strategy to bullying behavior.

CONCLUSION

Based on results research and discussion about implementation integration values Islam in learning as effort prevention of bullying in students' class VIII at Muhammadiyah Imam Syuhodo Polokarto Middle School, can concluded a number of matters as following. First, the phenomenon of bullying among students still found in forms of verbal and physical bullying, such as teasing, excessive joking, insults to friends, and action push or hitting. Behavior the generally triggered by several factors, including inappropriate jokes controlled, pressure from group peers, as well as lack of ability student in manage emotions. Although thus, the level bullying incidents at school relatively under control because existence teacher supervision and coaching programs the character that is implemented in a way sustainable. Second, integration values Islam in learning has implemented through various activities, good in the learning process in class and in culture school. Values the internalized through activity habituation behavior Islamic, development character, activities religious, as well as integration moral values in material learning. Teachers do not only convey material academic, but also instilling based moral values Islamic teachings in interaction social student. Third, implementation mark morals *karimah*, *at-tasamuh*, *ar-rahmah*, and *al-adl* proven give contribution positive in form character more students polite, tolerant, empathetic, and fair. Moral values *karimah* grow attitude each other honor between students, *at-tasamuh* grades build attitude tolerance to difference, value *ar-rahmah* grow empathy and caring social, whereas *al-adl* value implant principal justice in interaction social. Fourth, integration mark the in a way synergistic capable create environment more schools harmonious and conducive so that potential bullying can occur minimized. With thus, integration values Islam in learning no only functioning as strengthening spiritual aspects, but also become an educational strategy effective character in prevention bullying behavior in the environment school medium first.

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