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# The Role of Islamic Religious Education Teachers in Preventing Bullying at SMA Negeri 1 Baradatu Way Kanan

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**ABSTRACT** *This study aims to analyze the role of Islamic religious education teachers in preventing and addressing bullying behavior at SMA Negeri 1 Baradatu Way Kanan. The focus of the study is directed at how Islamic religious education teachers act as educators, motivators, mediators, and evaluators in shaping students' character to avoid deviant behavior, especially bullying. This study uses a descriptive qualitative method with a phenomenological and digital ethnography approach. Data collection techniques include observation, interviews, and documentation, with the research subjects being Islamic religious education teachers and students at SMA Negeri 1 Baradatu Way Kanan. Data analysis was carried out through data reduction, data presentation, and drawing conclusions, while data validity was tested through triangulation of sources and techniques. The results of the study indicate that Islamic religious education teachers play an important role in efforts to prevent and address bullying in the school environment. Prevention efforts are carried out through habituation of religious and moral values, such as greeting, reciting prayers, reading the Qur'an before studying, and performing congregational prayers. Teachers also play a role as role models, motivators, conflict mediators, and assessors of students' social behavior. In handling bullying cases, Islamic religious education teachers employ a persuasive approach, moral guidance, collaboration with parents, and educational sanctions. These findings confirm that bullying prevention through an Islamic religious education approach can foster a religious, safe, and character-building school environment.*

**Keywords** : Islamic, Religious, Educational, Preventing, Bullying.

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## INTRODUCTION

Bullying is a serious problem in educational settings that can negatively impact students' mental and emotional development (Rosa, AF, & Fridalni, 2023). This phenomenon is not limited to certain schools but occurs widely across all levels of education, from elementary to higher education (Junindra, Arespi, Hasanatul Fitri, 2022). Data shows that bullying can lead to various problems, such as decreased academic achievement, depression, and even school avoidance (Main, 2019). In the context of Indonesian education, teachers play a crucial role in creating a safe and conducive learning environment. Islamic Religious Education teachers have a dual responsibility: in addition to teaching religious values (Faizudin, F., Khairat, A., Anshori, I., Munji, A., Wasehudin, W., Alfurqan, A., & Fuaddin, 2025), they also play a role in shaping students' character and morals (Anshori, I., Yansyah, D., Nasiroh, N., Urfi, U., & Ismail, 2025). Based on Islamic teachings that emphasize compassion, tolerance, and justice, PAI teachers have great potential to prevent and address bullying in schools. However, challenges remain in implementing this role. Many PAI teachers may lack a deep understanding of bullying prevention

techniques and how to integrate religious values into complex social contexts (Reisa, I., Wasehudin, W., & Anshori, 2022). Furthermore, a lack of training and support from schools often hinders teachers' efforts to create a bullying-free environment.

*Bullying* School violence is a problem currently receiving attention in the field of education. Student behavior in the school environment takes various forms, including positive and negative behavior (Kurniawa, 2018). Bullying is a type of bad behavior that often occurs in schools. Bullying has the potential to hurt or offend someone. When someone is physically or mentally unable to defend themselves, intimidation occurs when that person abuses their position of authority (Kurniawan, MA, Syafe'i, I., & Anggoro, 2023). Bullying has a more inclusive definition, encompassing a series of actions involving the use of power or authority to harm another person, resulting in the victim feeling hopeless, traumatized, and depressed (Anshori, I., & Wasehudin, 2024). Bullying can cause adolescents to feel isolated in the school environment. Students who experience bullying at school may feel afraid, which can interfere with their ability to learn and ultimately hinder their growth (Wasehudin, W., Anshori, I., Rahman, MT, Syafe'i, I., & Kesuma, 2021). Bullies tend to work in groups of superiors against someone perceived as inferior in an attempt to demean the victim.

