



Legal Assistance in Drafting Anti-Bullying Policies at Islamic Boarding Schools: A Case Study of Tarbiyyah Islamiyah Islamic Boarding School in Limbang Jaya 2 Village

Abdul Jafar¹, Sarah^{1*}, M Adi Saputra¹, Firdaus Akbar¹

¹ Faculty of Law, Universitas Muhammadiyah Palembang, Palembang, Indonesia.

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Corresponding Author:

Sarah

Sarahqosim@gmail.com

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Abstract: This community service program aims to provide legal assistance in drafting anti-bullying policies at Tarbiyyah Islamiyah Islamic Boarding School in Limbang Jaya 2 Village. The program involves lecturers, students, and the Legal Aid Institute (LBH) to create a safe and bullying-free learning environment. Key activities include socialization, training, group discussions, and the drafting of anti-bullying policies based on national law and Islamic moral values. A participatory approach was employed by involving teachers, students, and parents throughout the process. The program's results indicate increased awareness and understanding of bullying, both from the perspective of positive law and moral-religious principles. The drafted policies cover bullying definitions, reporting mechanisms, sanctions, and case handling procedures. Initial implementation of the policies showed positive changes in students' attitudes and behaviors, as well as increased engagement from parents and teachers in creating a bullying-free environment. This program is expected to serve as a model adaptable for other educational institutions. Program sustainability is maintained through regular evaluations and the establishment of an anti-bullying committee at the school. This collaborative approach significantly contributes to fostering a safe, healthy, and harmonious educational environment.

Keywords: Anti-Bullying Policy; Legal Assistance; Islamic Boarding School

Introduction

Islamic boarding schools, or *pondok pesantren*, hold a vital role in Indonesia's education system, particularly in shaping students' moral and religious character. These institutions not only emphasize academic excellence but also aim to create an environment that nurtures discipline, respect, and ethical values (Safaat, 2023). In Limbang Jaya 2 Village, the Tarbiyyah Islamiyah Islamic Boarding School exemplifies this dual focus by striving to maintain a safe and conducive learning atmosphere. Despite these efforts, the occurrence of bullying has posed significant challenges to the institution's mission, highlighting the urgent need for comprehensive interventions.

Bullying in educational settings, including Islamic boarding schools, manifests in various forms, such as

physical intimidation, verbal harassment, and social exclusion. These behaviors, whether intentional or unintentional, can disrupt the learning process and negatively impact the mental, emotional, and social well-being of students. Research indicates that prolonged exposure to bullying significantly hampers children's development, leading to issues such as decreased academic performance, low self-esteem, and psychological distress (Ulfatun et al., 2021). Addressing these challenges requires a proactive and multi-faceted approach that combines legal, social, and educational strategies tailored to the unique cultural and operational dynamics of boarding schools.

One critical aspect of combating bullying is the implementation of anti-bullying policies that align with national laws and Islamic moral principles. Such policies not only define bullying and outline preventive

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measures but also establish reporting mechanisms and sanctions for perpetrators. However, the successful implementation of these policies depends on the active involvement of all stakeholders, including students, teachers, parents, and community leaders. By fostering a sense of shared responsibility, the policies can encourage collective efforts to create a safe and inclusive environment.

The participatory approach adopted at Tarbiyyah Islamiyah Islamic Boarding School has proven effective in addressing the issue of bullying. This approach involves engaging students, teachers, and parents in the drafting and implementation of anti-bullying policies, thereby ensuring that the regulations are both relevant and acceptable to the community. Socialization programs, which include discussions, training sessions, and interactive workshops, play a vital role in raising awareness about the consequences of bullying and the importance of mutual respect. These programs also provide a platform for students to share their experiences and perspectives, fostering a culture of empathy and support.

