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<https://jurnal.citrabakti.ac.id/index.php/jil>**IMPLEMENTATION OF TEACHER STRATEGIES IN RAISING ANTI-BULLYING AWARENESS OF FOURTH GRADE STUDENTS AT MUHAMMADIYAH PLUS ELEMENTARY SCHOOL SEMARANG**

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February 14, 2026**Abstract**

This study is motivated by the prevalence of bullying within elementary school social circles, specifically targeting physical differences such as height, weight, and skin color, as well as verbal abuse involving the disrespectful use of parents' names. These behaviors are driven by school and residential environments, alongside the rapid influence of technology on student conduct. This research aims to analyze the implementation of teacher strategies in fostering anti bullying awareness through the memorization of short quranic surahs and daily prayers. Using a qualitative descriptive method with data triangulation comprising semi structured and in depth interviews, classroom observations, and documentation the study involved a fourth grade teacher and four students as participants. The findings indicate that integrating short surah memorization and daily prayers effectively raises awareness and mitigates bullying among fourth graders by providing spiritual understanding and emotional tranquility, which encourages patience and tolerance. Consequently, the study concludes that implementing these religious character building strategies successfully addresses bullying issues, offering an empirical foundation for character education as a solution to social problems in faith-based elementary schools.

Keywords: Teacher Implementation; Bullying Awareness; Short Surahs; Daily Prayers; Elementary School Students

Abstrak. Penelitian ini dilatarbelakangi oleh maraknya praktik perundungan (bullying) dalam pergaulan siswa sekolah dasar, khususnya yang menyasar perbedaan fisik seperti tinggi badan, berat badan, dan warna kulit, serta perundungan verbal berupa penyebutan nama orang tua secara tidak sopan. Perilaku tersebut dipengaruhi oleh lingkungan sekolah dan tempat tinggal, serta cepatnya pengaruh teknologi terhadap perilaku siswa. Penelitian ini bertujuan menganalisis penerapan strategi guru dalam menumbuhkan kesadaran anti-perundungan melalui kegiatan menghafal surah-surah pendek Al-Qur'an dan doa-doa harian. Penelitian menggunakan metode deskriptif kualitatif dengan triangulasi data yang meliputi wawancara semi-terstruktur dan wawancara mendalam, observasi pembelajaran di kelas, serta dokumentasi. Partisipan penelitian terdiri atas satu guru kelas IV dan empat siswa. Hasil penelitian menunjukkan bahwa pengintegrasian kegiatan menghafal surah pendek dan doa harian efektif meningkatkan kesadaran serta mengurangi perundungan pada siswa kelas IV, karena memberikan pemahaman spiritual dan ketenangan emosional yang mendorong kesabaran dan toleransi. Dengan demikian, penelitian menyimpulkan bahwa penerapan strategi pembentukan karakter religius ini berhasil membantu mengatasi masalah perundungan, sekaligus menyediakan dasar empiris bagi pendidikan karakter sebagai solusi atas persoalan sosial di sekolah dasar berbasis keagamaan.

Kata kunci: Implementasi Guru; Kesadaran Anti-Perundungan; Surah Pendek; Doa Harian

Background

At the elementary school level, interactions among students play a crucial role in achieving learning objectives because they can support teachers in ensuring the success of the learning process. The social dynamics of student interactions require close monitoring by schools, particularly by classroom teachers who generally understand the individual characteristics of their students. Social cognitive theory explains that for a program to achieve its primary goals, there must be a reciprocal interaction between the student's personality, the behavior of teachers and parents, and the environment they represent. Because social cognitive theory holds that students will imitate the habits of teachers and parents (Widodo et al., 2024). Nevertheless, this process demands careful consideration of the diverse characteristics that differ from one student to another. Such differences often give rise to problems when students fail to develop tolerance toward their peers. Variations in personal characteristics are also closely related to daily habits, and because students interact frequently within the school environment, their language use and manner of speaking toward one another are easily observed by classroom teachers. Problems commonly emerge in the form of teasing related to physical attributes such as height, body weight, and skin color, as well as the use of impolite language by some students toward their classmates.

