



Islamic Education Teachers' Strategies in Addressing Verbal Bullying among Elementary School Students

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Abstract

This study examines the roles and strategies of Islamic Religious Education teachers in addressing verbal bullying among elementary school students, which still occurs in the form of taunts, inappropriate name-calling, and jokes that hurt their peers' feelings. The study aims to describe the strategies teachers use to address this issue through counseling, behavior contracts, and parental involvement. This study employs a qualitative approach using a case study design, with subjects including Islamic Religious Education teachers, students involved in verbal bullying, and the students' parents. Data collection techniques include observation, interviews, and documentation, while data analysis utilizes the Miles and Huberman model, which encompasses data reduction, data presentation, and drawing conclusions. The results of the study indicate that the handling of verbal bullying is carried out in stages, beginning with counseling based on Islamic moral values, followed by a behavioral contract as a form of agreement to improve behavior within a specific timeframe, and if no change occurs, involving parents to conduct joint guidance at home and at school. The conclusion of this study indicates that the strategies employed by Islamic Religious Education teachers are phased and collaborative among teachers, students, and parents, and place greater emphasis on character development rather than merely imposing sanctions.

INTRODUCTION

Verbal bullying behavior in elementary schools remains a significant issue that requires serious attention from various parties, particularly teachers as the primary educators in schools (Abdillah, 2024). Verbal bullying may take the form of mocking, inappropriate name-calling, or insulting peers, and it can negatively affect students' psychological well-being. This form of bullying is often perceived as a normal part of children's social interaction; however, previous studies have shown that verbal bullying can reduce students' self-confidence, create fear and anxiety, and disrupt their comfort and concentration during the learning process (Sabah et al., 2022). These conditions indicate that verbal bullying should not be considered a trivial behavior, but rather a social and educational problem that may influence students' character development from an early age.

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At the elementary school level, students are in a stage of social and emotional development that is still highly vulnerable. During this phase, children experience the process of character formation, emotional regulation, and social relationship development with their surrounding environment. The school environment therefore becomes one of the main spaces for shaping children's behavior and personality. Consequently, if verbal bullying is not addressed properly, it may lead to long-term impacts on students' social, emotional, and character development (Widiawati et al., 2024). In this context, schools function not only as places for knowledge transfer but also as environments for moral development and the cultivation of a positive social culture.

Islamic Education teachers hold a strategic position in promoting positive social behavior within elementary schools. Their role is not limited to delivering religious instruction, but also includes moral guidance, character building, and the reinforcement of ethical values among students (Fadilawati et al., 2026). Islamic educational values such as respect, compassion, good manners, and the prohibition of harming others may serve as important foundations for preventing and addressing verbal bullying. Therefore, Islamic Education teachers play an important role in creating a safer, more inclusive, and character-oriented school culture (Tanzar, 2026).

In practice, the handling of verbal bullying in elementary schools is conducted through various guidance and behavioral intervention approaches (Gustina & Wibowo, 2015). Based on findings in the field, teachers do not merely provide direct reprimands, but also implement gradual strategies aimed at changing students' behavior. These strategies begin with advice and persuasive guidance, followed by behavioral monitoring through agreements or behavioral contracts established between teachers and students. If behavioral improvement is not observed, teachers then involve parents as part of the ongoing guidance and supervision process.

Behavioral contracts represent one of the strategies used to help students improve their behavior through clear agreements regarding rules, responsibilities, and behavioral consequences (Fitri & Darmayanti, 2023). This strategy provides students with opportunities to demonstrate behavioral improvement within a specific period through monitoring and evaluation conducted jointly by teachers and students. If no significant behavioral change occurs during implementation, further action is taken through communication and parental involvement in the guidance process, both at school and at home (Hunainah et al., 2023). Thus, the handling of verbal bullying does not merely focus on punishment, but also emphasizes educational and collaborative approaches in shaping students' social behavior.

Parental involvement is an important factor in supporting the success of verbal bullying intervention. Collaboration between teachers and parents enables more comprehensive supervision and guidance of students' behavior. Strong cooperation between schools and families may help reinforce positive values taught at school so that they continue to be practiced at home. Therefore, parental involvement functions not only as support for school policies but also as an essential component in creating more effective and sustainable behavioral change among students.

