

Towards A Bully-Free Pesantren: The Role of Educational Management With Adaptive Psychology and Mental Health Interventions

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Abstract

Bullying's complexity is influenced not only by the individual's features and behavioural tendencies but also by the practice of family upbringing, as well as environmental elements such as the frequency and type of bullying. A qualitative paradigm is used in the research. The sampling method employing the purposive sampling technique seeks to identify teenagers who have been bullied. Interviews, observations, and documentation reviews of bullying episodes were used to collect data. Dayah leaders in the area of parenting serve as study informants. The veracity of the data is checked using sources of persons involved in bullying. Data triangulation techniques and peer discussion were used to examining the data. The findings revealed that verbal bullying occurred in Islamic boarding schools. Adaptive psychology is demonstrated through students' communication abilities, which are classified as passive communication, aggressive communication, and forceful communication. Meanwhile, adaptive techniques such as enhancing teacher counselling abilities (informative-communicative), monitoring assessments, and anti-bullying policies are used to provide mental health coaching. Students, on the other hand, are expected to cooperate with the facts of the occurrence under the structure of the solution-focused counselling strategy. Cultural reference, resources, research literature, formalization, and pesantren policy are all institutionally focused on in adaptive psychology. So far, the pesantren are concerned about their reputation; consequently, the societal consequences of this study need pesantren management to be upfront whenever bullying occurs.

Keywords: *Adaptive Psychology, Bullying Behavior, Mental Health, Pesantren Effectiveness, Prevent Bullying*

Introduction

Crime is not only related to an act of cruelty; it is also caused by bullying behavior such as intimidation and violence. Akers' review of various correlations and predictors of crime and delinquency can be used as operational steps for differential associations, reinforcement, and social problems.¹ Studies show that while bullying in schools is a

¹ Ronald L. Akers, *Social Learning and Social Structure* (Routledge, 2017), <https://doi.org/10.4324/9781315129587>; Dalhee Yoon et al., "Bullying Patterns and Their Associations

gateway to future criminal behavior, bullying will persist if professionals do not acknowledge the gravity of chronic child aggressors.²

Empirical data shows that 16% of junior high school santri experience intense bullying.³ Pesantren, which teaches Islamic values, should be an ideal (safe and comfortable) learning place. Pesantren is starting to be diminished to a place of radicalism and a hotbed of violence. The level of violence that occurs in pesantren is also increasing. Cases of bullying can happen to anyone, from santri to adults, an observational perspective by Dou and Yoon.⁴ Pesantren are educational institutions full of religious values. However, cases of massive bullying occur in Pesantren.⁵

Bullying is a dishonorable behavior. In essence, human behavior is influenced by factors, either internal (attitudes, emotions, genetics) or external (customs, power, environment).⁶ Behavior can create a positive or negative response in a fundamental pattern of human social interaction. Even so, it is often that positive behavior gains a negative response. According to psychological studies, negative human behavior is categorized into acceptable, reasonable, strange, and deviant.⁷ Bullying, the most common form of abuse among adolescents, is associated with emotional and behavioral problems and psychiatric morbidity.⁸

Bullying is considered normal because educational institutions do not have a robust system for dealing with bullying. Alsaker revealed that identification with bullying behavior is always negative because it creates an uncomfortable feeling.⁹ Bullying occurs in educational institutions, such as insulting, criticizing, berating, demeaning, giving nicknames, committing acts of violence (kicking, hitting), bullying, extortion, and avoidance.¹⁰

with Child Maltreatment and Adolescent Psychosocial Problems,” *Children and Youth Services Review* 129 (October 2021): 106178, <https://doi.org/10.1016/j.chilgyouth.2021.106178>.

² Susan Carter, “The Bully at School: An Interdisciplinary Approach,” *Issues in Comprehensive Pediatric Nursing* 35, no. 3–4 (July 9, 2012): 153–62, <https://doi.org/10.3109/01460862.2012.708215>.

³ M van Verseveld and M Fekkes, “Bullying and Mental Health: The Effects of Prima Anti-Bullying Program in The Netherlands,” *European Journal of Public Health* 28, no. suppl_4 (November 1, 2018), <https://doi.org/10.1093/eurpub/cky213.057>.

⁴ Yunru Dou et al., “Bullying Victimization Moderates the Association between Social Skills and Self-Esteem among Adolescents: A Cross-Sectional Study in International Schools,” *Children* 9, no. 11 (October 22, 2022): 1606, <https://doi.org/10.3390/children9111606>; Yoon et al., “Bullying Patterns and Their Associations with Child Maltreatment and Adolescent Psychosocial Problems.”

⁵ Emilda Emilda, “Bullying Di Pesantren: Jenis, Bentuk, Faktor, Dan Upaya Pencegahannya,” *Sustainable Jurnal Kajian Mutu Pendidikan* 5, no. 2 (December 5, 2022): 198–207, <https://doi.org/10.32923/kjmp.v5i2.2751>.