Teachers need a deeper understanding of how to effectively manage classroom situations and atmosphere, as a well-organized and comfortable learning environment can significantly enhance students' focus during the learning process. The issue of bullying requires intensive handling by teachers in order to create a deterrent effect, because without proper intervention, such negative behaviors among students are likely to recur. To find out the strategies of religious and moral teachers in dealing with bullying (Fadli, 2023). Bullying

can be prevented by implementing character education reinforcement. Character education reinforcement activities can be implemented by integrating character values into the draft learning materials used by teachers and by implementing character values in the classroom. Character education reinforcement can also be implemented through school cultural activities such as flag ceremonies, religious activities, and mutual cooperation (Munandar et al., 2023). Fundamentally, students need to be consistently guided toward positive values from an early age; through the cultivation of good religious attitudes, it is expected that students will develop a better awareness of their behavior, particularly in their interactions with peers.

Classroom teachers bear full responsibility for their students and therefore need to provide learning guidance that fosters attitudes of tolerance among peers, particularly in addressing issues of bullying. In cases where bullying occurs, the classroom teacher's intervention is essential to raise students' awareness of social norms and respectful behavior toward others. The role of teachers, particularly classroom teachers, is crucial in addressing bullying incidents in the classroom, including verbal, social, and physical bullying. Therefore, classroom teachers strive to prevent bullying by instilling character education, conducting supervision, providing guidance, intervening, and implementing programs. Therefore, high school teachers strive to prevent bullying by instilling character education, conducting supervision, providing guidance, intervening, and implementing programs. Teachers address bullying by seeking to understand the root cause, providing counseling, and administering punishment (Nadia et al., 2024). The development of students' character values through religious education, particularly in cultivating tolerance and mutual respect, can serve as an effective approach to resolving bullying problems. This can be supported through the implementation of teacher strategies aimed at increasing anti-bullying awareness, such as engaging students in memorizing short Qur'anic verses and practicing daily prayers.

The main supporting factors in this study include school policies and vision and mission, moral and financial support from the foundation, teacher role models and solidarity, innovative learning methods, and school facilities. The inhibiting factors encountered include limited supervision time outside of school hours, lack of cohesiveness among teachers, different character traits and family backgrounds, and challenges to teachers' consistency in being role models (Rohmah, 2023). This demonstrates that formal education alone is insufficient to foster good character. Therefore, educational institutions play a crucial role in shaping students' character, particularly Islamic educational organizations. One effective approach to achieving this goal is through a structured and systematic organizational communication strategy. Educational institutions need to develop and implement effective communication strategies to ensure that Islamic values are properly received and

internalized by students. Without organizational communication, an organization's vision and mission will not be effectively implemented (Ariska, 2024). This study contributes empirical evidence demonstrating that the implementation of teacher strategies aimed at fostering anti-bullying awareness among fourth-grade students can be effectively carried out through the memorization of short Qur'anic verses and the practice of daily prayers.

Based on the foregoing discussion, this study is considered necessary to be conducted with the aim of providing a more in-depth analysis of the implementation of teacher strategies in fostering anti-bullying awareness among fourth-grade students through the application of memorizing short Qur'anic verses and daily prayers. By examining the impact of these practices on students' attitudinal awareness related to anti-bullying values, this research is expected to contribute to character-based learning that helps students understand and apply positive social norms in their interactions with peers. Consequently, students are anticipated to gradually develop a stronger sense of tolerance and mutual respect toward one another.

Method

Qualitative research plays a crucial role in understanding social, cultural, and behavioral phenomena. One of the challenges in qualitative research is ensuring the transferability of findings, namely the extent to which research findings can be applied or transferred to other contexts or situations with high relevance. To overcome this challenge, researchers must implement appropriate strategies (Tri Wulandari, Dewi Purnama Sari, 2023). The research design applies a combined triangulation technique for data collection, incorporating interviews, observations, and documentation. The collected data are presented in the form of narratives and visual materials rather than numerical data, emphasizing the research process, the analysis of social interactions, the construction of phenomena, and the interpretation of meaning. The research participants consist of a fourth-grade classroom teacher and four students who are directly involved in bullying-related issues.