Although numerous studies have examined bullying in school environments, research specifically investigating the gradual strategies employed by Islamic Education teachers in addressing verbal bullying in elementary schools remains limited. Most previous studies have focused on bullying in general, while studies integrating advice-based approaches, behavioral contracts, and parental involvement in addressing verbal bullying have not been extensively documented, particularly within the context of Islamic-based elementary education. In addition, the implementation of such strategies in student guidance practices has rarely been explored through case study approaches capable of describing the intervention process comprehensively.

Based on these issues, this study is important because verbal bullying may negatively affect students' psychological, social, and character development if not addressed appropriately. Therefore, effective intervention strategies are needed that are not only corrective, but also educational, preventive, and collaborative in nature. This study examines the strategies employed by Islamic Education teachers in addressing verbal bullying in elementary schools through advice-based approaches, behavioral contracts, and parental involvement. Furthermore, this study explores the implementation process of these strategies in student guidance practices within elementary school settings.

METHODS

This study employed a qualitative approach using a case study design (Renjith et al., 2021). This approach was used to gain an in-depth understanding of the strategies employed by Islamic Education teachers in addressing verbal bullying behavior in elementary schools. The study was conducted at an elementary school, with research participants consisting of Islamic Education teachers, classroom teachers, students identified as being involved in verbal bullying behavior, and students' parents (Mustakim, 2020; Rohimah, 2024).

Data were collected through observation, interviews, and documentation. Observation was conducted to examine students' behavior and the process of handling verbal bullying within the school environment. In-depth interviews were conducted with Islamic Education teachers, classroom teachers, and parents to obtain information regarding the strategies implemented in addressing verbal bullying. Meanwhile, documentation was used to support the research data in the form of case records, school regulations, and other relevant documents (Defriyanto et al., 2026; Engkizar et al., 2026). Data analysis was carried out using the Miles and Huberman model, which consists of data reduction, data display, and conclusion drawing. The validity and credibility of the data were examined through source triangulation and method triangulation to ensure the trustworthiness of the research findings (Hamilton & Finley, 2019).

RESULT AND DISCUSSION

The findings of this study were obtained through observations and interviews with Islamic Education teachers in elementary schools regarding the handling of verbal bullying behavior among students. Based on the findings in the field, verbal bullying still occurred in the form of students mocking one another, calling their peers inappropriate names, and making excessive jokes that hurt their friends' feelings. Islamic Education teachers considered this condition to require immediate attention because it could affect students' psychological development and social relationships within the school environment.

In addressing this issue, the initial step taken by Islamic Education teachers was to provide advice to students involved in verbal bullying behavior. In the interview, the teacher explained, *"If there is a student who mocks their friend, I first call the student, advise them properly, and remind them that in Islam it is not permissible to hurt others through words."* This advice was delivered both individually and classically with the aim of instilling moral values, proper manners, and awareness among students so that they would be more careful in communicating with their peers. This approach indicates that Islamic Education teachers not only function as instructors of religious subjects, but also as moral guides and character builders for students.

The observation results showed that during the advice stage, several students began to realize their mistakes and reduced their mocking behavior toward peers. However, some students were still found repeating the same behavior despite having received warnings and guidance from teachers. These findings indicate that the

advice-based approach alone was not entirely effective for all students, thus requiring more structured and sustainable follow-up strategies in the student guidance process.

When verbal bullying behavior continued after advice had been given, teachers implemented a behavioral contract approach as a follow-up intervention strategy. The teacher explained during the interview, *“If the student has already been advised but still repeats the behavior, I make an agreement with the student and give them, for example, one week to change.”* The behavioral contract was implemented through a clear agreement between the teacher and the student regarding the time limit for behavioral improvement and the form of supervision conducted during the guidance process. This approach demonstrates a more systematic and directed effort to help students improve their behavior.

In implementing the behavioral contract, teachers not only established agreements with students but also monitored students’ behavioral development in the classroom. Teachers collaborated with other teachers to supervise students’ behavioral changes during the intervention period. This collaboration among teachers reflects a collective approach to supervising and guiding students within the school environment. Based on the findings, at this stage several students began to demonstrate positive changes, such as being more careful with their words and reducing mocking behavior, although some students were still not fully consistent in maintaining these behavioral improvements.

Islamic Education teachers explained that the implementation of behavioral contracts aimed to foster students’ sense of responsibility and self-awareness regarding their behavior. This approach emphasized self-awareness development rather than merely imposing punishment, so that behavioral changes would be more sustainable in the long term. Therefore, the strategy implemented by teachers was not only corrective, but also educational and preventive in shaping students’ social behavior.