One notable feature of the socialization program is its emphasis on continuous education and evaluation. Through regular training sessions, participants' understanding of bullying and their ability to address such issues are consistently reinforced. For instance, empathy training, role-playing exercises, and case simulations have helped students and teachers develop practical skills to prevent and manage bullying effectively (Astriani, 2023). Evaluations conducted after these sessions have shown significant improvements in participants' attitudes and behaviors, further validating the effectiveness of this approach.

However, the implementation of anti-bullying policies is not without challenges. Resistance to cultural change remains a significant hurdle, particularly in environments where certain forms of bullying are perceived as "normal" social interactions or rites of passage (Widyaningtyas, 2023). Overcoming such resistance requires a sensitive and inclusive approach that respects the existing cultural context while promoting positive behavioral changes. Additionally, resource limitations, such as insufficient funding and training opportunities, can impede the sustainability of anti-bullying initiatives. Partnerships with external organizations, such as Legal Aid Institutes (LBH) and child protection agencies, have been instrumental in addressing these challenges by providing legal support, funding, and expertise.

Another crucial factor in the success of anti-bullying policies is the establishment of effective communication channels within the boarding school community. Students must feel safe and supported when reporting bullying incidents, while teachers and

caretakers need clear guidelines on how to respond to such cases. The creation of an anti-bullying committee comprising representatives of students, teachers, and parents has been a significant step in facilitating open dialogue and ensuring accountability. This committee not only oversees the implementation of anti-bullying policies but also provides regular recommendations for improvement based on feedback from the community.

The impact of these efforts on the social dynamics and learning environment of Tarbiyyah Islamiyah Islamic Boarding School has been profound. By fostering a culture of mutual respect and inclusivity, the policies have enhanced students' sense of safety and belonging, which, in turn, has improved their academic performance and overall well-being (Safaat, 2023). Teachers have also reported greater confidence in addressing bullying incidents, while parents have expressed increased trust in the school's commitment to their children's welfare (Firmansyah et al., 2022).

Despite these positive outcomes, several issues remain unresolved, underscoring the need for continuous improvement and adaptation. The primary challenges include addressing deeply ingrained cultural norms that tolerate bullying, ensuring the availability of resources for training and socialization programs, and maintaining active participation from all stakeholders. These challenges highlight the importance of regular monitoring and evaluation to identify gaps in policy implementation and develop targeted strategies to address them.

The main issues identified in the implementation of anti-bullying policies at Tarbiyyah Islamiyah Islamic Boarding School include cultural resistance to behavioral change, limited awareness and understanding of bullying among students and teachers, and insufficient resources to sustain socialization and training programs. Additionally, the lack of standardized mechanisms for monitoring and evaluating the effectiveness of these policies poses a significant barrier to achieving long-term success. Addressing these problems requires a comprehensive and collaborative approach that integrates legal, educational, and community-based solutions.

Method

The method for implementing this socialization activity will begin with the preparation stage, where the community service team will identify the specific needs of the Islamic boarding school (PonPes) and the local community related to bullying issues. The socialization mechanism will involve coordination with PonPes officials, parents, and the village government to develop an appropriate schedule and materials for the

socialization sessions. During this stage, educational materials will be prepared, covering basic understanding of bullying, its impacts, as well as relevant laws and regulations.

The implementation stage includes several program steps designed to achieve the desired outcomes. The first step is conducting socialization sessions for students, teachers, and parents. These sessions will feature interactive presentations, group discussions, and educational video screenings to raise awareness and understanding about bullying. The methods employed to empower the target groups involve active participation from all stakeholders in discussions and practical activities, such as case-handling simulations. Operational steps include specialized training for teachers on techniques for preventing and addressing bullying, as well as the formulation of anti-bullying guidelines and policies tailored to the needs of the PonPes.