⁶ Denis S. Ones et al., *The SAGE Handbook of Industrial, Work, and Organizational Psychology, VOL. 1., Personel Psychology and Employee Performance*, First Edit (SAGE Publications Ltd, 2013).

⁷ Kurt Kraiger et al., *The Wiley Blackwell Handbook of the Psychology of Training, Development, and Performance Improvement* (United Kingdom: John Wiley & Sons, Inc., 2015); Novi Ariyanti, Muhammad Anggung Manumanoso Prasetyo, and ..., “Evaluasi Manajemen Hubungan Masyarakat Dan Sekolah (Studi Kasus Di Madrasah Ibtidaiyah Miftahul Falah Purwodadi Pasuruan),” *Idarah: Jurnal Pendidikan Dan Kependidikan* 5, no. 2 (2021): 103–26, <https://doi.org/10.47766/idarrah.v5i2.133>.

⁸ S. Tordjman, “School Bullying and Group Violence: How to Occupy a Place in the Group by Exclusion,” *L'Encéphale* 48 (September 2022): S19–29, <https://doi.org/10.1016/j.encep.2022.08.002>.

⁹ Sonja Perren and Françoise D. Alsaker, “Social Behavior and Peer Relationships of Victims, Bully-Victims, and Bullies in Kindergarten,” *Journal of Child Psychology and Psychiatry* 47, no. 1 (January 2006): 45–57, <https://doi.org/10.1111/j.1469-7610.2005.01445.x>.

¹⁰ Yulfida Rizqi Fauzia, “Bullying at School : What Are the Motives and Causes ?,” *Proceeding of the 1 St International Conference on Social Sciences and Education (ICSSE 2021)*, no. Icsse (2021): 13–14; Dan Olweus, “School Bullying: Development and Some Important Challenges,” *Annual Review of*

The study of school bullying becomes the santri's aggressiveness and can potentially have the most negative impact on its victims.¹¹ In the context of the educational environment, a form of aggressive behavior leads to physical actions such as punches and kicks, resulting in physical injury. Aggressive behavior in verbal forms, such as ridicule, yelling, and intimidation, can hurt feelings. In the context of other related behaviors such as spreading slander, negative rumors, ignoring, and intimidating friends.¹² The narrative explores everyday life and the ambiguity of differences experienced through social structures and relations among santri in pesantren who simultaneously recognize and criticize agency (group) and power (senior-junior).¹³

The problem of bullying at school refers to peer domination (senior santri), who behave arbitrarily. When given the mandate as administrators, some of the senior santri behaved "over act" in acting against santri who violated the rules. For this reason, pesantren perform prevalence estimates, compare these estimates and average levels between groups and time, and measure changes. The coaching program shows that several cases of bullying at the Pesantren of Manarul Islam and Al-Muslim are frequently used as centric issues that attract public attention, especially with the spread of social media. Recent claims about cyberbullying made in the media and by some researchers are greatly exaggerated and lack scientific support.

In-depth and authoritative discussions about the background, concepts, development, modifications, and empirical tests regarding bullying have been carried out, such as the relationship between bullying cases and socio-economic,¹⁴ bullying with self-harm,¹⁵ social support, and school connectivity with bullying.¹⁶ However, those related to adaptive psychology in educational institutions are still very minimal and general, such as the role of parents, discipline, and the education system. For this reason, this research aims explicitly to evaluate whether the pesantren system's multifactorial intervention

Clinical Psychology 9, no. 1 (March 28, 2013): 751–80, <https://doi.org/10.1146/annurev-clinpsy-050212-185516>; Carter, "The Bully at School: An Interdisciplinary Approach."

¹¹ Dorothy L. Espelage and Lisa De La Rue, "School Bullying: Its Nature and Ecology," *International Journal of Adolescent Medicine and Health* 24, no. 1 (March 1, 2012), <https://doi.org/10.1515/ijamh.2012.002>.

¹² Jaana Juvonen, Sandra Graham, and ..., "Bullying in Schools: The Power of Bullies and the Plight of Victims," *Annual Review of Psychology* 65, no. 1 (January 3, 2014): 159–85, <https://doi.org/10.1146/annurev-psych-010213-115030>; Susan Carter, "Bullies and Power: A Look at the Research," *Issues in Comprehensive Pediatric Nursing* 34, no. 2 (April 13, 2011): 97–102, <https://doi.org/10.3109/01460862.2011.574455>; Samuel R. Hodge et al., *Case Studies in Adapted Physical Education* (Routledge, 2019), <https://doi.org/10.4324/9780367824488>.