The initial stage involved conducting semi-structured interviews with the fourth-grade classroom teacher to identify and analyze existing bullying issues within the class. The second stage consisted of classroom observations aimed at gaining a deeper and more authentic understanding of bullying behaviors as they occurred in real situations among students. The subsequent stage focused on the implementation of teacher strategies through the practice of memorizing short Qur'anic verses and daily prayers, intended to enhance students' understanding and create a deterrent effect so that they would demonstrate positive behavior and refrain from engaging in bullying. Pancasila education plays a crucial role in shaping students' character, particularly in the areas of tolerance, mutual respect, and peaceful resolution of bullying. Students who have received Pancasila education have shown

improvements in their ability to manage their emotions and collaborate with their peers, resulting in a decrease in bullying incidents between students. However, several challenges remain, such as the influence of the outside environment on student behavior. Pancasila education plays a crucial role in shaping students' character, particularly in the areas of tolerance, mutual respect, and peaceful resolution of bullying. Students who have received Pancasila education have shown improvements in their ability to manage their emotions and collaborate with their peers, resulting in a decrease in bullying incidents between students. However, several challenges remain, such as the influence of the outside environment on student behavior. Collaboration between schools and parents, as well as strengthening Pancasila-based character education programs, are needed to create a more conducive and harmonious learning environment (Agusniati, A., Nurwidyayanti, N., Burhan, B., Rizal, A., & A, 2025). The final stage involved in-depth interviews with the fourth-grade classroom teacher and four students involved in the bullying incidents, comprising two perpetrators, one witness, and one victim.

Qualitative data analysis is a systematic process to produce meaningful findings and a comprehensive understanding of research phenomena by using the stages of data reduction, presentation and drawing conclusions using Domain, Taxonomy, Componential and Cultural Theme analysis techniques (Qomaruddin & Sa'diyah, 2024). Through this interactive approach, researchers can rapidly identify patterns, simplify complex information, and verify preliminary field findings, thereby enhancing the depth of understanding, transparency, and credibility of the research outcomes as a result of the ongoing reciprocal cycle between the collected data and the conclusions drawn. This interactive model consists of four main stages: data collection, data reduction, data display, and conclusion drawing.

Results and Discussion

Results

This study was conducted to provide an in-depth analysis of the implementation of teacher strategies in fostering anti-bullying awareness among fourth-grade students at SD Muhammadiyah Plus Semarang. The research findings address the bullying issues identified in the fourth-grade classroom, examine how teacher strategies are implemented to promote anti-bullying awareness through the memorization of short Qur'anic verses and daily prayers, and discuss the challenges encountered along with the solutions related to the implementation of these religious practices.

Bullying Issues Occurring at SD Muhammadiyah Plus Semarang

Problems may arise during the learning process, one of which is bullying that occurs in the fourth-grade classroom at SD Muhammadiyah Plus Semarang. Based on the results of

semi-structured interviews with the fourth-grade classroom teacher, it was found that the class consisted of 24 students, including 10 female and 14 male students, with four students involved in bullying incidents—one victim, two perpetrators, and one witness. Some students were reported to demean one another by making negative remarks. As stated by the classroom teacher, bullying behaviors frequently observed among fourth-grade students included insulting peers by calling them “fat,” “dark-skinned,” and even making offensive remarks involving their peers’ parents. Such behaviors cannot be ignored and require a careful examination of the underlying factors that lead students to engage in bullying. The teacher further explained that the increasing influence of technology, along with environmental factors such as home and school settings, contributes to changes in students’ behavior that may encourage bullying. In response, the teacher sought an appropriate solution by implementing a strategy aimed at fostering anti-bullying awareness among fourth-grade students at SD Muhammadiyah Plus Semarang through the memorization of short Qur’anic verses and the practice of daily prayers.

Based on the results of in-depth interviews with the first student, who was identified as the victim of bullying in the fourth-grade class at SD Muhammadiyah Plus Semarang, it was revealed that the student’s initial impression after participating in the memorization of short Qur’anic verses and daily prayers was one of happiness and ease, as the material had been learned previously. The second student, who acted as a witness to the bullying, expressed feeling happy because the activity provided an opportunity to learn short Qur’anic verses and daily prayers. The third student, identified as the first perpetrator, stated that the initial impression was enjoyment, as the activity allowed learning Qur’anic verses along with their meanings. Similarly, the fourth student, identified as the second perpetrator, described the memorization activities as enjoyable and engaging, noting that the process was not overly difficult due to prior learning experience. Although students’ perspectives varied according to their individual characteristics, these responses illustrate the process of achieving the objectives of memorizing short Qur’anic verses and daily prayers, as the activities successfully fostered students’ interest in religious learning by engaging their inner values and moral awareness.

