

Integration of a Humanistic Approach and Aqidah Akhlak Values in Teacher–Parent Collaboration for Bullying Prevention in Islamic Elementary Schools

Integrasi Pendekatan Humanis dan Nilai Aqidah Akhlak dalam Kolaborasi Guru–Orang Tua untuk Pencegahan Bullying di Madrasah Ibtidaiyah

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ABSTRACT

This study aims to describe the roles of teachers and parents in bullying prevention, identify barriers to their collaboration, and analyze school-based efforts to address these challenges. The study employs a qualitative literature review using a conceptual case study approach. Data were drawn from scholarly journal articles, academic books, and research reports selected purposively based on their relevance to bullying prevention in elementary schools and Madrasah Ibtidaiyah. The data were analyzed using qualitative thematic analysis through the identification, categorization, and interpretation of themes, while the credibility of the findings was strengthened through source triangulation. The findings indicate that teachers serve as role models and mentors through a humanistic approach, whereas parents constitute the primary foundation for children's character development. The main challenges include limited supervision of students' behavior outside school, inappropriate parenting practices, students' reluctance to report bullying incidents, and insufficient support from the broader school community. Prevention efforts can be strengthened through the establishment of anti-bullying teams, behavioral counseling, teacher–parent communication, and the internalization of Aqidah Akhlak values. The conceptual novelty of this study lies in integrating a humanistic approach with Aqidah Akhlak values within a teacher–parent collaboration framework. This integration offers a more holistic and context-sensitive strategy for bullying prevention in Madrasah Ibtidaiyah.

Key words : Bullying; Teacher–Parent Collaboration; Madrasah Ibtidaiyah; Humanistic Approach; Aqidah Akhlak Values

ABSTRAK

Penelitian ini bertujuan mendeskripsikan peran guru dan orang tua dalam pencegahan bullying, mengidentifikasi kendala kolaborasi, serta menganalisis upaya sekolah dalam mengatasi kendala tersebut. Penelitian menggunakan studi pustaka kualitatif dengan pendekatan studi kasus konseptual. Data bersumber dari artikel jurnal ilmiah, buku akademik, dan laporan penelitian yang dipilih secara purposive berdasarkan relevansi dengan pencegahan bullying di Sekolah Dasar dan Madrasah Ibtidaiyah. Data dianalisis menggunakan analisis tematik kualitatif melalui identifikasi, pengelompokan, dan interpretasi tema, sedangkan kredibilitas temuan diperkuat melalui triangulasi sumber. Hasil penelitian menunjukkan bahwa guru berperan sebagai teladan dan pembimbing melalui pendekatan humanis, sedangkan orang tua menjadi fondasi utama pembentukan karakter anak. Kendala pencegahan meliputi keterbatasan pengawasan perilaku siswa di luar sekolah, pola asuh yang kurang tepat, rendahnya keberanian korban untuk melapor, serta belum optimalnya dukungan seluruh pihak sekolah. Upaya pencegahan dapat diperkuat melalui pembentukan tim anti-bullying, konseling behavioral, komunikasi guru-orang tua, dan penanaman nilai aqidah akhlak. Kebaruan konseptual penelitian ini terletak pada integrasi pendekatan humanis dan nilai aqidah akhlak dalam kerangka kolaborasi guru-orang tua. Integrasi tersebut menawarkan strategi pencegahan bullying yang lebih holistik dan kontekstual bagi Madrasah Ibtidaiyah.

Kata Kunci : Bullying; Kolaborasi Guru–Orang Tua; Madrasah Ibtidaiyah; Pendekatan Humanis; Aqidah Akhlak

INTRODUCTION

Bullying is a serious educational issue at the elementary school level because it can adversely affect students' development and well-being during the learning process. Elementary school age, approximately 7–12 years, represents a crucial stage in children's physical, cognitive, socio-emotional, and moral development; therefore, a safe and supportive educational environment is essential to promoting their overall development (Setiana & Eliasa, 2024; Putri, 2024). Bullying may take various forms, ranging from verbal aggression and social exclusion to physical violence, all of which can harm students and negatively affect the school climate (Ismail, 2019; Harahap, 2023; Tamadarage & Arsyad, 2019). Therefore, bullying prevention should not focus solely on responding to incidents after they occur, but should also be directed toward creating an educational environment capable of preventing bullying behavior from emerging.

