

MINIMISING BULLYING AT UTSMAN BIN AFFAN BOARDING SCHOOL THROUGH IT MENTORING.

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Abstrak

PKM ini bertujuan untuk meningkatkan kesadaran dan kepedulian para guru terhadap kasus pelecehan yang terjadi di Pondok Pesantren Utsman bin Affan. Kegiatan PKM ini bekerja sama dengan mitra pondok pesantren Utsman Bin Affan yang beralamat di jalan bendungan rahalayu 400 m selatan Desa O'o Kabupaten Dompu Provinsi NTB yang melibatkan guru serta siswa. Tahapan pelaksanaan kegiatan PKM yaitu terdapat tiga tahapan yang meliputi tahapan persiapan program, tahapan pelaksanaan program dan tahapan monitoring dan evaluasi program keberlanjutan. Berdasarkan hasil survei kepuasan terhadap kesesuaian harapan peserta dengan pelaksanaan kegiatan sebesar 30,4%, sedangkan penilaian kemanfaatan kegiatan sebesar 47,8% yang menunjukkan bahwa kegiatan pelatihan yang dilaksanakan sudah sesuai. Berdasarkan hasil survei tingkat kepuasan terhadap kemanfaatan materi pelatihan cyberbullying dan bentuk-bentuk bullying, angkanya sebesar 47,8%, sedangkan penilaian tingkat pemahaman guru terhadap praktik anti-bullying disediakan poster adalah 43,5% yang menunjukkan bahwa kegiatan pelatihan sangat bermanfaat bagi guru untuk memahami kasus dan jenis perundungan yang terjadi di pondok pesantren Utsman Bin Affan serta meningkatnya keterampilan peserta dalam membuat poster anti perundungan dan menggunakan layanan pengaduan perundungan. Hasil dari kegiatan pelatihan ini dapat meningkatkan dan menambah pengetahuan dan pemahaman guru tentang pembuatan poster anti perundungan dan penggunaan aplikasi layanan aduan perundungan di Pondok Pesantren Utsman Bin Affan.

Kata kunci: Perundungan, Pendampingan, Teknologi, Pondok_Pesantren.

Abstract

The objective of this community service activity is to enhance the awareness and concern of teachers regarding instances of harassment that have occurred at Utsman bin Affan Islamic Boarding School. This mentoring activity is conducted in collaboration with partners of Utsman Bin Affan Islamic boarding school, situated at Jalan Dam Rahalayu, 400 meters south of O'O Village, Dompu Regency, NTB Province. It involves the participation of teachers and students. The implementation of community service activities is comprised of three distinct stages: the preparation stage of the programmed, the implementation stage of the programmed and the monitoring and evaluation stage of the sustainability programmed. The outcomes of this training programmed will enhance the knowledge and comprehension of the participating teachers with regard to the creation of anti-bullying posters and the utilization of the bullying complaint service application at Utsman Bin Affan Islamic Boarding School. The results of the satisfaction survey indicated that 30.4% of participants were satisfied with the suitability of the activities in meeting their expectations, while 47.8% assessed the activities as useful. These findings suggest that the training activities were appropriate and met the participants' needs. The results of the survey indicated that 47.8% of respondents were satisfied with the utility of the cyber bullying training material and forms of bullying. Additionally, 43.5% of respondents rated their understanding of anti-bullying practices facilitated by posters as satisfactory. These findings suggest that the training activities were effective in enhancing the understanding of Teachers regarding the occurrence and typology of bullying at Utsman Bin Affan Islamic boarding school. Furthermore, the training facilitated the development of skills in the creation of anti-bullying posters and the utilization of bullying complaint services.

Keywords: Bullying, Mentoring, Technology, Boarding-School.

