Building public trust through an anti-bullying program in Islamic boarding schools: synergy of the four matra of education

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Abstract

This study aims to explore how an Islamic boarding school-based anti-bullying program can build public trust by utilizing religious values and local wisdom. Bullying in educational settings has eroded public trust, prompting the need for effective prevention programs. The research integrates four key educational dimensions: students, parents, teachers/administrators, and the government, to address this issue. Using a qualitative case study approach, this study examines the role of Islamic boarding schools in fostering mutual respect and creating a safe learning environment. The program involves peer educators and parents as key observers, helping to detect bullying early and provide social support. Findings show that collaboration among these parties enhances bullying prevention, promotes a sense of security, and rebuilds public trust in Islamic boarding schools. The study contributes to developing a model for bullying prevention in Islamic educational settings, emphasizing the importance of cooperation between schools, families, and the government. Public trust is built by demonstrating a commitment to student welfare, grounded in the synergy of the four pillars of education.

INTRODUCTION

Amidst the current wave of modernization, bullying has become an increasingly troubling social issue, extending beyond the educational realm to broader societal contexts (Leontopsoulos et al.,2024). This widespread phenomenon breeds distrust among individuals across sectors, including schools, workplaces, and social environments. Data from the Indonesian Child Protection Commission (KPAI) reveal that over 60% of students in Indonesia experience bullying, resulting in serious psychological consequences such as anxiety, depression, and even suicide attempts (Feliana et al., 2023 : Prodyanatasari & Vantie, 2024). A society burdened by this distrust needs concrete solutions to restore social bonds and rebuild a sense of security. One potential approach is the introduction of anti-bullying programs grounded in the values of Islamic boarding schools (pesantren), institutions traditionally known for instilling ethics, empathy, and compassion as foundational elements of positive social behavior (Sholihah et al., 2025).

The growing prevalence of bullying, particularly in schools, poses a significant challenge in Indonesia, where rebuilding trust between individuals is becoming increasingly urgent (Wardah et al., 2024). This phenomenon, which extends beyond schools and affects various public and social spaces, serves as a significant trigger for social tension, erodes solidarity, and fuels distrust in educational and social institutions (Inesia-Forde, 2024). Despite various efforts, the lack of effective programs that integrate moral and ethical values has allowed bullying to persist without a definitive solution (Fauzan & Sulaeman, 2024). In this context, new and more contextually relevant approaches are needed, such as integrating the values of Islamic boarding schools, which are well-established institutions that play a pivotal role in shaping the character and morals of the younger generation (Khayati & Temanggung, 2025).

Bullying which manifests as both physical and verbal violence, not only affects schoolchildren but is also present in broader societal contexts (Lohmeyer & Threadgold, 2023). This form of violence contributes to social fragmentation and discomfort. In some Islamic boarding schools, despite their tradition of promoting noble values, bullying is still reported among students (Nurhasan et al., 2025). In some instances, this behavior is mistakenly seen as part of the educational process, a misunderstanding that needs to be addressed (Rijal, 2025). The values taught in pesantren, compassion, discipline, and mutual respect, are intended to counter such negative behaviors. Therefore, Islamic boarding schools

must design anti-bullying programs that align with Islamic teachings and local wisdom to prevent further bullying and enhance social bonds among students and the broader community (Mujiburrohman, 2025).

Previous studies have examined bullying in both schools and public spaces '(Norman et al., 2022). Several anti-bullying programs in schools have incorporated moral and religious values to prevent violence. For example, programs have emphasized the importance of empathy and respect for differences (Khalil et al., 2024; Fatia & Saleh, 2025). However these studies generally focus on the formal curriculum and do not integrate the values of local wisdom, which are crucial to understanding social life. This research aims to address this gap by exploring the integration of Islamic boarding school values, which are deeply rooted in Indonesian culture, as a more comprehensive approach to character development and bullying prevention.