The problem of *bullying* does not occur in isolation but is associated with individual, family, school, and social-environmental factors. Lack of attention from significant others, limited understanding and empathy regarding bullying, and the desire to gain dominance in social relationships may contribute to the emergence of bullying behavior (Putri et al., 2024). This indicates that prevention cannot be the sole responsibility of teachers or schools. Teachers play an important role in guiding, supervising, and systematically addressing students' behavior, while parents contribute to shaping children's character and behavioral patterns within the family environment (Yandri, 2014; Elan & Handayani, 2023). Accordingly,

teacher–parent relationships are essential for ensuring continuity in behavioral guidance between school and home. Hakim et al. (2023) emphasize that teacher–parent relationships constitute an important element of bullying prevention, particularly through shared attention, communication, and character development.

A number of studies have demonstrated the importance of collaborative approaches to bullying prevention. Syajiah and Triputra (2025) found that limited supervision of students outside instructional activities and the absence of dedicated communication forums between teachers and parents can hinder bullying prevention. More structured efforts have been developed through parent–teacher discussion forums, communication tools for monitoring children’s behavioral development, parent education programs, and regular reporting on students’ socio-emotional development (Torimtubun & Silvester, 2025). Collaboration among schools, families, and other relevant stakeholders is also considered important for strengthening awareness and the governance of bullying prevention (Anugerah et al., 2025; Nugraha et al., 2025). Nevertheless, existing bullying prevention education models vary in their characteristics and limitations and therefore require adaptation to the context and resources of the schools in which they are implemented (Mustofiyah et al., 2024).

These limitations are particularly relevant in the context of Madrasah Ibtidaiyah. *Previous studies have largely focused on the forms and impacts of bullying, teachers’ roles, anti-bullying education, or teacher–parent collaboration in general.* In contrast, Madrasah Ibtidaiyah is characterized by an educational orientation that emphasizes not only academic and socio-emotional development but also character formation grounded in religious values. In addressing students who engage in bullying, a humanistic approach views students as individuals who should be guided through patience, respect for their dignity, understanding of the motives underlying their behavior, and constructive dialogue rather than merely through interrogation or punishment (Adiyono, 2022). At the same time, Aqidah Akhlak education is relevant to moral development and the prevention of bullying through role modeling, value habituation, and the strengthening of *akhlakul karimah* (noble character) (Mahmudah et al., 2022). However, within the literature reviewed, the humanistic approach and Aqidah Akhlak values have largely been discussed separately and have rarely been synthesized within a teacher–parent collaboration framework specifically directed toward bullying prevention in Madrasah Ibtidaiyah.

Based on this research gap, the present study conceptualizes bullying prevention as a collaborative process that connects student guidance at school with character formation in the family environment. The conceptual novelty of this study lies in the integration of a humanistic approach and Aqidah Akhlak values within a teacher–parent collaboration framework for bullying prevention in Madrasah Ibtidaiyah. This integration is intended to promote prevention that emphasizes not only supervision and behavioral intervention but also

communication, role modeling, character development, empathy, and the internalization of moral and religious values. This study employs a qualitative literature review with a conceptual case study approach to examine the phenomenon based on relevant literature.

Specifically, this study aims to describe the roles of teachers and parents in bullying prevention in Madrasah Ibtidaiyah, identify the challenges encountered in their collaboration, and analyze school-based efforts to address these challenges. The findings are expected to strengthen the conceptual literature on teacher–parent collaboration while providing a foundation for the development of bullying prevention strategies that are more holistic, context-sensitive, and aligned with the distinctive educational characteristics of Madrasah Ibtidaiyah.

METHOD

This study employed a thematic qualitative literature review with a *conceptual qualitative review* orientation to interpret concepts, findings, and patterns in scholarly literature concerning bullying prevention, teacher–parent collaboration, humanistic approaches, and Aqidah Akhlak values in elementary education and Madrasah Ibtidaiyah. Following Snyder (2019), the literature review was used to integrate fragmented knowledge and identify conceptual patterns and gaps rather than to examine an empirical case. Secondary data were obtained from scholarly journal articles, conference proceedings, and other academic publications identified through Google Scholar and the Science and Technology Index (SINTA). Publications from 2014–2025 were considered, with recent studies prioritized while earlier sources were retained when conceptually relevant. After relevance screening and duplicate removal, 21 unique sources were included. Sources were purposively selected based on their relevance to bullying prevention, teacher and parent roles, teacher–parent collaboration, school strategies, humanistic approaches, character education, behavioral counseling, and Aqidah Akhlak values, while duplicate, irrelevant, non-academic, or insufficient sources were excluded.