INTRODUCTION

Islamic boarding schools in Indonesia play a significant role in the religious, moral, and character education of young people throughout the country (Imam et al., 2023). However, across the country, Islamic boarding schools are confronted with significant challenges, including the growing issue of bullying. This issue of bullying is not confined to Dompu Regency in West Nusa Tenggara province; it is a pervasive phenomenon throughout Indonesia. The phenomenon of bullying in boarding schools

across Indonesia manifests in various forms, including physical, verbal, social, and cyber bullying (Supriyaddin, Andi Prayudi, 2022). It is not uncommon for students, particularly those attending boarding schools, to be subjected to bullying, which can have a detrimental impact on their emotional and psychological development (Emilda, 2022). Bullying can be defined as the use of power to harm another person or group of people, either verbally, physically, psychologically or through aggressive behavior that contains negative elements. It is often observed among adolescents in a boarding school or school environment, with the victims being those considered to be in a weak position or with juniors. The effects of bullying can be severe, leading to feelings of depression, trauma and helplessness (Aziz & Zakir, 2022). Bullying behavior can be defined as the intimidation or infliction of negative actions by an individual or group on another individual or group, carried out repeatedly due to an imbalance of power between the two parties. Examples of bullying behavior include, but are not limited to, the following: mocking, spreading gossip, instigating, excluding, frightening, intimidating, threatening, bullying, scamming, insulting, and physically attacking, which may include pushing, slapping, or hitting (Cahyaningrat et al., 2024). This behavior is a consequence of the systemic abuse of power, which is inherent in social groups where there is a tendency for the strong to dominate the weak (Syarifah & Bramantha, 2017).

The Indonesian Child Protection Commission (KPAI) has received approximately 480 complaints of children being bullied at school between 2016 and 2020 (Emilda, 2022). Subsequently, the KPAI released data indicating that approximately 87.6% of bullying incidents occurred in Indonesia (Maulana, Nova; Zis & 2021, 2022).. In Indonesia, the prevalence of bullying is higher among males than females, and the phenomenon is more common among adolescents (Nadia, Robiyatun, 2024). This is due to the fact that during adolescence, which is also referred to as puberty, there is a process of self-discovery whereby adolescents interact extensively with their social environment and the Boarding school environment (Ramadhanti & Hidayat, 2022). Of technology has led to an expansion in the range of bullying behaviors that can occur. Children as young as elementary school age are already in possession of their own smartphones, which can be used to perpetrate bullying. Such activities include digital pursuits such as gaming, video streaming on YouTube, and text-based communication with acquaintances (Aziz & Zakir, 2022).

As reported by news one.com, the Education and Teachers Association (P2G) and the Federation of Indonesian Teachers Unions (FSGI) have stated that Indonesia is currently experiencing an emergency situation with regard to bullying (Maulana, Nova; Zis & 2021, 2022). The difficulties in addressing this issue are compounded by cultural factors, traditions, and a lack of awareness regarding the detrimental consequences of bullying. In some instances, instances of bullying are viewed as integral aspects of certain initiations or traditions in some Islamic boarding schools (Idhar, 2022). This perception must be altered to foster a safer and more supportive environment (Nashiruddin, 2019). Furthermore, the advent of information technology has facilitated the emergence of novel avenues for cyber bullying, which has emerged as a significant concern among the student (Imani et al., 2021). This further complicates the issue of bullying in boarding schools throughout Indonesia.

The Utsman Bin Affan Islamic Boarding School was established in 2004 with the objective of fostering the growth of a generation of Muslims imbued with virtuous character, grounded in the teachings of the Qur'an and the Hadith. The institution currently houses 260 students on a permanent basis. In order to provide an optimal learning environment, the institution has implemented various strategies to address instances of bullying. These strategies include: 1) the development of positive character traits is a fundamental aspect of the educational process. The formation of a robust character, an adherence to principles of integrity, and a fostering of mutual respect and responsibility. 2) The objective is to foster the development of individuals who embody noble character, demonstrate responsibility, and contribute to the betterment of society.

