The Role of Pesantren Education in Overcoming Bullying among Female Santri: A Phenomenological Perspective

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Abstract

A psychological issue faced by pesantren is the prevalence of bullying among female santri. This study aims to examine the determinants of bullying behavior and the role of pesantren in addressing this issue at the Annuqayah Islamic boarding school. Employing a qualitative research design with a phenomenological approach, the researchers utilized observation, interviews, and documentation methods for data collection in the field. The findings reveal several factors contributing to bullying among female santri, including familial influences, prior victimization, peer pressure, and inherent bullying traits. This study demonstrates that pesantren Annuqayah plays a significant role in addressing bullying behavior among female santri by educating both perpetrators and victims of bullying, establishing regulations prohibiting such behavior, administering penalties to offenders, conducting discussions on the dangers of bullying in pesantren, and providing Kiai guidance to foster positive conduct among female santri.

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Introduction

Pesantren is one of Indonesia's oldest Islamic educational institutions and has played an essential role in this nation's journey. The initial presence of pesantren was traditional in studying Islamic religious knowledge as a guide to life by emphasizing the importance of morals in people's lives. Emphasis on moral aspects is one of the learning objectives in pesantren because every student is instilled with religious behaviors. The community feels the effects of pesantren advancements in many areas. Creating a group of morally upright santri who can serve as role models for the community is one of the primary examples. Many students frequently conduct themselves and behave in ways that are inconsistent with permanent rules and religious teachings, even though these institutions play a significant role in forming the character of the Muslim generation. Pesantren have established themselves as authoritative institutions for imparting admirable morals and socially responsible behavior toward others. However, this does not ensure that behavior outside of religious precepts will not occur in the setting of an Islamic boarding school, including violent practices, which are often referred to as bullying. In other words, bullying is also common in Islamic educational institutions such as madrasahs, integrated Islamic schools, and pesantren (Ru'iya, 2019).

One of the issues that is still arising and developing in pesantren is the culture of bullying. This social phenomenon is inextricably linked to changes in character and adjustments in problem-solving techniques. It makes the victim feel depressed and traumatized in the face of psychological pressure. Bullying is a psychological condition related to the abuse of strength or power, both mental and physical, by an individual or group against a victim who is unable to defend themselves because they are mentally or physically weak (Nashiruddin, 2019).

According to some viewpoints, a strong sense of seniority is typically the root cause of bullying. Hence, senior students who believe junior students are still inexperienced and weak, as they are still getting used to their new surroundings, are the primary bullies. However, according to additional studies, bullying in pesantren occurs not just from senior students to their juniors, but also from first-year students or other students in the same class while they are boarding. Bullying is widespread

at every educational level (Nugrohoand & Ainyfardhana, 2018). Even worse, bullying in pesantren does not consider the victim's age, as bullies can be younger than their victims. In pesantren, bullying arises from the conflict between the strong and the weak, not from a person's age or social standing. Abuse is a typical occurrence for many pesantren. The bullies are aware that what they are doing is wrong, but they are unable to control their egos, so abuse has become a tradition.

Two types of bullying can occur in pesantren: verbal and non-verbal. Verbal bullying can take several forms, such as sneering, calling the victim derogatory names, using offensive physical gestures, insulting, mocking, and causing emotional distress. Physical violence (kicking, beating, pushing, stomping on feet), punishment, and public humiliation are ways in which non-verbal violence is implemented (Ramdani et al., 2021). Most victims who frequently encounter bullying are vulnerable, reserved children who struggle to focus while studying, lack companions, have health issues, are often alone, and have been targets of bullying. Three indicators can be used to identify bullying behavior: an unequal power dynamic, the desire to harm, and the potential for aggression to escalate into terror (Winarni et al., 2018). This behavior results from their temperament, a lack of social skills, inability to express empathy for others, need for followers, fear of becoming victims, desire for revenge, and propensity to repeat what they have experienced and witnessed.