For program sustainability, long-term planning and follow-up will include regular monitoring and evaluation to ensure the program's effectiveness. The involvement of partners, such as local NGOs and the village government, will be optimized to provide ongoing support. The community will be empowered through the formation of an anti-bullying working group comprising representatives of students, teachers, and parents. This group will be tasked with overseeing the implementation of anti-bullying policies and providing regular recommendations for improvements. Additionally, regular meetings with all relevant stakeholders will be held to review program progress and plan next steps to ensure the program runs smoothly and delivers long-term positive impacts.

Result and Discussion

Effectiveness of Socialization in Raising Anti-Bullying Awareness

Socialization plays a vital role in efforts to increase awareness about anti-bullying, particularly in educational settings such as schools and Islamic boarding schools. As a preventive intervention, socialization aims to provide clear information, build understanding, and influence individuals' attitudes and behaviors toward bullying (Irma, 2022). In the context of Tarbiyyah Islamiyah Islamic Boarding School in Limbang Jaya 2 Village, the structured socialization program has shown positive impacts in fostering collective awareness about the importance of creating a bullying-free environment.

One of the key elements of effective socialization is delivering precise and clear information about the definition, types, impacts, and ways to handle bullying. In the socialization program at this boarding school, a

participatory approach was used to engage all school elements, including students, teachers, parents, and caretakers. Group discussions, interactive presentations, and bullying scenario simulations were used to explain the concept of bullying in greater depth. Research shows that these methods effectively enhance participants' understanding of the negative impacts of bullying, both from psychological, social, and academic perspectives (Ervianingsih et al., 2021).

The socialization program included comprehensive material presentations by experts. As shown in Figure 1.



Figure 1. Mrs. Sarah, S.H., M.H., delivered an engaging session to emphasize the psychological and social impacts of bullying

Another critical session was led by Mr. M. Adi Saputra, S.H., M.Kn., as depicted in Figure 2.



Figure 2. His presentation focused on practical strategies to prevent and address bullying within the boarding school environment.

Socialization activities involving various parties also provide additional benefits by strengthening the anti-bullying message within the boarding school environment. By involving teachers and parents, the messages conveyed during the socialization are reinforced beyond formal activity settings. Teachers, as primary educators, play a strategic role in monitoring

and providing support to students who may experience bullying. Training for teachers conducted as part of this program enabled them to recognize early signs of bullying and respond appropriately. Parents were also involved through dedicated socialization sessions designed to increase their awareness of the family's critical role in preventing bullying. Previous studies indicate that parental involvement in anti-bullying programs can reinforce prevention efforts and yield more significant long-term impacts (Pujilestari et al., 2021).

Moreover, socialization activities conducted continuously produce more consistent results. At Tarbiyyah Islamiyah Islamic Boarding School, socialization was carried out in several stages, starting with introducing the concept of bullying to empathy training for students. This empathy training allowed students to understand the feelings of bullying victims and encouraged them to behave more inclusively and supportively towards their peers. Activities such as role-playing and bullying scenario simulations helped students develop better interpersonal skills, ultimately reducing bullying incidents within the boarding school environment (Astriani, 2023).

Program evaluation also plays a vital role in ensuring the success of this socialization effort. Evaluations were conducted through surveys and interviews with participants to measure changes in their understanding, attitudes, and behaviors regarding bullying. The evaluation results indicated a significant increase in students' awareness of the forms of bullying and its impacts on victims after participating in the socialization program. Teachers also reported an improved ability to handle bullying cases, while parents felt more confident in supporting the school's efforts to create a safe environment (Firmansyah et al., 2022).

Equally important, effective socialization also involves the establishment of clear and firm anti-bullying policies within the boarding school environment. These policies include accessible reporting mechanisms, clear sanctions for perpetrators, and support for bullying victims. With policies generated through a participatory process, all elements of the boarding school feel a shared responsibility to implement and sustain these policies. This aligns with the findings of Pujilestari et al. (2021), which state that active participation from all parties in policy formulation enhances the effectiveness of its implementation.