However, if students still failed to demonstrate behavioral improvement within the agreed period, teachers proceeded to involve the students’ parents. The teacher stated during the interview, *“If there is still no change, I invite the parents to school, explain the child’s behavior in class, so the parents also understand and can help at home.”*

Parental involvement was carried out through meetings at school to discuss students’ behavior directly. During these meetings, teachers explained the students’ condition at school as well as the various guidance efforts that had previously been implemented. Parents were then invited to collaborate in supervising and guiding students at home so that behavioral changes could occur more effectively and sustainably (Fadillah, 2022). These findings indicate that addressing verbal bullying is not solely the responsibility of the school, but also requires support and involvement from families in the student guidance process.

The findings also showed that collaboration between teachers and parents played an important role in supporting the successful handling of verbal bullying. Through effective communication between schools and families, supervision of students’ behavior was not limited to the school environment but also continued at home. This condition enabled the guidance process to be carried out more comprehensively, allowing students’ behavioral changes to develop more consistently.

Overall, the findings indicate that the strategies employed by Islamic Education teachers in addressing verbal bullying were implemented gradually through advice-based approaches, behavioral contracts, and parental involvement. These three stages were interconnected and demonstrated that the handling of verbal bullying was not merely focused on disciplinary action, but rather on the continuous process of students’ character development (Firmansyah, 2022).

The findings of this study indicate that verbal bullying in elementary schools

remains a phenomenon that requires serious attention, particularly because its forms are often perceived as minor by students, such as mocking, giving inappropriate nicknames, or making excessive jokes that hurt their peers' feelings. When viewed from the perspective of elementary school children's psychological development, such behavior may affect students' self-confidence, learning comfort, and social relationships among peers. These findings reinforce that verbal bullying is not merely related to disciplinary issues, but also to character formation and children's socio-emotional development, which must be addressed pedagogically and continuously. In the context of elementary education, addressing verbal bullying constitutes an important part of the character education process aimed at developing positive social behavior within the school environment (Kassymova et al., 2025; Mutiaramses et al., 2025).

Advice Stage

At the first stage, namely the advice-based approach, the findings revealed that Islamic Education teachers employed persuasive communication strategies as the initial step in addressing verbal bullying in elementary schools. Advice was given to students involved in mocking behavior or calling their peers inappropriate names with the aim of developing students' moral awareness and understanding of the impact of such behavior on their peers. Teachers did not immediately impose punishment, but instead emphasized character development through the internalization of Islamic educational values related to morality, manners, and speaking ethics (Engkizar et al., 2018, 2026). This approach demonstrates that teachers attempted to develop students' moral awareness so that they would recognize their mistakes based on self-awareness rather than merely because of pressure or punishment.

In interviews, Islamic Education teachers explained that whenever cases of verbal bullying were identified, the students involved were personally called and advised directly. Teachers stated that this approach was carried out gently so that students would not feel afraid, but instead feel guided and directed. Teachers also emphasized that in Islamic teachings, guarding one's speech is an essential part of moral development because words can hurt other people's feelings. These findings indicate that the advice-based approach functioned not only as a warning, but also as a process of internalizing religious values in students' character formation.

Theoretically, the advice-based approach is highly relevant to the moral development characteristics of elementary school students, who are still at the early stages of social and emotional development. At this phase, students tend to respond more positively to communicative and persuasive approaches than to punitive approaches. Therefore, teachers selected this strategy as the initial step in addressing verbal bullying because it was considered effective in developing students' initial awareness of their behavior (Abdurrohman et al., 2023). These findings are consistent with the concept of character education, which emphasizes the importance of moral value formation through communication, role modeling, and habituation within the school environment.

However, the findings also revealed that the effectiveness of the advice-based approach varied among students. Some students immediately realized their mistakes and stopped repeating verbal bullying behavior, while others continued to repeat such behavior despite having received repeated advice. This condition indicates that the advice-based approach has limitations when not followed by more structured and measurable follow-up strategies. Therefore, other forms of behavioral intervention are needed to strengthen the student guidance process more systematically.