The preliminary interviews conducted with the principal of Utsman Bin Affan Islamic Boarding School in Dompu Regency have revealed a significant prevalence of physical and visual violence within Islamic boarding schools. This is attributed to a number of underlying factors, including: 1) The personnel at the boarding school are less sensitive to cases of bullying, viewing it as a normal problem; 2) The students at the boarding school maintain their respective characters and tribes until they are brought to the boarding school; 3) The tradition of seniority among students is still maintained, resulting in intimidation actions towards juniors by issuing words such as *hade banahu* (I kill you) and *sampula nggomi* (stupid you).

As evidenced by the situation analysis presented above, the primary challenges currently facing partners can be distilled into two key areas. The initial challenge pertains to the domain of human

resources, wherein educators demonstrate a lack of sensitivity to instances of bullying and limited access to technology and information resources for addressing such issues in Islamic boarding schools. One illustrative example of the consequences of teachers' indifference to bullying is the disappearance of a female student from Utsman Bin Affan Islamic Boarding School, which subsequently became a topic of discussion on social media. A lack of awareness and preparedness among teachers in relation to bullying has the potential to create an environment in which cases of bullying are not identified or not taken seriously. It is possible that teachers lack the requisite knowledge of the signs and effects of bullying, as well as the necessary skills to effectively manage and respond to such cases.

The objectives of this community service activity are twofold. Primarily, the intention is to enhance the awareness and sensitivity of teachers to instances of bullying by facilitating access to technology and information, thereby enabling them to more effectively addresses and overcome bullying. Secondly, the aim is to modify and reduce instances of bullying behavior that are perpetuated by the tradition of seniority among students, with the ultimate goal of fostering healthier relationships between students at various levels.

METHOD

The community service activity was conducted at the Utsman Bin Affan Islamic Boarding School in Dompu Regency. The community service activity was conducted over a period of approximately eight months, commencing in June 2024 and concluding in December of the same year. The implementation of this community service activity is carried out in several stages (Athi, Linda Yani, 2015). The first stage is programmed preparation, the second was programmed implementation, and the third is monitoring, evaluation and sustainability programmed. The following illustration delineates the sequence of events that will be undertaken as part of the programmed.

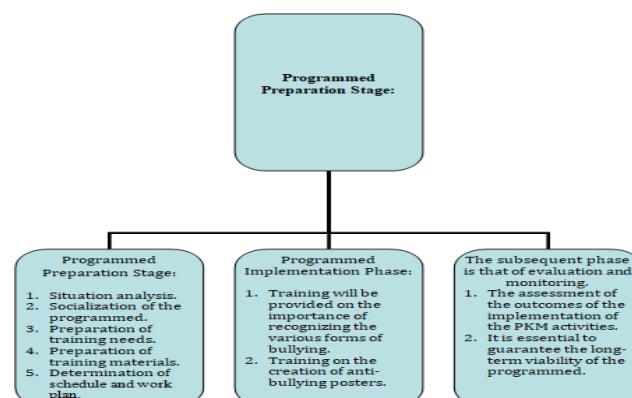


Figure 1. Programmed Implementation Stage

1. Preparation Stage:
 - a. Preparation Stage: Situation Analysis: The research team conducted an interview with the leader of the Utsman Bin Affan Islamic Boarding School.
 - b. Programmed socialization: The programmed was conducted in such a way as to facilitate socialization.
 - c. The preparation of training needs should include the identification of requirements such as attendance, stationery, activity buildings and other supporting facilities. In addition, the training participants required to ensure the smooth implementation of activities should be identified.
 - d. The preparation of training materials
 - e. The determination of a schedule and work plan
2. Programmed Implementation Stage.
 - a. Training on the creation of anti-bullying posters and the utilization of an Android-based anti-bullying complaint service application.
 - b. The training programmed will include an examination of the various forms of bullying that may be encountered by students in the context of their studies at the Boarding school.
 - c. The objective is to monitor, evaluate and ensure the sustainability of training and mentoring activities at partner institutions of the Utsman Bin Affan Islamic Boarding School. Monitoring, evaluation and sustainability of the programmed are conducted in order to gauge the efficacy and impact of the implemented activities, with a view to optimizing the ongoing programmed (Asmedy et al., 2023). This stage is of particular significance in the overall process, as it enables