Based on the results of interviews and observations conducted by researchers with Islamic religious education educators, namely Mrs. Rina, it was revealed that at SMA Negeri 1 Baradatu Way Kanan there was a problem, namely bullying. From the confessions of the perpetrators and victims various things were conveyed ranging from not being allowed to cheat during exams, mocking and insulting physical skin color, extorting pocket money from victims, and attitudes or behavior of students who are less sociable and like to be alone. Based on these statements it can be concluded that several things are the causes of bullying. The types of bullying that occur can be categorized as verbal bullying, physical bullying and cyber bullying.

This research is motivated by the existence of bullying. The problem that the researcher discovered while conducting the research was that there were several students who carried out bullying, some were perpetrators and some were victims of bullying. The reason the researcher chose SMA Negeri 1 Baradatu Way Kanan as the research object was because there were problems faced by Islamic Religious Education teachers. Basically, Islamic Religious Education teaches ethics and good moral values, provides guidelines on how to behave well in accordance with Islamic law in everyday life. Therefore, PAI teachers are required to provide teaching and guidance on how students behave well towards others (Anshori, I., Putri, AS, Qonitah, A., & Ramadhan, 2024).

From the results of the pre-survey through observation and interviews with educators about the bullying case at SMA Negeri 1 Baradatu, that Islamic Religious Education teachers play an important role in preventing bullying, such as being educators, motivators, mediators and evaluators. Providing an understanding of good morals to students while in class before starting the lesson, Islamic religious education teachers guide students to make it a habit to read prayers after reciting several verses of the Qur'an, conveying the lesson material well so that it can be practiced in everyday life (Maskufa, M., Munazat, DR, Damanhuri, A., & Shomad, 2020). Meanwhile, when the teacher is outside the classroom, the Islamic religious education teacher provides guidance, direction and good advice in social behavior at school and outside of school in accordance with Islamic teachings (K Wathoni, I Anshori, R Sirojudin, Y Kuakul, 2023). Carrying out these habits is expected to be able to prevent bullying at school.

This study aims to explore the role of Islamic Religious Education teachers in preventing bullying, both from a theoretical and practical perspective. It is hoped that the results of this study can provide recommendations for policymakers and schools to enhance the role of Islamic Religious Education teachers in creating a safe and supportive learning environment for all students. Schools, in their capacity as leaders, principals, are tasked with implementing this learning program. Teachers are key players in realizing this educational program by teaching and interacting with students regularly. A teacher is someone who conveys knowledge through formal

and informal means. For students to achieve their educational goals, teachers do more than just teach. Teachers are key players in implementing it in the classroom. (Junindra, Arespi, Hasanatul Fitri, 2022)

Previous research on bullying prevention in educational environments (Junindra, Arespi, Hasanatul Fitri, 2022). Research generally highlights the general pedagogical role of teachers in shaping student behavior through classroom management and character education. Similarly, Lestari and Munawar's (2021) research focuses more on the psychological dimension of bullying prevention but has not yet examined the integration of religious values as a moral foundation in depth. Meanwhile, research in Islamic education, such as that conducted by Fadilah (2020) and Zainuddin (2021), discusses the importance of Islamic values in moral formation but has not explicitly linked them to the phenomenon of bullying in the school environment.

The novelty of this research lies in its integrative approach, which combines Islamic moral education theory with practical strategies for bullying prevention in the context of secondary education. This research explicitly positions Islamic Religious Education teachers not only as transmitters of religious knowledge but also as agents of social transformation (Anshori, I., Putri, AS, & Qonitah, 2024), who play an active role in preventing and addressing bullying through moral development in the classroom and mentoring outside the classroom. Unlike previous research, which tended to be descriptive, this study uses a phenomenological and digital ethnographic approach to explore teachers' lived experiences and interactions in both physical and digital school environments. This methodological combination provides a more comprehensive understanding of how Islamic moral values are internalized and applied in efforts to create a bullying-free educational environment.