Data collection was conducted through document analysis in several stages, including identifying publications using predetermined keywords, screening titles and abstracts according to publication year and topical relevance, reading the full texts of eligible sources, and recording key information such as publication details, research context, study focus, major findings, and relevance to the research questions. The researchers served as the primary instruments in interpreting the data. To ensure systematic organization, information from each source was classified using a literature analysis sheet according to the main research domains: the roles of teachers and parents, barriers to bullying prevention, school-based initiatives, and the relationship between humanistic approaches and Aqidah Akhlak values in preventing bullying in Madrasah Ibtidaiyah.

The data were analyzed using qualitative thematic analysis, which facilitates the identification, organization, and interpretation of recurring patterns of meaning in qualitative data (Braun & Clarke, 2006) and supports the development of broader descriptive and analytical themes across multiple studies (Thomas & Harden, 2008). The analysis involved repeated reading, coding, grouping codes according to similarities in meaning, developing and reviewing themes, and interpreting the findings. The resulting themes addressed teacher and parent roles in bullying prevention, barriers to teacher–parent collaboration, school-based prevention efforts, and the integration of humanistic approaches with Aqidah Akhlak values. Credibility was strengthened through *cross-source comparison*, consistency checks between the literature, themes, and research focus, and systematic documentation of sources, coding, and theme development to enhance the transparency, traceability, consistency, and credibility of the qualitative synthesis.

RESULTS AND DISCUSSION

1. Results

a. The Roles of Teachers and Parents in Bullying Prevention

The synthesis indicates that teachers perform two major functions in bullying prevention: serving as role models and guiding students' behavior. Teacher role modeling is essential because character education does not occur solely through the transmission of knowledge, but also through the consistency of attitudes and behaviors observed by students (Junaidi, 2019; Andriyawan et al., 2023). In addressing students involved in *bullying*, the literature also highlights the importance of a humanistic approach characterized by patience, respect for students' dignity, understanding of the motives underlying their behavior, and non-judgmental dialogue (Adiyono, 2022). These functions extend the teacher's role beyond classroom instruction to include guidance in students' social, emotional, behavioral, and spiritual development (Widiyanto et al., 2023).

Parents, meanwhile, serve as the primary foundation for children's character and behavioral development. Patterns of family interaction, parenting practices, parental attention to children's peer relationships, and parent–child communication are closely associated with children's social behavior (Hakim et al., 2023; Elan & Handayani, 2023). However, the literature also indicates that some parents have limited awareness of the consequences of bullying, resulting in suboptimal family involvement in prevention efforts (Sigalingging et al., 2023). Thus, the roles of teachers and parents are complementary: teachers provide guidance within the school environment, while parents ensure continuity in behavioral and character development within the family.

b. Barriers to Teacher–Parent Collaboration

The second theme indicates that barriers to bullying prevention are not limited to students' behavior but also involve discontinuities in supervision between home and school. Teachers have limited capacity to monitor students' behavior outside the school environment, while students who experience bullying may be reluctant to disclose their experiences to teachers or other school personnel (Yamada & Setyowati, 2022).

Family factors also constitute an important source of challenges. Parenting practices that are excessively harsh, insufficiently responsive, or lacking in emotional support may affect children's ability to regulate their behavior and communicate the problems they experience. Syajiah and Triputra (2025) indicate that family environments and parenting styles may be associated with the emergence of aggressive behavior and can simultaneously complicate bullying prevention. In addition, inadequate support from the broader school community and the absence of structured communication mechanisms between teachers and parents may cause prevention efforts to become fragmented.

c. School-Based Strategies for Supporting Bullying Prevention

The synthesis identified several strategies that can strengthen bullying prevention. First, schools can establish mechanisms for early detection and reporting through anti-bullying teams. Prasetio and Fanreza (2023) indicate that establishing specialized teams can strengthen supervision and facilitate the reporting of potential bullying incidents to school authorities.