However, despite the positive outcomes of the socialization program, several challenges must be addressed to improve its effectiveness. One of the main challenges is the initial resistance from some students who have long been accustomed to bullying behavior. To address this, more

Intensive approaches, such as individual counseling and reinforcing moral values through religious activities, are needed. Additionally, time and resource constraints pose challenges in implementing the socialization program sustainably. Therefore, building partnerships with external organizations, such as Legal Aid Institutes (LBH), can provide additional support in funding and training.

Overall, the socialization conducted at Tarbiyyah Islamiyah Islamic Boarding School has significantly impacted raising anti-bullying awareness among students, teachers, and parents. Through a comprehensive and participatory approach, the program successfully created positive changes in participants' attitudes and behaviors towards bullying.

However, the program's success also requires continuous support, including routine evaluations, additional training, and policy reinforcement. Thus, the boarding school can continue to be a pioneer in creating a safe, inclusive, and supportive educational environment for all students.

Implementation of Anti-Bullying Policies: Challenges and Solutions

The implementation of anti-bullying policies in Islamic boarding schools faces various challenges that must be addressed to create a safe and supportive environment for students. One of the primary challenges is the lack of understanding and awareness about bullying among students and caretakers. Research indicates that many students do not recognize certain behaviors as bullying, which highlights the necessity of effective socialization programs (Astriani, 2023). Additionally, caretakers and teachers must be involved in training sessions to properly understand and handle bullying issues (Astriani, 2023).

Another significant challenge lies in the existing culture and norms within the boarding school. In some cases, bullying behavior may be perceived as part of the learning process or social interaction among students. Changing such cultural perceptions requires a sensitive and inclusive approach where all parties feel involved in creating a positive environment (Yani et al., 2016). Research has shown that implementing character and empathy values in boarding school education can help alter students' perceptions and attitudes toward bullying ("Jiwa Korsa Dalam Pembentukan Karakter Peduli Sosial Dan Lingkungan Di Pesantren Agro Nur El Falah," 2024).

To ensure comprehensive policy implementation, collaboration with local stakeholders, including teachers, students, and village representatives, is vital. As shown in Figure 3.



Figure 3. A joint effort with Desa Limbang Jaya 2 officials reinforced collective commitment to the program.

To address these challenges, several solutions can be implemented. First, it is essential to develop a structured and sustainable socialization program about bullying. This program should include training for students, caretakers, and teachers on what constitutes bullying, its impacts, and ways to prevent and handle bullying situations (Astriani, 2023). Additionally, involving students in the planning and execution of anti-bullying programs can enhance their sense of ownership and responsibility for the boarding school environment ("Jiwa Korsu Dalam Pembentukan Karakter Peduli Sosial Dan Lingkungan Di Pesantren Agro Nur El Falah," 2024).

Community involvement is critical in the successful implementation of anti-bullying policies. Figure 2 depicts the collaboration between the boarding school and the Head of Desa Limbang Jaya 2, symbolizing broader community support for creating a safe and inclusive educational environment.



Figure 4. depicts the collaboration between the boarding school and the Head of Desa Limbang Jaya 2

Second, establishing effective communication channels between students and caretakers is crucial. Students need to feel safe reporting bullying incidents without fear of negative consequences. Research shows that creating a supportive and open environment can increase student participation in anti-bullying programs (Yani et al., 2016).

Third, regular evaluation and monitoring of the implementation of anti-bullying policies are vital. By conducting evaluations, boarding schools can identify areas for improvement and ensure that the policies effectively reduce bullying incidents (Astriani, 2023). These evaluations can include surveys, interviews, and case analyses to measure the policy's impact and refine strategies as needed.

Moreover, building a culture of empathy and mutual respect within the boarding school environment can significantly impact reducing bullying. Training programs that emphasize empathy development, such as role-playing and peer support activities, can encourage students to understand the feelings of their peers and foster a more inclusive atmosphere (Wibowo et al., 2021). Teachers and caretakers also play a critical role in modeling positive behavior and enforcing the policies consistently. Recognition and appreciation play a crucial role in fostering a culture of empathy and mutual respect. As shown in Figure 5.