The issue of bullying at Islamic boarding schools is covered in several studies. In the context of an Islamic boarding school, bullying can take at least five different forms. Initially, bullying occurs when seniors inflict harm on juniors. Bullying is defined as hostile conduct intended to harm and inflict bodily injury on children. Educational institutions, particularly schools, play a vital role in preventative efforts, while interventions at the exosystem and macrosystem levels are essential. This is accomplished by developing programs and sustaining interaction processes in schools that are anti-bullying (Sakroni, 2025). One or more children engage in this behavior against other children regularly, making it impossible for the victim to properly defend themself against the hurtful acts they are subjected to.

This research also demonstrates that bullying in pesantren is caused by the bully's position granted by the pesantren leader, their controlling and forceful attitude, and their overconfidence toward the newcomers. Additional studies support the idea that cruelty directed against younger pupils stems from feelings of envy, a sense of control in their social circles, and the use of power to undermine the victim. This situation, which is complemented by social conditions that do not take sides or

support the position of the bullies in Islamic boarding schools, renders victims of bullying increasingly powerless in all circumstances. Bullies view the use of violence as a means of resolving conflicts and demonstrating their dominance over other students. This bullying behavior results from a self-centered mindset and is frequently sparked by outsiders who want to incite violence against younger students.

Secondly, bullying is considered an act that disturbs and prevents other students from studying calmly. This disruptive activity hinders individuals from living a calm and peaceful life. Bullying behavior is usually carried out repeatedly by one or several people against those who are considered very weak and lack real friends. Bullying victims find themselves in a situation where they are powerless to protect themselves and maintain control over the violent actions they are subjected to. Consequently, cultivating affirmative peer relationships and nurturing supportive parent-child interactions is crucial. Educational institutions might adopt these tactics by fostering peer support networks and dispute resolution initiatives to mitigate bullying. This indicates the significant relevance of cultivating peer relationships in educational initiatives to effectively combat bullying (Firdaus et al., 2025). In recent years, the prevalence of bullying among university students in Indonesia has continued to increase. The consequences of bullying have detrimental effects on the victims, highlighting the importance of finding ways to reduce bullying behavior. However, few studies have explored the factors that can mitigate this behavior among students. Therefore, this paper aims to analyze which determinants significantly affect the reduction of bullying behavior, with a particular focus on gender differences. This research utilizes the Theory of Planned Behavior (TPB).

Thirdly, acts of bullying are viewed as dangerous. One of the bullying behaviors that frequently takes place in Islamic boarding schools is making threats against the victims. It often happens that the victim is mistreated by the offender, becomes increasingly upset about their circumstances, feels uncomfortable at the Islamic boarding school, and wants to leave. These actions put victims of bullying under pressure and impact their emotional intelligence (van Rens et al., 2024). Bullying under such circumstances can lead to a mental health crisis for the victim, and it is not unusual for them to suffer from severe depression because of what transpired (Nurlelah & Mukri, 2019).

Fourthly, verbal abuse is a form of bullying. Bullying conduct is not limited to the use of threats or physical acts by the aggressor; it can also involve oral or written

communication. Because the victim was perceived as a helpless, scared child who lacked friends to support him in coping with bullying, the perpetrator took advantage of the victim's apparent vulnerabilities to carry out their activities and commit verbal abuse against him. Numerous studies indicate that bullying victimization correlates with heightened self-harm behaviors, both directly and indirectly, through the escalation of expressive suppression. The influence of expressive suppression as a mediator was observed to be more pronounced in contexts characterized by low bullying, descriptive norms, or high bullying popularity norms (Chen et al., 2025). Psychologically, bullying that occurs in Islamic boarding schools has negative impacts, such as depression, stress, and other harmful effects (Ulum, 2021). Verbal abuse is a type of bullying conduct that can damage children's mental health since the victim is constantly insulted (Winarni et al., 2018).