¹³ Sigit Nugroho, Seger Handoyo, and Wiwin Hendriani, "Identifikasi Faktor Penyebab Perilaku Bullying Di Pesantren: Sebuah Studi Kasus," *Al-Hikmah: Jurnal Agama Dan Ilmu Pengetahuan* 17, no. 2 (November 3, 2020): 1–14, [https://doi.org/10.25299/al-hikmah:jaip.2020.vol17\(2\).5212](https://doi.org/10.25299/al-hikmah:jaip.2020.vol17(2).5212); Suadi Zainal, "The Impact of Anti-Violence Law on Changes in Santri Organization at Modern Islamic Boarding Schools (Pesantren)," *Idarah (Jurnal Pendidikan Dan Kependidikan)* 6, no. 1 (July 31, 2022): 27–36, <https://doi.org/10.47766/idarrah.v6i1.452>.

¹⁴ Pauline W Jansen et al., "Prevalence of Bullying and Victimization among Children in Early Elementary School: Do Family and School Neighbourhood Socioeconomic Status Matter?," *BMC Public Health* 12, no. 1 (December 2, 2012): 494, <https://doi.org/10.1186/1471-2458-12-494>.

¹⁵ Maria N. K. Karanikola et al., "The Association between Deliberate Self-Harm and School Bullying Victimization and the Mediating Effect of Depressive Symptoms and Self-Stigma: A Systematic Review," *BioMed Research International* 2018 (October 11, 2018): 1–36, <https://doi.org/10.1155/2018/4745791>.

¹⁶ Jun Sung Hong et al., "A Conceptual Framework for Understanding the Association between School Bullying Victimization and Substance Misuse," *American Journal of Orthopsychiatry* 84, no. 6 (2014): 696–710, <https://doi.org/10.1037/ort0000036>.

program can modify the parameters of the intensity of bullying and cognitive cases in individual Pesantren santri.

The research was conducted at two leading Pesantren in the city of Bireuen and Aceh Tamiang regency. The term integrated pesantren in Aceh is a pesantren that implements a modern education system and formal levels such as schools and madrasas.¹⁷ The potential as an outstanding pesantren should have a system for dealing with bullying.

Adaptive psychology in this study is a strategy used by Pesantren to prevent bullying behavior. The adaptive strategy adapts to the dynamics of the pesantren education system. Pesantren have norms and values that must be maintained for preventive actions to follow the values in the pesantren.

Simultaneous interactions throughout the day have the potential to cause bullying cases. Pesantren managers can implement adaptive strategies by creating a value system that minimizes bullying behavior. Through religious-based collective cultural learning, managers have access to variables that must be manipulated to change the trajectory of bullying behavior. This study seeks to produce a principle model for overcoming bullying through a psychological review. An analysis of santri behavior to ascertain bullying behavior ends with a series of recommendations for institutional and individual leaders to enforce what is deemed valuable and, more broadly, diversity.

Method

The research was conducted at two Pesantren in the city of Bireuen the Al Muslim Integrated Pesantren and the Manarul Islam Integrated Pesantren from Aceh Tamiang Regency. The term integrated pesantren in Aceh is a pesantren that implements a modern education system and formal levels such as schools and madrasas. Homogeneous aspects are considered when determining the research locus, including that the pesantren is a boarding school with an "A" accreditation with over 500 santri. The two pesantren are outstanding in the city and regency. The research uses a qualitative paradigm with a descriptive survey technique. Informants totaled 15 people with details; headmasters of the Pesantren, the vice principals of the Pesantren, the care departments for santri, senior teachers, dormitory teachers, and several santri. Data collection techniques were carried out through non-structural interviews, participant observation, and documentation studies. Specifically, an objective sampling strategy was used to select adolescents who had experienced bullying (according to Olweus' criteria)¹⁸ and could relate their experiences. In-depth semi-structured interviews with participants were conducted; written transcripts of these interviews were analyzed using thematic analysis. Data processing techniques were carried out through Miles and Huberman interactive¹⁹ Meanwhile, the data analysis technique used quasi-behavioral analysis. The analysis was carried out through a review of psychology and organizational behavior.

¹⁷ Muhammad Anggung Manumanoso Prasetyo and Zulkhairi Zulkhairi, "Design of Aceh Government's Dayah (Study of Conflict Interaction and Effectiveness in Organizations)," *Al-Hayat: Journal of Islamic Education* 6, no. 1 (2022): 87–103, <https://doi.org/10.35723/ajie.v6i1.220>.

¹⁸ Olweus, "School Bullying: Development and Some Important Challenges."

¹⁹ Matthew B Miles, A Michael Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook* (Sage publications, 2018).

Result and Discussion

Analysis of the Causes of Bullying Behavior

Bullying is a form of physical violence and has a long-term psychological impact due to the inability to defend oneself. Bullying is defined as an intentional act to make others afraid and threatened; individual and group actions to attack, threaten or hurt someone psychologically, physically, or verbally. Bullying can also be done intentionally to make the victim feel afraid, threatened, and unhappy.