Efforts to Addressing Bullying Issues in the Fourth-Grade Classroom

The bullying issues experienced by fourth-grade students at SD Muhammadiyah Plus Semarang were addressed through the implementation of teacher strategies focused on fostering anti-bullying awareness by means of memorizing short Qur’anic verses and daily prayers. Based on the results of in-depth interviews with the fourth-grade classroom teacher, it was found that these practices were effective in raising students’ awareness of bullying, as reflected in the teacher’s observation that, following students’ consistent practice, reports and

complaints related to bullying gradually decreased over time. The cultivation of character values in students through a religious perspective was viewed as a valuable foundation for shaping their future attitudes and behaviors. One of the key strengths of memorizing short Qur'anic verses and daily prayers lies in the meanings embedded within the memorized texts. As explained by the classroom teacher, this approach helps students understand that all individuals in the classroom are equal, while also instilling a sense of safety and spiritual protection that nurtures students' conscience and contributes to the development of their emotional and mental resilience.

Based on the results of in-depth interviews with the first student, who was identified as a bullying victim in the fourth-grade class at SD Muhammadiyah Plus Semarang, it was revealed that despite having previously experienced teasing and reporting the incident to the classroom teacher, the implementation of memorizing short Qur'anic verses and daily prayers helped guide the student toward positive activities that encouraged consistently doing good deeds and refraining from mocking peers. The second student, who served as a witness to bullying, stated that through memorizing short Qur'anic verses and daily prayers, they gained a better understanding of the appropriate attitudes and actions to take when bullying situations occur. The third student, identified as the first perpetrator, expressed that the activity did not hinder personal improvement, as the student continued learning and striving to understand the purpose of the memorization in order to become a better friend. Similarly, the fourth student, identified as the second perpetrator, acknowledged that after participating in the memorization of short Qur'anic verses and daily prayers, they became more aware of the importance of avoiding bullying behaviors, being more cautious in their speech, and not teasing others. These findings demonstrate that the objectives of implementing teacher strategies for fostering anti-bullying awareness were achieved, as students developed a clearer understanding that bullying is harmful, recognized the importance of not repeating such behaviors, and made efforts to build positive and respectful relationships with their peers.

Challenges and Solutions in Implementing Teacher Strategies

Several challenges were identified in the implementation of teacher strategies for fostering anti-bullying awareness through the memorization of short Qur'anic verses and daily prayers. Based on in-depth interviews with the fourth-grade classroom teacher at SD Muhammadiyah Plus Semarang, it was revealed that the main limitations included students' difficulty in consistently remembering the memorized verses, as well as the gradual emotional impact experienced by both perpetrators and victims. The teacher explained that perpetrators initially showed signs of emotional discomfort when being guided to apologize to the victims, while the victims' trauma gradually diminished over time through the continuous

practice of memorizing short Qur'anic verses and daily prayers; however, this process required consistent and sustained implementation. In-depth interviews with students further supported these findings, as the first student, identified as a bullying victim, stated that difficulties arose when they forgot certain verses or their meanings. The second student, who was a witness, reported challenges during the memorization submission process due to frequently forgetting the verses. Similarly, the third student, identified as the first perpetrator, admitted experiencing difficulty in recalling the assigned memorized verses. The fourth student, identified as the second perpetrator, highlighted the classroom teacher's emphasis on habituation, particularly encouraging students to apologize sincerely to peers they had wronged by saying, "I'm sorry if I have made a mistake." Despite these challenges, the classroom teacher emphasized that consistent memorization practices help establish positive habits, strengthen students' memory, and reinforce anti-bullying awareness over time.