Behavioral Contract Stage

At the second stage, Islamic Education teachers implemented a behavioral contract approach as a follow-up intervention when the advice-based approach had

not fully produced the expected outcomes. Behavioral contracts were carried out through agreements between teachers and students regarding behavioral changes that had to be achieved within a certain period. Teachers provided students with a specific time limit, such as one week, to demonstrate behavioral improvement by no longer engaging in verbal bullying. This approach reflects the implementation of a more systematic behavioral intervention process because students were given clear behavioral targets to achieve (Mustakim, 2020).

Based on interview findings, teachers explained that the behavioral contract was communicated using simple language so that elementary school students could easily understand it. Teachers emphasized that the primary purpose of the behavioral contract was not to punish students, but to provide them with opportunities to improve their behavior responsibly. In addition, teachers conducted regular monitoring during the contract period to observe students' behavioral development in the classroom (Lailatusa'adah & Nurudducha, 2024). These findings demonstrate that teachers functioned not only as rule enforcers, but also as mentors who actively supervised students' behavioral development.

Observation findings showed that during the behavioral contract stage, several students demonstrated behavioral improvement. Some students became more careful in their speech and gradually reduced their habit of mocking peers. This finding indicates that clear agreements and consistent supervision may help students develop responsibility for their own behavior. Furthermore, the findings suggest that the behavioral contract approach may function as a strategy for strengthening students' self-regulation in controlling their social behavior within the school environment (Burns et al., 2022).

Nevertheless, teachers realized that behavioral contracts could not function as a single solution for addressing verbal bullying. In several cases, students repeated bullying behavior after the contract period ended. This finding suggests that students' behavioral changes are influenced not only by school supervision, but also by the family environment and parenting practices at home. Therefore, the involvement of other parties, particularly parents, becomes essential in strengthening the guidance process so that students' behavioral changes may occur more optimally and sustainably.

Parental Involvement Stage

At the third stage, the findings showed that Islamic Education teachers involved parents as a follow-up measure when students failed to demonstrate behavioral improvement after undergoing the advice and behavioral contract stages. Teachers invited parents to school to explain students' behavioral conditions in the classroom and to inform them about the various guidance efforts that had previously been implemented. This approach was carried out as a form of transparency as well as an effort to establish a school-family partnership in the student guidance process (Adrivat et al., 2024; Putri et al., 2024; Tadol et al., 2025; Teemant et al., 2021).

In interviews, teachers explained that parental involvement was very important because students spend most of their time at home. Teachers stated that without parental support, the guidance process at school would become less effective. Therefore, parents were asked to participate in supervising and guiding their children at home, particularly regarding language use and social interaction with others. These findings indicate that character education is not solely the responsibility of schools, but also requires family involvement as the primary educational environment for children.

The findings further revealed that when parents became actively involved, improvements in students' behavioral control were observed. Students became more careful in speaking and were better able to control verbal bullying behavior because supervision was conducted both at school and at home. These findings demonstrate

that synergy between teachers and parents plays an important role in supporting successful student character development. Collaboration between schools and families enables the guidance process to be carried out more comprehensively and consistently.

However, the effectiveness of parental involvement was also influenced by the level of parental concern and parenting patterns within the family. In several cases, when parents paid less attention or were inconsistent in guiding their children, students' behavioral changes became less optimal (Puspita et al., 2024). This condition indicates that successful handling of verbal bullying requires continuous communication between teachers and parents so that the guidance process can be implemented effectively and consistently. Therefore, addressing verbal bullying does not merely focus on student discipline, but also emphasizes the importance of collaboration among schools, teachers, and families in fostering students' social character development sustainably.

CONCLUSION

Based on the findings and discussion of this study, it can be concluded that the strategies employed by Islamic Education teachers in addressing verbal bullying in elementary schools were implemented gradually through advice-based approaches, behavioral contracts, and parental involvement. At the initial stage, teachers provided advice emphasizing moral values and Islamic teachings regarding the importance of controlling speech and respecting others. When verbal bullying behavior continued to occur, teachers implemented behavioral contracts as a form of behavioral intervention through agreements aimed at improving students' behavior within a specific period accompanied by continuous monitoring. Furthermore, when no significant behavioral improvement was observed, teachers involved parents in the process of supervising and guiding students both at school and at home.

The findings of this study indicate that the gradual and collaborative strategies implemented by teachers were not merely focused on punishment, but also on developing students' moral awareness, character building, and social behavior in a sustainable manner. Therefore, addressing verbal bullying requires synergy among teachers, schools, and families so that the student guidance process can be carried out more effectively and consistently.

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