While previous studies have highlighted the importance of Islamic boarding schools in character building, very few have explored the potential of these institutions to combat bullying within both the student body and the wider community. Most existing research tends to focus on formal curricula or psychological approaches, often overlooking the integration of religious values and local wisdom, which are central to pesantren traditions (Mau, 2024). This study aims to fill this gap by proposing a more holistic approach that incorporates Islamic boarding school values into an anti-bullying program designed to promote peace, tolerance, and mutual respect.

This research introduces a novel perspective by integrating the values of Islamic boarding schools into an anti-bullying program. Pesantren are not only centers of religious education but also play a vital role in promoting peace, tolerance, and mutual respect qualities essential for reducing bullying. This pesantren-based program has the potential to improve social relationships and help restore public trust eroded by bullying. The uniqueness of this study lies in its focus on integrating religious teachings with practical solutions to bullying, a combination that has been rarely explored in previous research. By leveraging the character-building capabilities of pesantren, this research contributes to addressing the growing issue of bullying in a meaningful and impactful way.

The primary aim of this study is to answer the question: How can Islamic boarding schools contribute to rebuilding public trust through anti-bullying programs grounded in Islamic values? This study proposes that a pesantren-based approach will strengthen existing

Moral values and provide practical solutions to reduce bullying among students and the community. The key contribution of this research is the development of a model for an Islamic boarding school-based anti-bullying program that can be implemented in various pesantren across Indonesia. This model aims to provide a positive social impact and offer a practical solution to one of Indonesia's most pressing social issues.

This study argues that Islamic boarding schools (pesantren) hold significant potential to serve as agents of change in rebuilding public trust that has been damaged by bullying. By integrating religious values, morality, and local wisdom taught in pesantren, an anti-bullying program rooted in these institutions can reduce mistrust and foster a more harmonious society. The findings of this study are expected to contribute to creating a safe, comfortable, and compassionate environment for the younger generation and to serve as a model for broader application throughout Indonesia.

METHOD

This study employed a qualitative research design with a case study approach to explore in depth the role of Islamic boarding school–based institutions in implementing anti-bullying programs grounded in pesantren values. The research was conducted at Nurul Jadid Junior High School, which was selected due to its strong tradition of integrating Islamic boarding school values into daily educational practices, despite the absence of a formally structured pesantren-based anti-bullying program.

Data were collected through in-depth interviews, participant observation, and document analysis, involving 14 informants consisting of Islamic boarding school administrators, teaching staff, students' guardians, and students. The number of informants was determined based on the principle of data saturation. Data analysis followed the stages of data condensation, data display, and conclusion drawing, utilizing thematic analysis supported by NVivo software and guided by the Miles and Huberman analytical framework.

To ensure the credibility and trustworthiness of the findings, this study applied data triangulation, member checking, peer debriefing, and the maintenance of an audit trail. These validation strategies enhanced the reliability of the findings and provided a comprehensive understanding of the implementation, effectiveness, and challenges of pesantren-based anti-bullying programs, contributing to the development of contextually grounded and value-based Islamic educational practices.

RESULTS AND DISCUSSION

Implementing the Four Dimensions of Education to Build Public Trust

Implementing the four dimensions of education can rebuild public trust as an educational institution committed to creating a safe and bullying-free environment, which is also aligned with the religious and moral values taught in Islamic boarding schools. These four dimensions encompass four aspects: students, parents, teachers/boarding school administrators, and the government.

Peer Aducator

In efforts to prevent bullying in schools, students play a crucial role as agents of change by educating their peers about the dangers of bullying and promoting mutual respect. One key element of an Islamic boarding school-based anti-bullying program is the involvement of peer educators. These peer educators are students trained to help their peers recognize and address bullying, using various bullying prevention activities, counseling, and discussions about the Islamic boarding school values that emphasize compassion and respect. They are expected to serve not only as change agents within the school environment but also as role models, fostering an atmosphere of mutual respect and empathy.