Figure 5. Mrs. Sarah, S.H., M.H., presents awards to participants, symbolizing acknowledgment of their active engagement in the anti-bullying program



Figure 6. Highlights Mr. M. Adi Saputra, S.H., M.Kn., presenting awards to participants, fostering motivation and strengthening the collaborative spirit within the boarding school community.

Another critical solution is the establishment of clear and accessible reporting mechanisms. Boarding

schools must provide students with secure and anonymous ways to report bullying incidents. This can include suggestion boxes, digital reporting platforms, or designated counselors who are trained to handle such cases (Wibowo et al., 2021). These mechanisms not only encourage reporting but also ensure that each case is addressed promptly and appropriately (Harahap & Toni, 2023).

In addition to internal efforts, collaborating with external organizations, such as legal aid institutions and child protection agencies, can provide valuable support. These partnerships can offer expertise, resources, and additional training for school staff, enhancing the overall effectiveness of the anti-bullying policies. Furthermore, external collaborations can lend credibility to the boarding school's commitment to creating a safe environment (Foody et al., 2018).

Cultural shifts within the boarding school require consistent reinforcement of anti-bullying values through regular discussions, community meetings, and integration into the curriculum. Incorporating anti-bullying education into religious and character-building lessons can help embed these values deeply into students' daily lives. Students should also be encouraged to take active roles as peer mentors or members of anti-bullying committees, promoting a sense of responsibility and collective accountability (Rigby, 2017).

Despite the progress made, challenges such as resource limitations and resistance to change may persist. Addressing these issues requires a long-term commitment from school leadership, including allocating adequate resources for program implementation and continuously engaging stakeholders in meaningful dialogues (Rahmah, 2024). Schools must remain flexible and adaptive to address emerging challenges and refine their strategies to meet the evolving needs of their community.

Overall, the implementation of anti-bullying policies in Islamic boarding schools necessitates a comprehensive approach that involves all elements of the school community and is supported by ongoing evaluation. By addressing the cultural, social, and educational aspects of bullying, schools can create a safer and more supportive environment for all students. With sustained effort and collaboration, Islamic boarding schools can become exemplary models of inclusive and empathetic education (Hidayatullah, 2022).

The Role of Participatory Approaches in Creating a Safe Boarding School Community

A participatory approach plays a crucial role in fostering a safe boarding school community, particularly in the context of bullying prevention and character

development for students. By involving all elements of the boarding school community, including students, caretakers, and parents, this approach enhances collective awareness and shared responsibility for issues related to the safety and well-being of students. One of the key aspects of the participatory approach is the active involvement of students in decision-making processes and the implementation of programs related to safety (Syafei, 2017). Research indicates that when students are involved in designing and executing anti-bullying programs, they are more likely to feel a sense of responsibility for their environment (Sumiati, 2024). For example, forming anti-bullying teams comprising students and caretakers can establish effective communication channels and allow students to report bullying incidents without fear (Masri, 2023).

Furthermore, a participatory approach can improve understanding and awareness of bullying among students. Socialization programs that include discussions, training sessions, and seminars can help students comprehend the negative impacts of bullying and the importance of creating a safe environment (Foody et al., 2018). By providing a platform for students to share their experiences and perspectives, the boarding school community can foster a culture of mutual respect and support (Sumiati, 2024).

Challenges in implementing this participatory approach often relate to resistance to changes in the culture and norms within the boarding school. Some students may view bullying behavior as part of ordinary social interactions. Therefore, it is essential to adopt a sensitive and inclusive approach where all parties feel involved in creating a positive environment (Fawaid et al., 2021). Character education based on religious and social values can serve as a strong foundation for building awareness and empathy among students (Hendri et al., 2018).