Fifthly, bullying is considered extortion of property rights. This is proven by the research results regarding the confiscation of property rights carried out on new students by senior students or students who have been at the boarding school for a long time. Many new students feel persecuted when they first arrive at the pesantren and receive threats from the perpetrators to hand over their belongings. Moreover, new students still need to understand the situation and conditions of Islamic boarding schools, which require adaptation to feel at home in the pesantren. Such conditions make new students feel uncomfortable at the pesantren because they do not have friends who can protect them from various forms of violence. This requires an anti-bullying education program for students as a solution to controlling the impact of violent behavior in schools (Al Ali et al., 2025)with significant consequences. This study examined the impact of a school-based bullying education programme on student knowledge of bullying, bullying behaviour, and self-esteem among Jordanian school students. Using an uncontrolled pre-post design, 210 students from grades 7 and 8 in two Jordanian public schools participated in a four-week intervention programme. Results showed significant improvements in students' knowledge about bullying and self-esteem and decreased victimization rates. The programme's effectiveness varied based on factors like GPA and grade level. While overall bullying behaviours did not significantly change, there was a notable interaction effect with students' medical status. These findings highlight the potential of such interventions in Jordanian schools and emphasize the need for tailored approaches considering various student characteristics.

According to the findings of other studies, various circumstances can lead someone to engage in bullying behavior in pesantren. Family factors come first; a troubled family history may contribute to bullying. The second factor is the school. A child who intimidates other kids will receive reinforcement from a school that frequently ignores the existence of bullying. Thirdly, a person's pattern of bullying conduct can also be influenced by print media and television broadcasts. Empathy is the fourth component; bullying behaviors sometimes result from a lack of a sympathetic mindset. Bullying can be prevented when people can identify their emotions, comprehend emotional states, put themselves in other people's shoes, and show empathy and compassion(Amri, 2019). Therefore, regular communication between children, parents, and teachers is needed to address bullying. In addition, teachers need to learn effective ways to deal with bullying incidents by adopting a whole-school approach with anti-bullying interventions (Fekkes et al., 2025).

Some of these factors are related to taking out problems, a lack of respect for fellow friends, the effects of feeling bored due to free time, excessively aggressive attitudes, and having a history of being a victim of bullying. Children who have experienced violence in the past will often seek retribution as an additional explanation. This is a psychological state that children experience when they encounter obstacles in life, leading them to feel hopeless and irritated when they are unable to solve every issue (Gentile & Bushman, 2012).

Bullying, which is a form of violent behavior, is not limited to the domain of general education; it also extends to Islamic boarding schools and other educational establishments. Because they pertain to the future and perception of pesantren as Islamic educational institutions that emphasize moral values in students' lives, several studies on the topic of bullying in these schools are intriguing for additional investigation. Pesantren must take this seriously to stop bullying from becoming more prevalent in students' lives. This situation necessitates measures to foster resilience in bullied adolescents. This, of course, depends on features of personality, social support, gender, thinking style, and school types of which play a part in the development of resilience. Aside from that, personality, social support, gender, type of bullying, and school type all have a substantial impact on the resilience of bullying victims at pesantren (Solicha et al., 2020).

Therefore, it is essential to investigate this research to overcome the problem of bullying in pesantren, which is considered a traditional issue, and to help caregivers restore the old traditions of pesantren—namely, producing student cadres who have

good morals. This research seeks to answer two main questions: (1) What is behind the occurrence of bullying behavior in female santri; and (2) What are the pesantren strategies for overcoming bullying that occurs in the student environment of the Annuqayah Guluk-Guluk Sumenep? This research is crucial for raising awareness among bullying perpetrators regarding their actions that contravene religious teachings and pesantren traditions. It is also essential in reinforcing the significance of pesantren in cultivating excellent character and behavior as a moral obligation to society.

Methodological approach and context

The research method used in this research is qualitative research with a phenomenological approach. Qualitative research produces descriptive data in written or spoken words from people and observed behavior (Sugiono, 2016). Qualitative research aims to explain a phenomenon in as much depth as possible by collecting data. Meanwhile, the phenomenological approach seeks to find the meaning of individual experiences to understand the structures of experience in everyday life.

The research subjects in this study were the caretakers of the Annuqayah Islamic boarding school, the security division boarding school administrators, and the female santri. The research object is the bullying phenomenon at the Annuqayah Islamic boarding school. Two critical points are the focus of this research: the background to the occurrence of the bullying phenomenon among female students and the role of Islamic boarding schools in addressing the bullying phenomenon that occurs among female students. This research was conducted at the Annuqayah Islamic boarding school for one month, from December 1 to December 30, 2022.