As one student shared, "We are trained to be more sensitive to our friends. If anyone feels isolated or is being bullied, we are the first people they confide in. We also often hold group sessions to discuss bullying issues and how to deal with them wisely." This interview highlights the significant role peer educators play in creating a safe space for students who are victims of bullying. They educate their peers about the consequences of bullying and work proactively to prevent it. Their role reflects the Islamic moral values of ukhuwah (brotherhood/sisterhood) and rahmah (compassion), which are essential to fostering unity and empathy within a community. Peer educators embody these values by providing emotional support to their peers, being the first to offer help to those in need, and facilitating group discussions on resolving conflicts and preventing bullying.

One teacher further emphasized, "Peer educators are invaluable in disseminating information about bullying prevention. They provide a closer connection to their peers because they are in the same position and are more approachable." This statement underscores the importance of emotional connection in fostering trust and openness among

students. Peer educators, through their relatability and peer status, help rebuild public confidence in the school environment. They offer a dynamic of social trust (amanah), a core Islamic value that emphasizes reliability and responsibility. By creating a more approachable and trustworthy environment, peer educators facilitate the spread of anti-bullying values and promote the collective Well-being of the school community.

Additionally peer educators play an instrumental role in mediating conflicts that arise from bullying. Observations show that they are not only involved in providing counseling but also actively work to resolve student disputes. They engage in group discussions where students can share their personal experiences and collaboratively find solutions. This process strengthens student solidarity and accelerates bullying prevention in a more inclusive and empathetic manner.

The role of peer educators in bullying prevention can be framed within the theoretical concept of character education, which seeks to foster moral development through teaching core values such as empathy, respect, and justice. The peer educators' approach is grounded in the Islamic teachings of mutual respect, compassion, and social responsibility. By taking an active role in conflict mediation and bullying prevention, they contribute to the creation of a safe and harmonious environment that aligns with the core Islamic principles of justice ('adl), kindness (ihsan), and mutual consultation (shura). Their actions reflect the idea that trust within a community can be rebuilt and strengthened through meaningful, supportive interactions.

The students' experiences, as shared through interviews, provide in-depth insights into the dynamics of peer education. These narratives require further analytical interpretation to more explicitly connect them to theoretical concepts of educational character and the dynamics of social trust. The activities of peer educators, ranging from counseling to conflict mediation, should not be viewed simply as anecdotal evidence but as intentional practices aimed at upholding the values of empathy, responsibility, and fairness in the school environment. This interpretation demonstrates how peer educators help rebuild community trust by promoting moral values and acting as role models for their peers.

In summary, peer educators play a critical role in Islamic boarding schools' anti-bullying programs, serving as agents of change who promote values of mutual respect and empathy. Their involvement in counseling, conflict resolution, and group discussions

Underscores their role in creating a supportive and safe environment. These activities align with the theoretical notions of character education and social trust, demonstrating how peer educators can foster a culture of trust and mutual respect within their communities.

Figure 1. Banner on prevention and causes of bullying (Source: Photo taken on October 4, 2025, at Nurul Jadid Middle School)

As peer educators, trained adolescents have the ability to use information like that on this banner to educate their peers about bullying. With an empathetic, understanding-based approach, peer educators can be effective agents of change in preventing bullying and fostering a culture of mutual respect in schools and Islamic boarding schools. Visual aids like this banner serve as powerful tools in supporting their efforts to spread anti-bullying messages more widely and more easily understood by all groups.

Parent as Observer

The role of parents as observers in preventing bullying in schools is crucial, particularly through the Parent as Observer program. In this program, parents are actively involved in monitoring and recognizing signs of bullying that their children may experience. The program aims to raise parents' awareness of the importance of their role in supporting students involved in bullying, whether as perpetrators or victims. Parents are not only observers but also active partners in creating a safe educational environment. In this context, parents are encouraged to communicate more openly with the school and to support the school's anti-bullying policies.