the programmed to function effectively and efficiently (Dr. Kusuma Chandra Kirana, Spd. & Dr. Ririn Tri Ratnasari, SE., 2017). In Kusuma's view, the monitoring stage is a process of data and information collection pertaining to the implementation of the ongoing programmed (Dr. Kusuma Chandra Kirana, Spd. & Dr. Ririn Tri Ratnasari, SE., 2017). The efficacy of this community service activity (PKM) was assessed through the administration of a questionnaire, which was completed by participants prior to the commencement of the programmed (i.e., as a pre-test) and subsequently following its conclusion (i.e., as a post-test). The objective of this evaluation is to ascertain the extent to which the Partners have been empowered, as evidenced by an increase in their understanding and proficiency in utilizing anti-bullying complaint service applications to resolve bullying cases at the Utsman Bin Affan Islamic boarding school.

FINDING AND DISCUSSION

The community service activity was conducted over a period of approximately eight months, commencing in June 2024 and concluding in December of the same year. The activity was structured into three distinct phases: the preparation phase of the programmed, the implementation phase of the programmed, and the monitoring and evaluation phase of the sustainability programmed. The following section provides a detailed account of each of these three phases.

1. Programmed Preparation Stage

a. Preparation Stage

At this juncture, the PKM Team proceeded to undertake a series of activities, as outlined below:

- a. Situation Analysis: On 16 July 2024, the team conducted an interview with the Head of Utsman Bin Affan Islamic Boarding School. The objective was to gain insight into the challenges faced by partners, identify the key issues through a situation analysis, and map the problems together with partners to determine the focus and priorities of the programmed.
- b. Programmed socialization: On 24 July 2024, the PKM team conducted programmed socialization with relevant partners. The aim was to explain the objectives, benefits, and planned programmed activities to gain support and participation from the relevant parties.
- c. Preparation of training needs: In advance of the training event, it is essential to prepare the necessary resources, including attendance lists, stationery, the venue and any additional facilities that may be required. It is also important to identify the individuals who will require training in order to ensure the smooth implementation of the activities planned.
- d. The preparation of training materials is to be carried out in accordance with the findings of the situational and needs analysis of the partners, with the objective of adapting the training materials to the characteristics and needs of the participants. Furthermore, the training materials are to be created in a way that suits the characteristics and needs of the participants.
- e. Determination of schedule and work plan: Based on the availability of relevant parties and partners, establish a schedule for implementing the programmed. Then, create a comprehensive programmed plan, including a detailed timeline, delineating the time allocated to each task, the specific responsibilities of each team member, and a method for evaluating the progress of programmed implementation.

2. Programmed Implementation Stage

The programmed was implemented in two stages, as follows:

- a. Training on the importance of recognizing types of bullying for ustad/ustadzah at Utsman Bin Affan Islamic Boarding School.

The implementation of the training activities was conducted in two stages. The initial stage comprised training on the significance of recognizing the various forms of bullying prevalent in the context of Islamic boarding schools. The training was attended by 22 teachers from the Utsman Bin Affan Islamic Boarding School in Dompu Regency.

The implementation of this service employed a methodology comprising lectures, discussions, and practical exercises. The method was employed to obtain field studies from lecturers and students regarding the needs of the community groups involved (Nurdiyanti et al., 2023). Phase 1 was conducted on 21 August 2024, commencing at 08:00 and concluding at 17:00 local time at the Utsman Bin Affan Islamic Boarding School in Dompu Regency. At this juncture, the trainees were furnished with an understanding of the typology of bullying, encompassing physical, verbal, social, and cyber bullying. This encompassed both external cases occurring beyond the confines of the boarding school and those that had manifested within the school itself. Additionally, the trainees were provided with a definition and

conceptualization of bullying, along with an ability to identify the tell-tale signs of such behavior. Following the presentation of the material, a discussion and case study were conducted with the objective of identifying the indications of bullying. The objective of this activity is to enhance the awareness and sensitivity of teachers to instances of bullying by facilitating access to technology and information, thereby facilitating the prevention and overcoming of bullying. Furthermore, it is anticipated that this activity will facilitate the formation of a novel understanding of the behavioral patterns that precipitate bullying, which has hitherto been regarded as an endemic phenomenon within the Utsman Bin Affan boarding school foundation.