In summary, the novelty of this research can be identified in three main aspects: conceptual innovation, role recontextualization, and methodological advancement. This study aims to analyze the role of Islamic Religious Education teachers in preventing bullying in schools. Islamic Religious Education teachers function not only as teachers of religious values but also as moral guides who instill the values of compassion, justice, and responsibility in students. Theoretically, this study enriches the study of Islamic education by demonstrating the importance of integrating religious values in preventing deviant behavior in schools. Practically, the results of this study can serve as a reference for teachers and schools in creating a safe, religious, and bullying-free learning environment. The results show that Islamic Religious Education teachers have a strategic role as educators, motivators, mediators, and evaluators in building student character. Through the habituation of religious activities and social guidance, Islamic Religious Education teachers are able to reduce the level of bullying behavior in schools. Despite obstacles such as a lack of training and school support, moral guidance based on Islamic values has proven effective in establishing a culture of mutual respect and fostering a harmonious learning environment.

## **METHOD**

This study uses a qualitative approach with a descriptive approach. This approach is used to understand social phenomena occurring in the school environment (Sulaiman, MA, Nisoh, A., Anshori, I., Kahfi, A., & Mohamoud, 2025), specifically regarding the role of Islamic Religious Education teachers in preventing bullying. Descriptive qualitative research was chosen because it can provide an in-depth description of the behavior, actions, and strategies of Islamic Religious Education teachers in shaping students' character through Islamic values. The researcher served as the primary instrument in data collection, while data were obtained through interviews, observation, and documentation. The research location was SMA Negeri 1 Baradatu Way Kanan, with research subjects including Islamic Religious Education teachers, the principal, and students.

The main focus of this research is to examine in depth the role of Islamic Religious Education teachers in preventing bullying in the school environment. This research is directed at understanding how Islamic Religious Education teachers carry out their role, both in the classroom learning process and in character development outside the classroom, in order to instill

Islamic moral values oriented towards compassion, tolerance, and justice. This research also highlights the strategies used by Islamic Religious Education teachers in integrating religious values into learning activities and social interactions between students. These strategies include habituation approaches, role models, and character strengthening implemented through religious activities and moral advice. Another focus is analyzing the obstacles and challenges faced by Islamic Religious Education teachers in carrying out their role in preventing bullying, such as limited training, institutional support, and students' understanding of Islamic moral values. By understanding these three main focuses, this research seeks to comprehensively describe the contribution of Islamic Religious Education teachers in creating a safe, harmonious, and Islamic-characterized school environment.

**Table 1.** Data Collection Techniques Grid

Research Focus / Research Objectives	Data source	Data collection technique	Research Instruments
The role of teachers as educators in preventing bullying	Teachers, Principals, Students	In-depth interview	Interview guidelines
Teacher strategies as guides in integrating Islamic values in learning	Teacher	Observation	Observation sheet
As a moral role model that prevents bullying	Teacher, Vice Principal	Interviews and Documentation	Interview guidelines, school documents
The impact of religious moral development on student behavior	Students & Teachers	Observation and Documentation	Observation sheets, photo documentation and school notes

The data analysis technique in this study follows the Miles and Huberman model (Anshori, I., Setiaji, H., & Anita, 2023) which includes three main stages, namely Data Reduction; data from interviews, observations, and documentation are selected and simplified by grouping information that is relevant to the research focus, such as the role of teachers Islamic education, bullying prevention strategies, and obstacles encountered. Data Presentation; the reduced data is presented in descriptive narrative form and tables that make it easier for researchers to see the relationship patterns between the role of teachers and their influence on student behavior. Conclusion Drawing; conclusions are drawn based on the patterns, relationships, and meanings found during the analysis process. These conclusions are provisional and will be reconfirmed during the data verification stage.

To ensure the validity and legitimacy of the data, researchers use triangulation techniques, which include:

**Table 2.** Data Validity Techniques

1	Source Triangulation	Compare data obtained from teachers, students, and principals to ensure the accuracy of the information.
2	Engineering Triangulation	Combine the results of interviews, observations, and documentation to make the data more comprehensive.
3	Time Triangulation	Data collection was conducted at different times to ensure consistency of information.