Solutions to overcome these challenges include developing continuous educational programs and conducting regular evaluations of safety policy implementation. Through evaluation, boarding schools can identify areas that require improvement and ensure that the programs implemented are effective in reducing bullying incidents (Sumiati, 2024). Additionally, collaboration with external parties, such as educational institutions and community organizations, can strengthen efforts to prevent bullying in boarding schools (Sumiati, 2024).

A participatory approach also involves equipping caretakers and teachers with the necessary skills and knowledge to support students effectively. Training sessions for caretakers and teachers can enhance their ability to recognize early signs of bullying and respond appropriately. These training sessions also promote a

shared understanding of the importance of a safe environment and the steps needed to maintain it.

Creating a sense of ownership among students is another critical component of the participatory approach. Encouraging students to take on active roles, such as serving as peer mentors or members of anti-bullying committees, helps instill a sense of responsibility and accountability. These roles empower students to lead by example and contribute to building a supportive community within the boarding school (Wibowo et al., 2021).

Moreover, fostering open communication among all stakeholders is essential for the success of the participatory approach. Regular meetings involving students, caretakers, teachers, and parents provide opportunities to discuss challenges, share ideas, and develop collaborative solutions. Transparent communication ensures that everyone feels heard and valued, strengthening trust within the community (Yani et al., 2016).

To address resistance to cultural change, boarding schools can integrate anti-bullying education into religious and character-building lessons. This integration helps align the values of mutual respect and empathy with the students' moral and spiritual development. By reinforcing these values consistently, boarding schools can gradually shift the cultural norms toward a more inclusive and supportive environment (Masri, 2023).

In addition to internal efforts, partnerships with external organizations can provide valuable resources and expertise. Collaborations with child protection agencies, legal aid organizations, and educational consultants can offer additional training and support for boarding school staff. These partnerships also enhance the credibility and effectiveness of anti-bullying initiatives, ensuring sustainable outcomes.

Continuous evaluation is a cornerstone of the participatory approach. Boarding schools should implement systematic evaluation mechanisms, such as surveys and interviews, to assess the impact of anti-bullying programs. These evaluations help identify strengths and weaknesses in the programs and guide future improvements. Feedback from students, caretakers, and teachers is invaluable in refining strategies and ensuring that the programs meet the community's needs (Bakhtiar, 2017).

Ultimately, a participatory approach to creating a safe boarding school community requires the involvement of all elements, ongoing education, and systematic evaluation. By fostering collaboration and mutual respect, boarding schools can establish a safe and supportive environment for all students. With sustained commitment and collective effort, the boarding school

community can become a model of inclusivity and empathy in education.

Impact of Policies on Social Dynamics and the Learning Environment in Boarding Schools

The policies implemented in boarding schools have a significant impact on the social dynamics and learning environment of students. These policies not only address academic aspects but also play a crucial role in creating a safe and supportive atmosphere for students. In this context, anti-bullying policies have become a central focus that influences social interactions and the mental well-being of students.

One positive impact of anti-bullying policies is the increased social awareness among students. Research indicates that when boarding schools enforce clear and firm policies against bullying, students become more sensitive to bullying behaviors and their effects on victims (Safaat, 2023). Such policies encourage students to respect and support one another, fostering a more positive social climate. Furthermore, strong social support among students helps bullying victims recover from their negative experiences, improving their mental health and self-confidence (Safaat, 2023).

However, the implementation of these policies also faces challenges. One major challenge is resistance to cultural change within the boarding school. Some students may perceive bullying as a normal part of social interaction, making it difficult to shift this mindset (Widyaningtyas, 2023). To address this, effective socialization about the anti-bullying policies and the negative consequences of such behavior is essential. Educational activities involving discussions, training, and simulations can help students understand the importance of creating a safe environment (Ulfatun et al., 2021).