- b. The training will encompass the creation of anti-bullying posters and the development of an Android-based application for the submission of bullying complaints.

The training will encompass the creation of anti-bullying posters and the development of an Android-based application for the submission of bullying complaints.

The second stage comprised training in the recognition and prevention of cyber bullying, as well as the creation of anti-bullying posters. The training was attended by 22 teacher from the Utsman Bin Affan Islamic Boarding School in Dompu Regency. Phase 2 was conducted on 23 August 2024, commencing at 08:00 and concluding at 17:00 WITA, at Utsman Bin Affan Islamic Boarding School in Dompu Regency. The second stage of the training programmed concentrated on the creation of anti-bullying posters and an Android-based application for reporting bullying. Additionally, there was a discussion and practical exercise on the production of anti-bullying posters and the aforementioned Android application. During this second stage, the participants engaged in the practical application of creating anti-bullying posters for use by Utsman Bin Affan Islamic Boarding School.

The results of the participants' posters on the subject of overcoming bullying cases through the use of anti-bullying media are as follows:



Figure 2. Anti-bullying poster

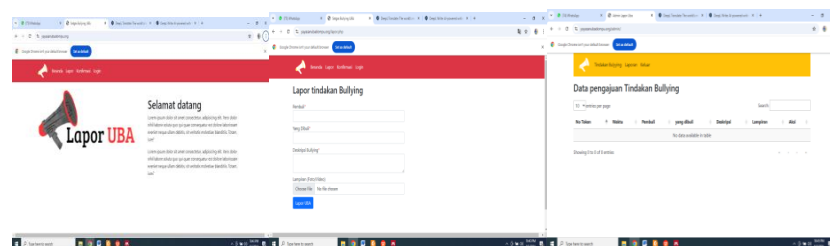


Figure 3. Application view of bullying complaint service

Figure 3 illustrates the design of the digital platform that will be employed by Utsman Bin Affan Boarding School to address instances of bullying among its student population.

3. Post-Community Service Activities

After the community service activities have been completed, a questionnaire is distributed again to see how the participants perceive the community service activities carried out by us. The results of the participant satisfaction survey as presented in the following results.

- a. The objective of this study is to ascertain the opinions of participants regarding the suitability of the activity in question, as well as their expectations and the perceived usefulness of the activity for understanding bullying cases in the Utsman bin Affan boarding school. The results of the satisfaction survey, which was conducted to ascertain the extent to which participants' expectations were met with regard to the implementation of activities, revealed that 47.8% of respondents awarded a score of 9, 30.4% gave a score of 10, and 21.7% provided an assessment of 8. This indicates that the training activities organized were in accordance with the expectations of the

- teachers. With regard to the perceived usefulness of the activity, 47.8% of respondents rated it as 10, 30.4% rated it as 9, and 21.7% rated it as 8.
- The second objective is to ascertain the participants' opinions on the usefulness of the training materials, as well as their level of understanding of cases, cyber bullying, and the types of bullying that occur in the Utsman bin Affan Islamic boarding school. The results of the satisfaction survey indicated that 47.8% of respondents rated the usefulness of the cyber bullying training materials as 10, 30.4% rated them as 9, and 21.7% rated them as 8. These findings suggest that the training activities were effective in helping teacher to comprehend the nature and prevalence of bullying within the Utsman bin Affan Islamic boarding school.
 - An investigation of the participants' opinions regarding their comprehension of the methodology employed in the creation of anti-bullying poster media and Android-based complaint service applications.