Second, behavioral counseling can be used to support changes in students' behavior. Nasir (2018) suggests that responses relying solely on punishment do not necessarily produce sustainable behavioral change; therefore, behavioral counseling may serve as an alternative strategy for facilitating more structured behavioral modification.

Third, prevention efforts need to be strengthened through teacher–parent communication. Parent–teacher discussion forums, behavioral progress communication tools, parent education programs, and regular monitoring of students' socio-emotional development represent collaborative mechanisms that can ensure continuity between guidance provided at school and at home (Torimtubun & Silvester, 2025). Collaboration involving schools, families, and other relevant stakeholders can also support more comprehensive governance of bullying prevention (Anugerah et al., 2025; Nugraha et al., 2025).

Fourth, within the context of Islamic education, Aqidah Akhlak values constitute an important component of preventive character development. The habituation of moral values, role modeling, and the reinforcement of *akhlakul karimah* can be used to cultivate respect for others and discourage behaviors that may harm peers (Mahmudah et al., 2022).

Table 1. Thematic Synthesis of Bullying Prevention through Teacher–Parent Collaboration

Theme	Key Findings	Role in Prevention	Relevant Literature
Teachers' roles	Role modeling, guidance, humanistic approach	Character formation, constructive dialogue, problem identification	Junaidi (2019); Andriawan et al. (2023); Adiyono (2022); Widiyanto et al. (2023)
Parents' roles	Parenting practices, character development, supervision	Ensuring continuity of guidance at home	Hakim et al. (2023); Elan & Handayani (2023); Sigalingging et al. (2023)
Barriers to collaboration	Limited supervision, reluctance to report, parenting issues, unstructured communication	Creates discontinuity between home and school supervision	Yamada & Setyowati (2022); Syajiah & Triputra (2025)
School governance	Anti-bullying teams and reporting mechanisms	Early detection and response to indications of bullying	Prasetio & Fanreza (2023)
Behavioral intervention	Behavioral counseling	Facilitates structured behavioral change	Nasir (2018)
Teacher–parent collaboration	Communication forums, parent education, behavioral monitoring	Connects school- and family-based guidance	Torimtubun & Silvester (2025); Nugraha et al. (2025); Anugerah et al. (2025)
Value reinforcement	Aqidah Akhlak, role modeling, habituation	Internalization of values and development of <i>akhlakul karimah</i>	Mahmudah et al. (2022)

Source: Authors' synthesis based on the literature analyzed.

2. Discussion

a. Teacher–Parent Collaboration as Continuity of Guidance

The findings indicate that the central issue in bullying prevention is not merely the limited role of either teachers or parents individually, but the need to establish continuity between the two educational environments. Teachers have direct access to students' behavior while they are at school, whereas parents are better positioned to observe changes in children's behavior and interactions outside school. Therefore, the effectiveness of prevention depends substantially on continuity in information exchange, supervision, and guidance between home and school.

This synthesis extends the perspective of Hakim et al. (2023) regarding the importance of teacher–parent relationships. Collaboration should not be understood merely as communication after a problem has occurred; rather, it should be developed as a continuous preventive mechanism. Parent–teacher forums, behavioral progress reports, parent education, and socio-emotional monitoring, as proposed by Torimtubun and Silvester (2025),

can function as bridges between the two primary environments of character development. This interpretation is also consistent with Nugraha et al. (2025) and Anugerah et al. (2025), who position collaboration as an integral component of bullying prevention governance.

Accordingly, this study interprets limited supervision outside school, students' reluctance to report incidents, and problematic parenting practices not as isolated issues, but as indicators of a discontinuity in guidance between school and family. Addressing this discontinuity requires structured communication and a clear distribution of responsibilities between teachers and parents.

b. Humanistic Approaches and Behavioral Counseling as Complementary Strategies

The findings further indicate that humanistic approaches and behavioral counseling perform distinct yet complementary functions. A humanistic approach primarily concerns how teachers establish relationships with students. Teachers provide opportunities for dialogue, seek to understand the reasons underlying students' behavior, respect students' dignity, and avoid responses that are solely judgmental (Adiyono, 2022). Such an approach is important for establishing the psychological conditions that enable students to participate openly in the guidance process.