In addition to triangulation, researchers also conducted member checks, which involved confirming interview results and data interpretations with informants to ensure they align with their experiences and statements. The procedures in this study are explained as follows:

**Table 3.** Data Validity Techniques

1	Preparation Stage	Prepare interview and observation instruments and request research permission from the school.
2	Data Collection Stage	Conducting interviews, observations, and documentation at the research location.
3	Analysis Stage	Organize and analyze data based on research focus.

4	Conclusion Stage	Drawing	Compiling findings and recommendations for developing the role of Islamic Religious Education teachers in preventing bullying.
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## RESULTS AND DISCUSSION

### Result

Based on interviews, observations, and documentation, it was found that Islamic Religious Education teachers play a strategic role in preventing bullying in schools. This role is evident through four main dimensions: educator, mentor, role model, and motivator of the religious environment.

First, in their role as educators, Islamic religious education teachers instill moral and spiritual values through classroom learning activities (Guna, BWK, & Yuwantiningrum, 2024), such as linking moral material to social phenomena occurring around students. Teachers also use discussion methods and case studies to foster empathy and moral awareness in students.

Second, as mentors, Islamic religious education teachers actively provide personal and social guidance to students who exhibit tendencies toward or become victims of bullying. Guidance activities are conducted persuasively through dialogue, informal counseling, and a spiritual approach based on Islamic values such as patience, compassion, and mutual respect.

Third, Islamic religious education teachers act as moral role models. Their consistent attitudes and behavior demonstrate commendable morals and serve as role models for students (Kardinus, 2022). Teachers' role models have been shown to have a significant impact on fostering a culture of mutual respect and reducing the potential for conflict among students.

Fourth, Islamic religious education teachers also act as motivators of the religious environment by initiating religious activities such as congregational prayer, moral studies, and social activities. These activities foster a sense of togetherness and empathy among students, thus creating a harmonious school atmosphere free from violence.

In addition to the positive findings, this study also identified several obstacles, including a lack of specific training for Islamic religious education teachers in handling bullying cases, limited support from schools, and low awareness among some students of the negative impacts of bullying. Nevertheless, the efforts of Islamic religious education teachers to integrate Islamic values into school life have proven effective in reducing bullying behavior and significantly improving students' moral character. For a simple understanding, the researchers have formulated the following table:

**Table 4.** The Role of Islamic Religious Education Teachers in Preventing Bullying

Research Focus / Research Objectives	Key Findings	Supporting Data / Evidence	Implications / Impact on Students
The role of teachers as educators in preventing bullying	Teachers integrate Islamic values of compassion, honesty, and mutual respect into classroom learning.	Interviews with teachers and observations in class showed that there was a habit of praying, greeting, and reading verses from the Qur'an before studying.	Cultivate students' moral and spiritual awareness, and reduce the potential for aggressive behavior between students.
Teacher strategies as guides in integrating Islamic values in learning	Islamic religious education teachers provide personal guidance to students who are both perpetrators and victims of bullying.	Guidance and interview notes documentation shows that teachers often take a personal and counseling approach.	Helping students understand the negative impacts of bullying and building empathy for others.
As a moral role model that prevents bullying	Teachers demonstrate polite, disciplined, and fair behavior to all students.	Observations show that teachers are role models in their behavior in the classroom and school environment.	Teachers' role models shape positive imitation behavior and reduce the potential for bullying.
The impact of religious moral development on	Teachers initiate religious activities such as congregational prayers,	Documentation of religious activities and student testimonials.	Increase togetherness, empathy, and social solidarity among students.