From the perspective of the learning environment, anti-bullying policies can create a more conducive atmosphere for teaching and learning. When students feel safe and valued, they are more likely to actively participate in learning activities (Safaat, 2023). Research shows that a positive learning environment enhances students' motivation and academic performance. Additionally, policies that support student involvement in decision-making, such as forming anti-bullying teams, foster a sense of ownership and responsibility for the boarding school community (Widyaningtyas, 2023).

Anti-bullying policies also contribute to the development of a culture of mutual respect and empathy within the boarding school. By promoting values that emphasize kindness and understanding, these policies create a foundation for healthier social interactions. Programs such as empathy training and peer mentoring can further enhance this culture, helping students develop interpersonal skills that are essential for

resolving conflicts and supporting one another (Hidayatullah, 2022).

Despite these benefits, the successful implementation of policies requires continuous effort and collaboration. Socialization programs must be carefully designed to address the unique cultural and social dynamics of the boarding school. Engaging students, teachers, and parents in the development and execution of these programs ensures a comprehensive approach to fostering a safe and supportive environment.

Evaluations of policy effectiveness are critical for identifying areas for improvement and ensuring the desired outcomes are achieved. Regular feedback from students and staff helps refine strategies and adapt them to the evolving needs of the community. For instance, surveys and focus group discussions can provide valuable insights into the impact of policies on students' perceptions and behaviors (Sumiati, 2024).

The learning environment benefits significantly from policies that prioritize safety and inclusivity. Students who feel secure in their environment are more likely to take risks in their learning, collaborate with peers, and engage in meaningful discussions. This not only improves academic outcomes but also prepares students for future challenges by fostering critical thinking and problem-solving skills (Habibuddin, 2023).

Furthermore, the involvement of external organizations, such as legal aid groups and child protection agencies, can enhance the effectiveness of policies. These partnerships bring additional expertise and resources to the boarding school, supporting staff training and providing avenues for addressing complex cases of bullying. External collaborations also demonstrate a commitment to maintaining high standards of safety and well-being for students.

In conclusion, the impact of policies on social dynamics and the learning environment in boarding schools is profound. Well-implemented policies increase social awareness, create a safer environment, and support more effective learning processes. However, overcoming challenges in implementation requires effective socialization and the active involvement of all elements within the boarding school community. By continuously evaluating and refining these policies, boarding schools can sustain a positive and inclusive environment that benefits all students.

Conclusion

The structured socialization program significantly enhanced anti-bullying awareness among students, teachers, and parents. By using participatory methods such as discussions, interactive presentations, and

simulations, the program effectively conveyed the definition, impacts, and preventive measures related to bullying. Continuous efforts, including empathy training and routine evaluations, reinforced the program's success. However, overcoming challenges such as resistance to behavior change and resource limitations requires ongoing support and external partnerships to ensure the program's sustainability.

Anti-bullying policies in boarding schools face challenges, including cultural resistance and limited awareness. Solutions such as structured socialization, effective communication channels, and regular evaluations have been critical in addressing these issues. By fostering empathy and mutual respect, and through collaborations with external organizations, the policies have significantly improved the school environment. Nonetheless, sustained commitment from leadership and community engagement remains essential to adapt and refine these policies as needed.

A participatory approach successfully fosters a sense of ownership and accountability within the boarding school community. Active involvement of students, teachers, and parents in designing and implementing programs has promoted collective responsibility for creating a safe environment. Challenges in shifting cultural norms can be addressed through inclusive education and partnerships with external agencies. Regular feedback and evaluations have strengthened the approach, ensuring a supportive and collaborative atmosphere.

Anti-bullying policies have positively influenced social dynamics and learning environments in boarding schools by fostering mutual respect and enhancing social awareness. These policies have created safer spaces for students, improved participation in learning, and built a supportive community. While challenges such as resistance to change and cultural norms persist, effective socialization and collaboration with external organizations have proven vital. Continuous monitoring and adaptation of policies ensure their lasting impact on students' well-being and academic success.

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