Interviews with parents revealed that they felt more involved after participating in the Parent as Observer program. One mother said, "As a parent, I feel I've been given an

important role in supporting my children at school. This program has made me more sensitive to changes in my child's behavior, and I find it easier to communicate with teachers about things that may be happening at school." Researchers interpreted this statement as evidence that parents feel empowered and more confident in their role as active observers of their children's social situations. This aligns with the concept of social trust, which emphasizes openness and cooperation in building trust between individuals and institutions, specifically between parents and the school.

A teacher involved in the program also shared her perspective: "Parental involvement in the Parent as Observer program really helps us identify problems that might not be visible at school. When parents are alert to changes in their children's behavior and communicate with us, we can respond more quickly to emerging situations, including bullying." From these interviews, researchers concluded that collaboration between teachers and parents can improve the early detection of bullying behavior, enabling faster, more targeted interventions. This supports the theory of character education, which highlights the importance of collaboration among various parties in educating students to become responsible and respectful individuals.

During observations researchers noted that parents involved in the program interacted more frequently with teachers and other parents. Open communication between parents and the school has been shown to increase awareness of bullying among students. Furthermore, children whose parents are actively involved in the program tend to report problems they encounter at school more openly. This suggests that parents play a crucial role in creating a safe environment for students. The active presence of parents makes students feel more supported at home and at school, reflecting the Islamic value of ukhuwah (brotherhood/sisterhood), which emphasizes mutual support and care.

Data from interviews and observations indicate that the Parent as Observer program is effective in raising parents' awareness of the importance of their role in preventing bullying. Involved parents are more sensitive to changes in their children's behavior and have better communication with teachers. Collaboration between parents and schools enables early detection of bullying and provides more concrete support to children in need. The program also strengthens the relationship between families and schools, fostering synergy in efforts to

Create a safer, more conducive environment for student development. In terms of public trust, this program demonstrates how active parental involvement can strengthen trust among families, schools, and the community, ultimately fostering a more harmonious society and a supportive environment for character education.

Tabel 1. Parent as Observer (Source: Interview by BK Teacher and parents, October 9, 2025, at Nurul Jadid Middle School)

Informant	Interview Excerpt	Indicator
Parents	"As a parent, I feel I have been given an important role in supporting my children at school. This program has made me more sensitive to changes in my child's behavior."	Parental Involvement in Supervision
Teachers	"Parental involvement really helps us identify problems that might not be apparent at school. When parents are sensitive to changes in their child's behavior, we can respond more quickly."	Collaboration between Parents and Teachers

The Table shows that parents feel empowered to monitor and support their children more effectively and collaborate more closely with teachers to detect bullying. The emerging indicator is that parental involvement in supervision and collaboration between parents and teachers are important factors in ensuring early detection of bullying. The pattern identified is a higher awareness among parents to monitor and respond to changes in their child's behavior. Active parental involvement accelerates the handling of bullying issues, reduces the isolation of victimized children, and strengthens the support network between home and school.

The Role of Foster Parents in Preventing Bullying in Islamic Boarding Schools

The role of foster parents in preventing bullying in Islamic boarding schools. As those closest to students' development, foster parents have a significant responsibility to monitor and guide student behavior, creating a safe and conducive environment. Through open communication between foster parents, students, and the Islamic boarding school, bullying prevention programs can be more effective, foster mutual respect, and support students' overall character development.

In the educational context at the Nurul Jadid Islamic Boarding School, Guardians play a crucial role in the care and guidance of students. They oversee not only academic aspects but also the spiritual, emotional, and social aspects of students' development. As a substitute for parents at the boarding school, Guardians are responsible for ensuring students' Well-being, including basic needs such as food, hygiene, and health, as well as character development, including discipline, independence, and self-confidence. They also serve as guides in religious activities, such as Quranic study and other worship practices. This role indicates that Guardians are not simply caregivers but also agents of character and spiritual development in students, serving as extensions of the boarding school guardians and parents.