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student behavior	moral studies, and school social activities.
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The table above shows that Islamic religious education teachers play a crucial role as educators, mentors, role models, and promoters of a religious environment in preventing and addressing bullying in schools. Despite challenges such as limited training and institutional support, an Islamic values-based approach has proven effective in fostering positive character, reducing aggressive behavior, and creating a safe and religious school climate. Overall, the research findings indicate that the role of Islamic religious education teachers extends beyond the transmission of religious knowledge to moral and social agents in shaping students' character and fostering a religious, inclusive, and violence-free school culture.

## **Discussion**

Based on interviews, observations, and documentation, Rinawati Dewi Atika Sari, an Islamic religious education teacher at SMA Negeri 1 Baradatu Way Kanan, plays various important roles in preventing and handling bullying cases, both inside and outside the classroom. These roles include educator, informant, motivator, mediator, facilitator, and evaluator. Preventive measures are implemented through positive habits such as greeting students, reciting prayers, reading the Quran before class, and performing congregational prayers.

This habituation fosters good morals and character in students. As educators, Islamic religious education teachers not only teach religious knowledge but also instill moral values, discipline, and responsibility (Wasehudin, W., & Anshori, 2021). Teachers act as role models and role models for students (Suheri, S., Yansyah, D., Zaenuri, Z., Anshori, I., & Mutmainah, 2023). As a motivator, teachers provide encouragement through advice, encouragement, and examples of tolerant attitudes so that students avoid negative behavior (Vinichenko, MV, Melnichuk, AV, & Karácsony, 2020). As a mediator, teachers mediate when conflicts occur, mediate, provide guidance, and create a safe and comfortable school atmosphere (Taufik, I., & Rindaningsih, 2024). As evaluators, teachers assess not only students' academic aspects, but also their social attitudes and daily behavior to ensure the achievement of learning objectives and character development.

In addition, Islamic religious education teachers also work together with all school residents and parents in handling bullying cases (Sianturi, RAM, Tada, KH, & Djami, 2024). The challenge faced is that some students still tend to repeat these actions even after being guided, so a holistic and sustainable approach is needed in preventing and handling them.

## **The Role of Islamic Religious Education Teachers as Educators**

The research results show that Islamic religious education teachers play a strategic role as educators in instilling moral and spiritual values to prevent bullying. This role is realized through learning that integrates Islamic teachings with students' social contexts, such as instilling greetings, prayers, and respect for others before beginning a lesson. This finding aligns with Bandura's social learning theory (Syafe'i, I., Yusnita, E., & Anshori, 2024) which explains that student behavior is formed through the process of observation and imitation of behavioral models around them. Islamic religious education teachers act as moral models who serve as role models in the school environment (Sukana, 2024). The novelty of this research lies in the explicit integration of modern social learning theory and Islamic values in the context of bullying prevention. Previous research tends to focus religious education solely on the formation of individual morals, while this study emphasizes the role of religious education teachers as preventative social agents who instill moral values to foster a school culture free from violence.

## **The Role of Islamic Religious Education Teachers as Guides**

The second research focus highlighted how Islamic Religious Education (PAI) teachers fulfill their role as mentors (mursyid) for students involved in bullying, whether as perpetrators or

victims. Interviews revealed that Islamic Religious Education (PAI) teachers prioritize a dialogical and empathetic approach based on the values of compassion (rahmah) and justice (adl). They avoid harsh punishment and prefer spiritual counseling. These findings support the research (Anshori, I., & Wasehudin, 2024) which emphasizes the importance of spiritual guidance in addressing deviant behavior. However, the novelty of this study is the application of Islamic value-based guidance techniques integrated with a modern psychological approach—an approach that has not been widely described in previous studies. Islamic religious education teachers are not only spiritual guides but also social mediators who foster moral awareness through an empathetic, rather than punitive, approach (Judrah, M., Arjum, A., Haeruddin, H., & Mustabsyirah, 2024).