Based on in-depth interviews with the first student, who was identified as a bullying victim in the fourth-grade class at SD Muhammadiyah Plus Semarang, it was found that memorizing short Qur'anic verses and daily prayers fostered a forgiving attitude in the victim, particularly because the perpetrators had already offered apologies. The student expressed that sincere apologies delivered in a respectful manner contributed to feelings of reconciliation. The second student, who acted as a witness to the bullying, reported not only informing the classroom teacher about the incidents but also becoming more mindful and polite in interactions with peers, emphasizing the importance of avoiding mockery and offering apologies respectfully when mistakes occur. The third student, identified as the first perpetrator, demonstrated an increased understanding of tolerance and respect toward peers, stating that they now immediately apologize after teasing by acknowledging their mistake sincerely. Similarly, the fourth student, identified as the second perpetrator, explained that memorizing short Qur'anic verses helped foster harmony among students in the fourth-grade class, as the meanings contained within the memorized texts consistently encourage kindness and positive behavior. These findings illustrate that the implementation of teacher strategies aimed at fostering anti-bullying awareness is appropriate and effective in addressing bullying issues, as students learn to respect one another and practice kindness.

Discussion

After the data analysis of the research findings was completed, the next stage involved discussion, which aimed to provide a deeper interpretation of the results by relating them to relevant theories and previous research, as well as to highlight the implications and limitations of the study.

Bullying is a scourge in education, particularly in elementary schools. Bullying occurs due to imbalances in power and influence. This means that children who are victims of bullying are powerless to confront the bullies. Bullying leads to decreased academic performance and unhealthy social interactions (Simbolon et al., 2024), which defines children who are victims of bullying as powerless to confront the bully. Bullying results in decreased academic performance and unhealthy social interactions. At the individual level, bullying can lead to serious consequences, including social isolation, loss of trust within the community, and even the imposition of sanctions in accordance with applicable regulations. The factors contributing to bullying are complex; as noted by (Agnesicca & Aliyyah, 2023), this analysis identified five themes: strategies, activities, good practices, obstacles, and support. The results of this study conclude that implementing the independent curriculum in anti-bullying management in elementary schools can be anticipated with teacher preparedness and support from the government, principals, and parents. Anti-bullying efforts in elementary schools can be anticipated through teacher preparedness and support from the government, principals, and parents. These factors often result in negative impacts, frequently stemming from insufficient internalization of values and a lack of understanding regarding appropriate social norms and interactions. Bullying prevention can be effectively addressed through the cultivation of character education, in line with findings from (Attalina, 2024), religious character is cultivated through coaching and habituation in the form of morning assemblies and short surah recitations.

The findings of this study indicate that the fourth-grade classroom teacher at SD Muhammadiyah Plus Semarang implemented anti-bullying awareness strategies through the memorization of short Qur'anic verses and the practice of daily prayers. This approach is consistent with previous research by (Agusniati et al., 2025), pancasila education plays a crucial role in shaping students' character, particularly in aspects of tolerance, mutual respect, and peaceful resolution of bullying. Students who have received Pancasila education have shown improvements in their ability to manage their emotions and cooperate with their peers, which has resulted in a decrease in the number of bullying incidents between students. Similarly, (Nadia et al., 2024) a current issue of concern in education is bullying in schools. These cases tarnish the image of education, which has traditionally been a place for learning and producing quality students. Therefore, teachers need to play a crucial role in preventing and addressing bullying in elementary schools. The use of memorization of short Qur'anic verses as an intervention aligns with (Fadli, 2023), the efforts of religious and moral teachers in overcoming bullying are giving advice or appeals, giving punishments, relating the material to everyday life, giving rewards or gifts. Then the inhibiting factors for teachers in overcoming bullying are students who do not want to report to the

teacher, children who do not want to listen to advice and continue to violate by bullying, as well as facilities and infrastructure that are less supportive while the supporting factors for teachers in overcoming bullying are students who want to report to the teacher, so that the teacher will follow up and there is awareness from students in participating in religious programs. This perspective is further reinforced by (Reza, 2022), hate speech is a frequent occurrence in Indonesia, potentially fracturing national unity. According to police data, there were 443 cases in 2020. This number is particularly concerning, as the majority of Indonesia's population is Muslim, and should be role models in behavior and morals. The Quran and Hadith, which serve as a guide for life, have prohibited such practices since 14 centuries ago. Hate speech has been widely discussed by scholars of Islamic exegesis, including Imam Al-Qurtubi in his commentary, "*Jāmi'un Li Ahkāmil Qurān*".