Behavioral counseling, in contrast, is more specifically directed toward observable behavioral change. Nasir (2018) indicates that responses based solely on punishment may produce only temporary behavioral changes, suggesting the need for strategies more explicitly oriented toward establishing new patterns of behavior. Therefore, these two approaches should not be regarded as mutually exclusive alternatives. The humanistic approach provides a relational foundation, whereas behavioral counseling offers a structured framework for behavioral intervention.

This synthesis also avoids claiming that one approach is "more effective" than another because the present study did not empirically test interventions. A more methodologically appropriate interpretation is that the combination of humanistic relationships and structured behavioral guidance offers a more comprehensive framework than an approach focused exclusively on punishment.

c. Aqidah Akhlak as a Value-Based Dimension of Bullying Prevention

Within the context of Madrasah Ibtidaiyah, bullying prevention has distinctive characteristics that extend beyond behavioral control. Aqidah Akhlak education allows prevention to be directed toward moral consciousness through role modeling, habituation, responsibility, respect for others, and the development of *akhlakul karimah*. Mahmudah et al. (2022) indicate that Aqidah Akhlak education may serve a preventive function against bullying by strengthening moral values and behavior.

Importantly, Aqidah Akhlak values are not positioned as a punitive instrument for students who engage in bullying, but rather as a foundation for the internalization of values. Within this

framework, teachers function as role models and facilitators of moral development, while parents reinforce the same values through parenting practices and habituation at home. Moral education thereby acquires continuity across the two primary environments in which children develop.

d. A Conceptual Framework for Teacher–Parent Collaboration

Based on the overall findings, bullying prevention in Madrasah Ibtidaiyah can be synthesized into four interrelated components. The first is school governance, including anti-bullying teams, supervision mechanisms, and reporting systems (Prasetio & Fanreza, 2023). The second is humanistic guidance, in which teachers serve as mentors and role models through communication that respects students' dignity (Adiyono, 2022; Andryawan et al., 2023). The third is family–school collaboration, implemented through regular communication, parent education, behavioral monitoring, and continuity of parenting practices (Hakim et al., 2023; Torimtubun & Silvester, 2025). The fourth is behavioral intervention and value internalization, supported through behavioral counseling and the reinforcement of Aqidah Akhlak values (Nasir, 2018; Mahmudah et al., 2022).

Conceptually, these four components form the following sequence: supervision and communication → problem detection → humanistic guidance and behavioral intervention → value internalization → character strengthening and the creation of a safe school environment. Within this framework, teachers, parents, and schools do not operate independently; rather, they constitute an interconnected system of guidance and support.

The conceptual novelty of this study therefore does not lie in proposing a completely new intervention, but in synthesizing humanistic approaches, teacher–parent collaboration, behavioral management, and Aqidah Akhlak values within an integrated framework for bullying prevention. This framework positions prevention as a multidimensional process encompassing relational, behavioral, familial, institutional, and moral-religious dimensions. Such an approach is consistent with the distinctive educational characteristics of Madrasah Ibtidaiyah and may provide a conceptual foundation for the subsequent development of anti-bullying programs that should be empirically tested in future research.

CONCLUSION

This study indicates that bullying prevention in Madrasah Ibtidaiyah requires sustained collaboration among teachers, parents, and schools. Teachers serve as role models and mentors through a humanistic approach, while parents play an important role in ensuring continuity in character development and monitoring children's behavior within the family environment. The main challenges include limited supervision outside school, less supportive parenting practices, students' reluctance to report bullying, and insufficient communication and

support among relevant stakeholders. These findings highlight the need for an integrated approach to *bullying* prevention rather than fragmented interventions.

The main contribution of this study lies in synthesizing a humanistic approach and Aqidah Akhlak values within a teacher–parent collaboration framework as a conceptual foundation for bullying prevention in Madrasah Ibtidaiyah. In practical terms, madrasahs need to strengthen preventive mechanisms through the establishment of anti-bullying teams, regular communication with parents, parenting programs, behavioral counseling, and the integration of Aqidah Akhlak values into students' character development. These measures can provide a foundation for madrasahs to develop safer and more supportive educational environments that promote the formation of *akhlakul karimah* (noble character).

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