The Nurul Jadid Islamic Boarding School has organized this care system through the Pesantren Bureau, which has a dedicated section for caregiving and counseling. The foster parents appointed to this Islamic boarding school are not only given responsibilities but also intensively trained to address the psychological issues faced by the students, such as difficulty adapting or feeling unwell at the boarding school. This training includes emotional management, counseling, and psychoeducation, aimed at helping foster parents fulfill their duties effectively and have a positive impact on students' development. Therefore, although the foster parents serve during the students' stay at the boarding school, they continue to collaborate with the parents to ensure the continuity of the in-depth, holistic education and care process. Intensive mentoring from the boarding school administrators is also integral to ensuring the successful implementation of this program, so that the foster parents can function optimally in creating an environment that supports the students' character and spiritual development.

Foster parents in Islamic boarding school-based anti-bullying programs refer to the active role of foster parents in guiding, supervising, and protecting students from potential bullying. In the Islamic boarding school context, foster parents serve not only as academic supervisors but also as moral and spiritual mentors, educating students to live according to Islamic principles that uphold compassion and mutual respect. Foster parents play a role in building a safe, trusting environment and in supporting an anti-bullying culture consistent with Islamic boarding school teachings.

An informant, a foster parent at an Islamic boarding school, explained that their role is crucial in creating a bullying-free environment. "As foster parents, our job is to accompany

Students throughout their educational process, not only academically but also in their social lives. We strive to identify signs of bullying early and provide solutions with a compassionate approach." From this interview, it can be concluded that foster parents are not only responsible for formal education but also have a responsibility in character building and bullying prevention in Islamic boarding schools.

A teacher who also serves as a foster parent at another Islamic boarding school stated, "Students' trust in their foster parents is very important. We often hold regular meetings with students to listen to their concerns. When students feel comfortable, they tend to be more open, and bullying can be detected earlier." This interview confirms the importance of a humanistic approach in creating an emotional bond between foster parents and students. With trust, students can more easily communicate about the problems they face, including potential bullying.

During observations at several Islamic boarding schools implementing anti-bullying programs based on foster parents, researchers noted that foster parents are often the first to recognize social problems, including bullying, experienced by students. The presence of foster parents, who are close to the students' daily lives, allows them to detect changes in the behavior of students who are victims or perpetrators of bullying. Foster parents also act as mediators between students and Islamic boarding school administrators to resolve emerging conflicts, using an approach grounded more in Islamic values.

Figure 2. The Role of Foster Parents (Source: Foster parent sharing activity on October 6, 2025)

This image shows a group discussion illustrating how mentorship can be applied in a bullying prevention program. The role of mentors, whether as peer educators or as more

Experienced individuals, is crucial in guiding peers to better understand the issue of bullying and ways to address it. By creating a safe and supportive environment, mentorship allows participants to not only learn about bullying but also build social skills they will carry into their daily lives. This mentorship process, in the context of anti-bullying education, is an effective method for creating positive change among youth and building trust within the community.

The Role of Government in Addressing Anti-Bullying Programs

The government's role in supporting Islamic boarding school-based anti-bullying programs is pivotal in fostering public trust and creating a safe, conducive, and supportive environment for students. The government's involvement is not limited to policy creation. Still, it extends to providing the necessary resources and guidance for the successful implementation of these programs, ensuring they align with broader societal goals of tolerance, respect, and moral development.