In the process of implementing strategies by the fourth-grade classroom teacher through the memorization of short Qur'anic verses and daily prayers, various challenges and corresponding solutions emerged during practice. Given the diverse characteristics of students, teachers are required to understand effective approaches to align appropriate interventions, as highlighted by (Widodo et al., 2024), based on social cognitive theory, for the SPAB program to achieve its primary goal, there needs to be reciprocal interaction between students' personalities, the behavior of teachers and parents, and an environment that reflects disaster resilience. Social cognitive theory holds that students will imitate the habits of their teachers and parents. Therefore, teachers and parents who behave resiliently in the face of disasters will be recorded and implemented by the students. The results of students' recordings of teacher and parent behavior, then supported by a disaster-resilient environment, will produce a generation that is resilient in the face of disasters. Teacher strategies must therefore be developed with a deep understanding of students' varied characteristics and their social interactions. One common challenge identified was students' tendency to forget the verses and meanings of the memorized short Qur'anic passages and daily prayers, as memorization is inherently a gradual process rather than an instant outcome. Previous research by (Awwaliansyah, 2021) bullying can be prevented through character education. The characters in question are the character of the students, the character of the families, and the character of the teachers. Bullying prevention is not only student-centered but also involves the role of families and teachers within the school environment, because in reality, bullying in schools is sometimes caused by teacher and family indifference. In the Qur'an, the terms "*al-hamz*" and "*al-lamz*" (Al-Humazah/104:1), "*as sukhriyyah*" (Al-Hujarat/49:11), "*adh dhahak*" (Al-Mutaffifin/83:29), "*al-ghamz*" (Al-Mutaffifin/83:30), "*an-nabz*" (Al-Hujarat/49:11), "*al-ihizâ*" (Al-Baqarah/2:14), and "*al-adzâ*" (Al-Ahzab/33:58). Similarly, (Prima Danuwara, 2024) underscores the importance of

character education as a key teacher-led intervention in addressing bullying among elementary school students, particularly through character formation grounded in religious, legal, and cultural values.

To overcome the challenges encountered, appropriate solutions are required, including the consistent and gradual habituation of memorizing short Qur'anic verses and daily prayers, which helps students learn how to calm themselves through inner moral reflection. This approach aligns with the findings of (Ariska, 2024), 10 effective organizational communication strategies applied to activities that support the formation of Islamic character and the development of Al-Qur'an memorization of grade 1 and 2 students such as; congregational prayer, 5S and infaq habits, dhikr and prayer, kultum, BTQ learning, tahfidz learning, and the implementation of murojaah. The organizational communication strategy is carried out in stages starting from recognizing student characteristics by giving tests at the beginning of the registration period, determining targets and objectives of activities, providing information related to activities, providing fair attitudes and actions that are in accordance with student characteristics, explaining the benefits and objectives of activities, being open and professional towards students and teachers, carrying out activities systematically according to the schedule, involving students and parents, providing motivation to be enthusiastic, conducting supervision for evaluation.

The findings of this study offer important implications for various stakeholders within the field of character-based education. Character education as one of the main forms of bullying. The focus of this study is on the types of bullying, factors that contribute to bullying, and efforts made to prevent bullying through character-based education based on religious, cultural, religious, and legal values. The use of relative reasoning makes research participants feel that at every stage of their lives, there are always people who care and make them careful in facing a problem and through the use of critical thinking skills, participants can reduce the possibility of bullying conflicts arising from any action (Prima Danuwara, 2024). Through the development of moral reasoning, students are encouraged to feel supported at every stage of their lives, fostering greater awareness and caution when confronting challenges. In addition, the cultivation of critical thinking skills enables students to reduce the likelihood of bullying-related conflicts that may arise from inappropriate actions. Furthermore, the results of this study reinforce discussions within the field of primary education and align with Article 28B paragraph (2) of the 1945 Constitution of the Republic of Indonesia, which affirms that every child has the right to growth and development, survival, and protection from discrimination and violence.