### **Islamic Religious Education Teachers as Moral Role Models**

One of the most striking findings in this study is the effectiveness of Islamic religious education teachers' role models as a preventive strategy against bullying. Observations show that teachers' polite, fair, and disciplined behavior serves as a strong moral reference for students in their interactions. This finding aligns with the concept of *uswah hasanah* in Islamic education, as explained by Al-Ghazali, that character formation is most effectively achieved through role models (Anshori, I., Putri, AS, Qonitah, A., & Ramadhan, 2024). However, the novelty of this study lies in strengthening the role of Islamic religious education teachers as role models not only in the classroom but also in digital social spaces (school social media and student communication groups). Islamic religious education teachers at SMA Negeri 1 Baradatu actively convey moral messages through the school's digital platforms, creating ongoing moral supervision outside the classroom. This broadens the scope of role models to be more contextualized to the current digital era, an aspect that has not been discussed in depth in previous research.

### **Efforts of Islamic Religious Education Teachers in Building a Religious School Environment**

Based on observations and documentation of religious activities, Islamic religious education teachers at SMA Negeri 1 Baradatu play a crucial role in building a school religious culture through activities such as congregational prayer, moral studies, and social activities. These efforts serve as a preventative strategy for fostering solidarity and empathy among students. This supports the view (Junindra, Arespi, Hasanatul Fitri, 2022), that the religious environment plays a role in creating positive social behavior and suppressing student aggression. The novelty of this study is the identification of the mechanism of the relationship between school religious activities and the reduction in bullying intensity, which is explained through the collective moral habituation model. This model shows that religious activities are not merely rituals, but function as a means of internalizing moral values socially. This approach provides a new theoretical contribution to the field of Islamic education, especially in explaining the role of religious values in the formation of a positive school social climate.

### **Obstacles and Implications for Student Character Development**

Despite the significant role of Islamic religious education teachers, this study identified several obstacles, such as a lack of training on bullying prevention techniques and minimal school support for moral guidance programs. However, a novel contribution of this study is its emphasis on the importance of institutional support and collaboration among teachers to strengthen the role of Islamic religious education as a school moral center. The practical implications of these findings point to the need for school policies that support the integration of Islamic values into all subjects and student activities. Theoretically, this study broadens the paradigm of Islamic education, focusing not only on individual moral development but also on building a sustainable school moral ecosystem.

Based on the discussion above, the main novelty of this study lies in the integration of modern social learning theory with Islamic educational values in the context of bullying

prevention. This study presents a new model of the integrative role of Islamic religious education teachers as educators, mentors, moral role models, and motivators of a religious environment that simultaneously creates a safe, harmonious, and character-based school climate. This study not only strengthens existing theories but also offers a new concept for the direction of future research on Islamic religious education teachers as preventive moral agents based on Islamic values and a modern socio-cultural approach.

## **CONCLUSION**

This study concludes that the phenomenon of bullying in schools, particularly at SMA Negeri 1 Baradatu Way Kanan, remains a real problem that impacts students' moral and emotional development. In this context, Islamic religious education teachers play a crucial and strategic role in preventing and addressing bullying through an integrated moral and religious approach. The results show that the role of Islamic religious education teachers extends beyond teaching religious values to serving as educators, mentors, moral role models, and promoters of the school's religious culture. Preventive measures include fostering prayer, greetings, reading the Quran, and fostering moral values through advice and role models in daily interactions. Furthermore, Islamic religious education teachers actively engage with students who are victims or perpetrators of bullying with an empathetic approach and spiritual guidance. The phenomenon explicitly identified is the persistence of various forms of bullying, including verbal, physical, and cyberbullying, which arise from weak moral awareness, a lack of social supervision, and the influence of the social environment. Furthermore, religious activities and moral practices initiated by Islamic religious education teachers have been shown to be reinforcing factors that can reduce the intensity of bullying in schools. This study confirms that Islamic religious education teachers play a role as preventative moral agents, building a safe, harmonious, and Islamic-based school ecosystem. These findings demonstrate the need for institutional support and ongoing training to enable Islamic religious education teachers to optimize their role in addressing students' social challenges more effectively and contextually.

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