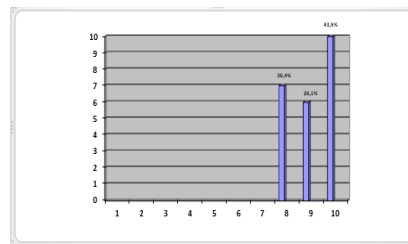


Diagram 1. Participants' level of understanding of the practice of making anti-bullying posters

The assessment was designed to evaluate the participants' comprehension of the provided material. The results demonstrated that 43.5% of the participants achieved a score of 10, 26.1% scored 9, and 30.4% scored 8. This indicates that the training effectively enhanced the participants' understanding of the practical aspects involved in creating anti-bullying posters.

4. The monitoring, evaluation and sustainability phase of the programmed will be conducted.

In light of the aforementioned activities, it is imperative to conduct an evaluation of the service activities in question. This evaluation process is designed to ascertain the extent to which this service activity is beneficial to our service partners (Asmedy et al., 2023). The objective of this meeting is to assess the efficacy of the anti-bullying programmed that has been implemented. The results of the activity demonstrated the efficacy and seamless execution of the planned proceedings. The participants were furnished with crucial data pertaining to the definition of bullying, the various forms of bullying, the perpetrators of bullying, the victims of bullying, the consequences of bullying, and strategies for overcoming bullying. They engaged with the service activities from inception to completion. Overall, they acquired practical knowledge and information related to bullying.

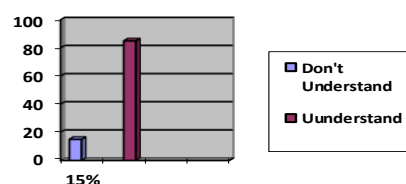


Diagram 2. Pre-test evaluation of partners' comprehension of the anti-bullying complaint service application.

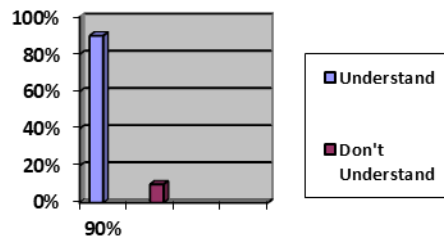


Diagram 3. Partners' understanding of the use of the Anti-bullying complaint service application (post-test)

The evaluation results following the training and mentoring programmed, which focused on the implementation of anti-bullying service applications, indicate a notable enhancement in the partners' comprehension and proficiency in utilizing these applications, particularly in the context of their interactions with students at the Utsman Bin Affan Islamic Boarding School, situated within the partner area. The mean increase in partners' understanding and skills following the post-test is more pronounced in Diagrams 2 and 3. This demonstrates that participation in this activity has resulted in a notable enhancement in the comprehension of the anti-bullying complaint service application among the teachers. The results demonstrate that mentoring activities are an effective method for enhancing teachers' creativity and innovation in leveraging technology to address bullying incidents within the Utsman Bin Affan Islamic Boarding School. It is anticipated that this activity will be sustainable and yield optimal results in assisting all students in several Islamic boarding schools in the area. Consequently, further evaluation and review on a periodic basis is required with regard to the sustainability of this activity.

CONCLUSION

In light of the aforementioned description of the results and discussion of the programmed, it can be concluded that this Community Service Activity was conducted at Utsman Bin Affan Islamic Boarding School in Dompu Regency. It took the form of training activities on the importance of recognizing and overcoming types of bullying for teachers in the Islamic Boarding School environment in Dompu Regency, as well as training in the creation of anti-bullying poster media. The training activities conducted by the Community Partnership programmed (PKM) team at Utsman Bin Affan Islamic boarding school had a favorable impact. The success of this endeavor is inextricably linked to the invaluable support, active participation, and enthusiastic engagement of the teachers. The training provided enabled teachers to identify the types of bullying that occur, with the assistance of posters and bullying complaint service applications that were developed as a result of the training activities. The availability of anti-bullying posters and bullying complaint applications in Islamic boarding schools may contribute to a reduction in the incidence of bullying in the Utsman Bin Affan Islamic boarding school environment.

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