The government recognizes Islamic boarding schools as significant social forces that shape the character of the younger generation. One government official expressed, "I see Islamic boarding schools as a social force that plays a significant role in shaping the character of the younger generation. The government, through policies such as strengthening character education, supports anti-bullying programs in Islamic boarding schools. We believe that Islamic boarding schools can serve as models for creating an environment of tolerance and mutual respect. Therefore, we provide training for Islamic boarding school educators and administrators to strengthen the implementation of these anti-bullying values." This statement reflects the government's strong belief in the value of Islamic boarding schools as moral exemplars, and the government's support is evident in the provision of training for educators and administrators. These efforts align with the character education theory, which emphasizes the development of moral and ethical values such as respect, kindness, and tolerance. By investing in educators' training, the government ensures that anti-bullying values are effectively embedded in the daily life of the school, thus contributing to the creation of a culture of mutual respect.

However despite this policy support challenges remain. An administrator from an Islamic boarding school stated, "From the Islamic boarding school perspective, we strongly support the anti-bullying program recommended by the government. However, we would like

more support in the form of funding or facilities to implement this program. We believe Islamic boarding schools can have a significant impact on the moral development of students. Still without adequate support, significant challenges remain, particularly in terms of human resources and infrastructure." This statement highlights a gap between the government's intentions and the realities faced by Islamic boarding schools in implementing these programs. While the training provided by the government is beneficial, the lack of resources, such as funding and facilities, remains a significant barrier. From the perspective of public trust rebuilding theory, the government's involvement must go beyond policy and training; it must address these material needs to ensure the program's goals are fully realized.

During observations at Islamic boarding schools that have implemented anti-bullying programs, researchers noted that administrators frequently held meetings with students to discuss issues related to both physical and psychological violence. However, most schools still face significant resource constraints that limit their ability to implement comprehensive interventions. Existing programs are often confined to classroom activities and lack broader, community-based approaches. This limitation reflects the ongoing challenge in sustaining a thorough anti-bullying effort without adequate support. These findings emphasize the importance of the government's continued support, not only in policy but in ensuring that schools have the resources to provide holistic solutions.

This issue can be analyzed through the lens of character education theory, which holds that moral development in students cannot rely solely on classroom teaching but requires the active engagement of the entire school community. A more inclusive, community-based approach would enable a more effective anti-bullying program, extending beyond classroom activities to involve parents, students, and local leaders. The absence of these approaches indicates that while the intention is there, systemic constraints impede full implementation.

Based on the interview and observation data while government support, such as educator training, has had a positive impact on the implementation of anti-bullying programs, there is still a pressing need for greater financial and infrastructural support. These challenges align with the social trust dynamics in that, without tangible support, the trust between the government and Islamic boarding schools remains tenuous. To strengthen this

Trust, a more synergistic approach is necessary, one that aligns the government's policies with the real-world needs of Islamic boarding schools. By addressing these needs, the government can help ensure the sustainability and success of anti-bullying programs, creating an environment where students can flourish both morally and academically.

Figure 3. Islamic Boarding School Halaqah by PWNU (Source: Field Data 2025)

The image depicts the atmosphere of the Islamic Boarding School Halaqah event organized by the PWNU management in collaboration with the Nurul Jadid Islamic Boarding School. The theme of the event was "Building an Anti-Bullying and Bullying-Free Community," which is one of the efforts of the government and Islamic boarding schools to prevent bullying and violence in educational environments, especially Islamic boarding schools. This event demonstrated the importance of educating the community and students on how to avoid and prevent bullying, as well as creating a safe and bullying-free environment in Islamic boarding schools.

Pesantren-Based Collaboration in Bullying Prevention and the Strengthening of Character Education

The results of this study indicate that an Islamic boarding school-based anti-bullying program, involving students, parents, administrators, and the government, can effectively build public trust in Islamic boarding schools as safe and bullying-free educational institutions. This finding aligns with the existing literature, which emphasizes the importance of stakeholder collaboration in creating a violence-free educational environment (Saleh et al., 2025; Fajonyomi, 2025) Studies on character education and bullying prevention highlight the critical roles of moral education, social skills, and community support in preventing bullying (Lin & Shih, 2024; Darmayanti, 2024). Previous research underscores the need for integrated approaches in which all partie students, parents, educators, and the community play active

roles in shaping a bullying-free culture. However this study extends these findings by explicitly identifying the synergy among programs such as peer educators, parent observers, and government policies. This integration accelerates bullying prevention efforts in Islamic boarding schools and contributes a nuanced perspective to the existing literature (Nawas et al., 2024).