Researchers employed three methods for gathering data to obtain accurate results. Observation comes first. This method involves gathering data through direct observation of the research subject and the research object. The researcher's capacity to comprehend motivations, beliefs, interests, unconscious behavior, culture, and other topics is enhanced by observation. The observations used in this study were passive participant observations. In other words, the researcher attends the location to observe but does not participate in the activity. Therefore, they are not part of the bullying phenomenon.

Second comes the interview process. Researchers can use a tape recorder or writing materials to gather information about the study or problem they are investigating. This strategy involves asking research subjects draft questions. In this

study, the interview process included creating an interview guide in advance, which outlined the questions posed to the research informants. Three female students who experienced bullying at the pesantren, along with students who bullied others, will serve as the informants for the interviews. Thirdly, record-keeping. This method relies on literature, journals, and research studies that specifically address the issue of bullying in pesantren.

Data analysis in qualitative research is primarily concerned with field procedures and data gathering. Three parts comprise data analysis. The first step is data reduction, which involves selecting and altering information found in field notes that have been recorded. The author will choose a few fundamental facts about the bullying issue at the study site. The second step is data presentation, which is the process of organizing information in a structured way to make it easier to understand and draw conclusions. The researcher will outline the information gathered on bullying and develop plans. The third step is expressing conclusions from the analyzed data and verifying them is the final phase in the data analysis process.

The bullying phenomenon in the life of female students

In pesantren, *bullying conduct* is defined as an instance in which three distinct characters—the bully, the victim, and the witness—appear simultaneously. The bully derives satisfaction from being strong and dominant among their peers, using words and non-verbal cues to harm those he perceives as weak. This behavior occurs because the bully lacks the social skills to treat others with empathy, is impulsive and self-centered, constantly vents their resentment on others, seeks retribution, and believes they are the most influential person in their social circle. Both the attitudes of peers and the behaviors of teachers should be the primary focus of anti-bullying campaigns. This approach will maximize effectiveness in reducing bullying conduct (Noviyanti et al., 2025).

The research conducted at the pesantren Annuqayah Guluk-Guluk, Sumenep, on the causes of bullying among female santri has resulted in this part. The elements fall under four categories: weak character, having been bullied in the past, friends' influence, and family history. Specifically, this study yielded several significant conclusions about the variables influencing bullying behavior in preschoolers.

Firstly, familial factors are the underlying cause of the student bullying phenomenon. To develop positive traits and a positive attitude when interacting with others, family is the first source of education. On the other hand, a child's character and

behavior may be impacted if their own family mistreats them and if poor parenting techniques are used from a young age. According to the findings of interviews conducted with those who bullied female students at the Islamic boarding school Annuqayah, some of the victims of bullying were from dysfunctional households. Their nasty attitudes and actions result from this familial element, as they use attention from others to vent the issues in their families. One student expressed disappointment in her foster mother for not showing her more love and attention when asked about her at the Islamic boarding school.

> "I live in a broken home. I experienced psychological pressure during my stay because my parents separated. I was very disappointed with my family, especially my father, who gave me little attention and affection. I bully because I sometimes feel frustrated and disappointed with my life. Finally, I took out the problems I was facing by bullying new students." (Interview with Hani, 20 August 2022)

Secondly, there are disagreeable conduct and physical restrictions. It is impossible to divorce the victim's physical constraints from the bullying that occurs in Islamic boarding schools. Because she was different from other kids or had physical limitations, the child who was harassing him had previously been the target of taunts and insults. The child's emotional and psychological health suffered due to the insults and hurtful remarks made by many of his peers. He has harbored resentment toward this unpleasant behavior since the start of boarding school and until he graduated as a senior. In the end, feelings of revenge surfaced, which were expressed in the form of bullying against other students.