Strategies to minimize bullying can be carried out through the application of character education, namely by carrying out activities of religious values, integrating character

education in Civics and Social Studies subjects, school culture, outreach with topics of discussion on the causes of bullying, the impact of bullying and how to prevent bullying, and creating schools that comfortable. The strategy of instilling character education contributes to reducing the number of bullying that occurs in elementary school students (Siti Annisa Jumarnis et al., 2023). Strategies for strengthening character education can be implemented by integrating religious values or faith-based principles into classroom learning activities. Bullying can be prevented through character education. The characters in question are the character of the students, the character of the families, and the character of the teachers. Bullying prevention is not only student-centered but also involves the role of families and teachers within the school environment, because in reality, bullying in schools is sometimes caused by teacher and family indifference. In the Qur'an, the terms "*al-hamz*" and "*al-lamz*" (Al-Humazah/104:1), "*as sukhriyyah*" (Al-Hujarat/49:11), "*adh dhahak*" (Al-Mutaffifin/83:29), "*al-ghamz*" (Al-Mutaffifin/83:30), "*an-nabz*" (Al-Hujarat/49:11), "*al-ihizâ*" (Al-Baqarah/2:14), and "*al-adzâ*" (Al-Ahzab/33:58). History also shows that many verses or letters in the Qur'an were revealed due to bullying events, such as the story that led to the revelation of the letter Al Baqarah verse 212, At Taubah verse 58, Al Hujarat verse 11, the letters Adh Dhuha, Al Kautsar, and Al Lahab (Awwaliansyah, 2021). Bullying is therefore not solely a student-centered issue, but one that also involves the roles of families and educators. More broadly, this study demonstrates that addressing bullying requires an approach that considers the contributing factors behind such behavior, including the provision of moral education and awareness of the harmful consequences of bullying. Bullying in schools is a serious problem that negatively affects the victim and the overall learning atmosphere. The impact is not only felt by the victim physically and emotionally, but also affects the overall learning atmosphere. It can create a non-conducive environment, reduce the spirit of learning, as well as hinder students' character development. The results show that effective character education can shape students' morals and behavior, thereby reducing bullying. Through the cultivation of values such as empathy, tolerance and social responsibility, students become more sensitive to the feelings of others. In addition, the implementation of clear policies, communication channels for reporting, and anti-bullying activities in schools has also been shown to increase student awareness and participation in creating a safe and supportive environment. Thus, character education serves not only for individual development but also for building a supportive community to prevent bullying in schools (Nursehah et al., 2024). Accordingly, the implications of this research are expected to foster students with strong moral character who are able to understand and internalize teacher strategies for anti-bullying awareness implemented through the memorization of short Qur'anic verses and daily prayers, reinforcing the understanding that bullying is an unacceptable behavior toward others.

Conclusion

This study demonstrates that the implementation of teacher strategies through the memorization of short Qur'anic verses and daily prayers is effective in raising awareness of bullying issues among several fourth-grade students at SD Muhammadiyah Plus Semarang. In-depth analysis reveals that providing positive learning experiences grounded in character education within a religious framework fosters inner calm, encourages greater patience, and cultivates tolerance among students. The consistent habituation of memorizing short Qur'anic verses and practicing daily prayers further strengthens the effectiveness of this teacher strategy in promoting anti-bullying awareness within the fourth-grade classroom at SD Muhammadiyah Plus Semarang.

The contributions of these findings align with character education theory and are reinforced by previous studies indicating that the internalization of positive norms can foster the development of constructive character habits among students. Bullying incidents after the counseling, although previously there were often cases of exclusion, bullying and the use of negative nicknames according to the results of interviews with students, teachers and parents. These findings emphasize the importance of adequate education and understanding about bullying from an early age so that students can recognize and develop attitudes against violence (Temmasonge et al., 2024). The primary contribution of this study to anti-bullying awareness among fourth-grade students lies in the implementation of teacher strategies through the memorization of short Qur'anic verses and daily prayers. Practically, these findings highlight the need for teacher-driven policies that provide intensive intervention in addressing bullying issues. Moreover, support from the school administration, collaboration among classroom teachers, and active involvement of parents play a significant role in ensuring the successful implementation of teacher strategies for students.

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