The findings from this study further resonate with the concept of character education, which integrates religious and social values as fundamental components of anti-bullying education (Humaizi et al., 2025; Subandi et al., 2025; Febriani, 2021). A key distinction revealed in this study, however, is the pivotal role of peer educators as agents of change, particularly given their emotional proximity and relational closeness to their peers. This approach, supported by the pesantren's religious and moral framework, proves more effective as it emphasizes emotional connections and deeper mutual understanding among students (Thoyib et al., 2024; Mau, 2024). This discovery adds new insights to the literature, highlighting the unique importance of peer educators in religious educational settings and extending the broader discussions on anti-bullying strategies.

In terms of theoretical contributions, this study provides new insights into integrating a pesantren-based approach with existing theories of trust and moral education. It argues that a collaborative model involving students, parents, administrators, and the government can enhance public confidence in Islamic boarding schools. By fostering a comprehensive collaboration, this approach supports efforts to create a bullying-free environment while strengthening character education. Theories on character education, which incorporate moral, social, and academic values, are crucial to this process. However, this study proposes that integrating pesantren-based programs with government policies can expedite and broaden the implementation of anti-bullying efforts (Faizin, 2024). The conceptual model developed in this research visually demonstrates how the synergy of four key educational dimensions students, parents, foster guardians and the government enhance the effectiveness of anti-bullying programs. This model shows how collaboration among these stakeholders creates a more holistic, inclusive approach to building trust and preventing bullying.

To further enhance the theoretical contribution of this study, it would be beneficial to visualize the synergy of these four dimensions in a conceptual model or diagram. Such a

diagram would help contextualize the findings and illustrate the interconnectedness among the dimensions, offering a clearer understanding of how these groups can collaborate to create a safe, bullying-free environment. This would not only strengthen the theoretical framework but also provide a practical guide for schools looking to implement similar programs.

Moreover while the study contributes to the literature on anti-bullying strategies in Islamic boarding schools, it would benefit from including more international references to contextualize it globally, particularly regarding whole-school approaches to bullying prevention. Global studies on collaborative efforts in bullying prevention, such as those discussed by Donoghue et al (2023) on systemic approaches in schools, would provide a broader perspective on how this study fits into the global discourse on bullying prevention. By integrating such references, the study could underscore the universal applicability of its findings and the potential for other educational institutions worldwide to adopt similar models.

From a practical standpoint, this research highlights the need to strengthen collaboration between Islamic boarding schools, the government, and parents in implementing anti-bullying policies. While existing government support, such as training for educators and administrators, is crucial, it must be complemented with additional resources, including funding and infrastructure, to ensure the sustainability and effectiveness of these programs (Yu et al., 2024). Strengthening this collaboration will not only help Islamic boarding schools excel academically but also establish them as safe, bullying-free environments that promote moral development.

CONCLUSION

This study demonstrates that a pesantren-based anti-bullying program involving students, parents, foster guardians, and the government effectively builds public trust in Islamic boarding schools as safe and bullying-free institutions. The findings highlight the importance of collaboration among stakeholders, particularly through the roles of peer educators and parent observers, in creating supportive environments and enabling early detection of bullying. Scientifically, the study contributes a culturally relevant model that integrates

character education, religious values, and community engagement, emphasizing students' moral and emotional development within a religious context. Practically, the results underscore the need for government support through policy frameworks, training, and resources to sustain and scale pesantren-based anti-bullying initiatives, while future research is encouraged to explore the long-term impact of this model on student character formation and behavior.

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