> "At first, I received unpleasant treatment from my friends because I have physical limitations. I always faced insults from them, which created significant psychological pressure. I harbored feelings of anger and a desire to take revenge later when I had the strength and support to respond to this unpleasant treatment. Even though it was not done with physical or non-verbal violence, I felt great frustration while at the Islamic boarding school." (Interview, Hanifah, 25 November 2022)

Thirdly, the influence of friends. In a social environment, such as the Islamic boarding school setting, friends significantly influence students' character formation. In the pesantren climate, not all students exhibit good character and personality because they are still learning to become better individuals than before. The

behavior of their peers will influence students who cannot choose good friends. If they can control themselves and not act contrary to religious teachings, they will not misbehave in Islamic boarding school life (Oktaviani et al., 2020).

In the pesantren environment, groups of students are considered to have the power or strength to control the students. This group consists of students who like to violate Islamic boarding school rules and often carry out bullying actions against new students who do not have the strength to fight back. Bullying is carried out because they feel they have the power to control students and must be respected as the most powerful group in their social environment. Each has different goals in bullying new students, including seeking sensation, wanting to be the most powerful group of students, being influential in their social environment, and getting praise from other students' friends.

Fourthly, there is a stronger party that oppresses the weaker party. Bullying occurs among students who are quiet and do not have close friends, so they often receive unpleasant treatment from their peers. In her heart, he wanted to fight back against the behavior he experienced, but he was hampered by his quiet nature, which made him a constant target for bullies in his social environment. In this condition, the tradition of bullying will remain part of students' lives if Islamic boarding schools do not take firm action against those who bully new students or other peers.

Based on the results of observations and interviews regarding the phenomenon of bullying among female students, especially at the Annuqayah Latee 1 Islamic boarding school, it can be concluded that among new students, 50% are victims of bullying. In other words, bullying among female students primarily affects those who have just begun living in Islamic boarding schools, while a small percentage of incidents occur among students who have been in Islamic boarding schools for several years.

Forms of bullying in *pesantren*

In the world of pesantren, bullying is one of the crucial problems that occur among students. As is known, there are two forms of bullying phenomena: verbal, such as cursing and calling people by their real names, and non-verbal, which is carried out by hitting, kicking, taking things belonging to friends, and other forms of violence that cause injury to one of the victim's body organs. Usually, the perpetrators of bullying are physically bigger and psychologically more mature than their victims.

Bullying at pesantren takes many forms, including physical, verbal, and social, and is typically brought on by internal and external forces. Bullying has detrimental effects on the victims' academic, social, and personal lives, as well as those of the bullies (Ilmi, 2023).

This section explains the forms of bullying behavior among female students at the Annuqayah Islamic boarding school in Sumenep. Based on the results of interviews regarding the forms of bullying that occur among female students, verbal bullying is the primary focus. Bullying in the form of non-verbal or physical acts of violence does not occur in the dynamics of the lives of female students at the Annuqayah pesantren. The tradition of verbal bullying has different characteristics and reflects behavior that is not in accordance with Islamic boarding school traditions and religious norms.

> "In our Islamic boarding school environment, we have not found any cases of physical violence, such as hitting, kicking, or injuring. The forms of bullying that I often see include using insulting words, changing students' names to bad nicknames, and giving derogatory nicknames to students with black skin. So far, there has been no bullying behavior involving physical violence, as is often the case in several other educational institutions." (Interview, Subject 1, 25 November 2022)

This type of bullying conduct in the context of a pesantren is not the same as numerous instances of violence or bullying in general schooling settings. Bullying in pesantren does not result in persistent violence and is more straightforward to manage. Using harsh language against the boarding school administration is one instance of bullying at the Annuqayah Islamic boarding school, which also involves verbal abuse. The prevalence of strict rules in Islamic boarding schools, which contradict the beliefs of certain pupils, is primarily to blame for the rise in harsh language. Some pupils express their extreme opposition to Islamic boarding school norms by using offensive language if any of them are burdensome for them. Some students interfere with the management's property rights by hiding sandals, shoes, clothes, etc.

> "Bullying behavior in Islamic boarding schools does not involve physical violence. The emergence of bullying behavior in Islamic boarding schools does not just occur among fellow students but has also been felt by Islamic boarding school administrators. I saw firsthand how students who like to violate Islamic boarding schools utter harsh words towards Islamic boarding school

administrators because of problems with Islamic boarding school regulations."
(Interview, Hanifah, 27 November 2022)

Aside from that, excessive joking or teasing is a type of bullying behavior that is common in Islamic boarding schools. Joking is a common practice in peasantry; some believe it is indicative of an Islamic boarding school. In Madurese, students frequently refer to the phrase "joke", as it can be a way of "embarrassing" students among their peers. One of the most common bullying techniques is altering one's actual name to that of a specific animal. This excessive joking occurs almost daily and has developed into a harmful habit in the pesantren environment.

In practice, bullying behavior in pesantren can be categorized as behavior contrary to pesantren rules and religious norms. However, not all bullying behavior, which is referred to as excessive shaking, is interpreted as a form of verbal violence. This is because everyone has a different response to every joke conveyed by their friends, as illustrated by the narrative of a student who was once a victim of bullying. If the words are meant as a joke and not intended to bully indiscriminately, then they will not cause feelings of hurt or resentment. It is part of the fabric of life in the pesantren environment that must be accepted with wisdom and should not cause conflict among fellow students.

> "If the student being bullied thinks of it as just a joke or teasing, she will not feel that the words are mistreating him. However, in most of the situations I observe, other students play a role by saying, 'Poor people do not always get bullied, so those who are bullied will feel uncomfortable with these words.' I also see that excessive joking and teasing can cause bullying behavior to continue to be part of students' lives." (Interview, Lutfiyana, 29 November 2022)

One of the most common forms of bullying in pesantren life occurs during new student orientation, also known as "guidance of new students". New student guidance activities are a type of positive engagement in the Islamic boarding school environment, serving as an introduction and adaptation activity to the new environment. These activities help students become more familiar with pesantren life by introducing the history of pesantren, outlining pesantren activities, and including other initiatives that motivate students to study seriously while in boarding school.

However, some activities are considered close to bullying behavior in the dynamics of new students' lives. This can be seen in mental training activities that use harsh words and exert psychological pressure on new students to cope with all forms

of language that induce pessimistic feelings and undermine their mental well-being. Some activities involve an element of coercion and must be completed by new students as part of their Islamic boarding school duties, such as being required to wear unusual clothing. If they do not comply with the requests of the activities committee, the new students will face punishment and humiliation in front of their peers.

Seniors on the activity committee who experienced harsh behavior as new students frequently use this student orientation program as retaliation. Even if it is not always intended to exact vengeance, the reality in new student orientation activities is that there is an aim to deliver substandard treatment and sometimes even to put mental pressure on new students.

Discussion
Pesantren strategies for overcoming bullying

Bullying in the pesantren setting is a critical issue that must be addressed. Bullying always involves a power imbalance, the intent to injure, and continual threats of aggression. When bullying becomes more severe, terror and violence become more prevalent than before. This is undoubtedly a challenge for Islamic boarding schools in terms of eliminating bullying behavior, which is becoming increasingly uncontrollable in the dynamics of students' lives (Rahmati & Mubarak, 2023).

Pesantren has established numerous measures to combat bullying among female pupils at Annuqayah Latee I. Firstly, both the perpetrator and the victim of bullying should be educated. Pesantren administrators provide this instruction by educating perpetrators not to engage in bullying, as it can harm victims in everyday life. They offer compelling instruction and guidance that actions taken in pesantren can hurt others and are against Islamic boarding school laws (Zainal, 2022).

Providing education is not only for the perpetrators of bullying, but also for students who are victims of unpleasant behavior. Victims of bullying are motivated not to give up on what is happening and to always try to rise above life's problems (Anggung & Prasetyo, 2023). To reduce bullying behavior, pesantren administrators provide a sense of optimism and eliminate the fear associated with bullying. In other words, victims are given special services to gain a network of friends among fellow students to obtain support from other students or from pesantren administrators, who play an essential role in controlling and supervising all students' activities 24 hours a day in their social environment.

Secondly, a group of students who are more effective in fighting against groups of students who often bully new students or those who do not have a strong network of friends was presented. The group of students considered to have power and authority among the student body is still the boarding school administrators. The role of pesantren administrators must be more decisive and braver in disbanding student groups that frequently engage in bullying, so as to prevent victims and anticipate the recruitment of new members within the Islamic boarding school environment.

Thirdly, provide punishment for perpetrators of bullying as a deterrent effect, but the punishment is in physical form. The sentence given is educational and directs positive actions that emphasize increasing the spirituality and religiosity of students (Ma`arif & Kartiko, 2018), such as reciting the Qur'an, reading Salawat, and cleaning the boarding school area. Providing punishment is one way to reduce the escalation of violence among students because not all perpetrators of bullying respond to education when bullying cases occur in Islamic boarding schools. Therefore, the Annuqayah Islamic boarding school punishes perpetrators of bullying because it can harm the image and honor of the pesantren as an Islamic educational institution that aims to produce a virtuous and moral young generation through the religious teachings and traditions of the pesantren.

Fourthly, pesantren caretakers must be controlled and supervised. If bullying is not deterred, the culprit is confronted by the caregiver as part of a moral consequence, which might cause shame when interacting directly with the pesantren caregiver. As pesantren caregivers, Kiai plays a vital role in educating and developing problematic and destructive pupils by confronting them with caretakers to raise awareness and guilt so that similar activities are not repeated in the future. This has been done at the Annuqayah pesantren as an institutional commitment to avoiding behavior that deviates from religious principles, including bullying, which is frequently regarded as a sickness of Islamic boarding schools. In Islamic educational institutions, one of the tactics that can be utilized to minimize aggressive conduct is the cultivation of character education (Rijal, 2025).

Of the several strategies that have been implemented to overcome bullying in pesantren, there are additional ways to reduce student attitudes and behaviors that contradict religious teachings and Islamic boarding school regulations. One approach is cooperation between students' parents and Islamic boarding school administrators in maintaining the attitudes and behaviors of students who often engage in bullying. This requires a family approach to reducing violent behavior in students who are

still in an unstable stage and need intense psychological guidance. Research results show the influence of parental parenting and empathy on bullying among teenagers in Islamic boarding schools. The influence test found that the father's parenting style, the mother's parenting style, and empathy had a significant adverse effect on the bullying of the perpetrator. Additionally, the length of stay at the Islamic boarding school has a significant adverse effect on the bullying behavior of a victim (Nurjanah et al., 2022).

Other activities that the Annuqayah Islamic boarding school has carried out to reduce violent behavior among female students include seminars and discussions about tolerance in the pesantren environment, particularly regarding responses to the increasingly rampant violent behavior among female students. These activities have been carried out in addition to other initiatives. The prevention of bullying in Islamic boarding schools is conducted comprehensively by raising awareness about the hazards of bullying and the psychological impact it has on students when they are confronted with the numerous issues prevalent in Islamic boarding schools.

Conclusion

As a result of the research described above, several notable findings were discovered. To begin, the reasons why bullying occurs among female students at pesantren include the following: family dynamics, the influence of friends, feelings of weakness, and experiences of being bullied. Secondly, two types of bullying behavior can be observed at Islamic boarding schools: verbal and non-verbal aggression. In addition, the findings of this study highlight the significance of the Annuqayah pesantren in terms of reducing instances of bullying directed toward female pupils. The education of both bullies and victims, the punishment of bullies, the holding of discussions about the risks associated with bullying in Islamic boarding schools, and the provision of guidance from Kiai as a symbol of accountability in the formation of positive student behavior are all essential tasks.

Research Ethics Statement

This research was conducted by adhering to the principles of research ethics. The entire interview and observation process was conducted with respect for the rights, dignity, and comfort of the female Santri as research subjects. All participants were involved voluntarily with informed consent, and their identities were kept confidential to protect their privacy and personal integrity. All data collected was used solely

for academic purposes and analyzed with due regard for the dignity and well-being of the research subjects.

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