Bullying at school can lead to depression due to repeated physical, emotional, or psychological violence experienced by the victim. The negative impact of bullying can cause feelings of sadness, hopelessness, and decreased self-esteem, which are symptoms of depression. Schools must implement anti-bullying programs and create a safe and supportive environment for santri to prevent and address bullying incidents.

Ineffective social interactions lead to bullying behavior. Skinner's theory explains the stimulus-organism-response theory (SOR), which begins with a stimulus to the person following the behavior that occurs.²⁰ Skinner's theory limits bullying behavior due to the fulfillment of thoughts, desires, urges, needs, and yearnings.²¹

The social learning theory states that overall, social learning theory highlights the important role that observation and reinforcement play in shaping helpful behavior to understand bullying phenomena, find strategic moves, and overcome bullying and other social problems.²² Human functionalization does not work independently; observations of humans as social beings will return to themselves. When individuals can be critical and report it to the authorities or enter the realm of law, bullying cases will slowly decline.

The category of bullying is antisocial behavior -misconduct behavior-in, the form of abuse of power against weak individuals and groups repeatedly. Bullying is part of juvenile delinquency. However, sociologically, it violates society's values and norms because it can cause violence and division in society.

Reupert revealed that cases of bullying were caused by family, economic, emotional intelligence, inequality, geopolitics, the education system, and the school environment.²³ Antisocial or abusive behavior is a type of behavior that violates social norms and rules and can include physical violence, verbal abuse, and psychological aggression. This behavior is often seen in bullying incidents, where one person repeatedly hurts or intimidates another person with the intent to harm. Bullying is a complex problem often rooted in broader social and cultural issues, such as prejudice, inequality, and a lack of empathy. Addressing antisocial behavior and violations in bullying requires a multi-faceted approach that involves education, creating a safe and supportive environment, clear policies, and involving the wider community.

²⁰ B. F. Skinner, "Whatever Happened to Psychology as the Science of Behavior?," *American Psychologist* 42, no. 8 (August 1987): 780–86, <https://doi.org/10.1037/0003-066X.42.8.780>; Edward K Morris, "BF Skinner: A Behavior Analyst in Educational Psychology," in *Educational Psychology: A Century of Contributions* (Routledge, 2014), 229–50.

²¹ Thomas G. Szabo, "Equity and Diversity in Behavior Analysis: Lessons From Skinner (1945)," *Behavior Analysis in Practice* 13, no. 2 (June 4, 2020): 375–86, <https://doi.org/10.1007/s40617-020-00414-1>.

²² Thomas R. Zentall, Jr. Galef, and Thomas R. Zentall, eds., *Social Learning* (Psychology Press, 2013), <https://doi.org/10.4324/9781315801889>.

²³ Andrea Reupert, *Mental Health and Academic Learning in Schools: Approaches for Facilitating the Wellbeing of Children and Young People*. (Routledge, 2019); Andrea Reupert, "From Individuals to Populations: Approaches to Promoting Mental Health and Preventing Mental Illness," *Advances in Mental Health* 20, no. 3 (September 2, 2022): 181–83, <https://doi.org/10.1080/18387357.2022.2143205>.

Pesantren's Actions against Bullying Actors

Prevention of bullying in Pesantren requires a series of strategic steps with the support of collaborative policies between internal parties (school administrators) and external (santri guardians) and is carried out wholeheartedly. The santri is conditioned in the right environment. The response to cases of bullying in Pesantren is to place santri in a safe room to be interrogated about the actual situation. The santri is asked to do counseling at a rehabilitation center that guarantees privacy and security. In this case, the pesantren has a care coordinator for santri ready to conduct counseling.

In addition, pesantren managers should be critical in evaluating and monitoring the already running system. The care coordinator of the santri should be a role model in behaving in the pesantren. Rules made by Pesantren are indirectly a form of an anti-bullying campaign, such as insulting and fighting, which are included in the category of moderate violations, and acts of sodomy are included in the category of serious violations. The leaders revealed the stages of handling cases of bullying in Pesantren, which are carried out through investigation, interrogation, and action.

“Pesantren have their way of dealing with bullying. We have our own department. The care department is more attached to santri. If there is a case of bullying, an investigation, collection of evidence, and action will be carried out. Usually, in the investigation process, santri will be interrogated and write a letter of confession.”
Informant 2

Reinforcement or compliments for prosocial behavior that is shown to santri. Furthermore, encouraging them to develop interests and talents that are actualized in several activities and be communicative with other individuals, especially with parents when children face problems from Pesantren or the surrounding environment. The urgency of the role of parents towards bullies is in line with the research by Navarro and Ortiz, which describes children as being more open to parents. Furthermore, parental advice is a separate motivation for children.²⁴

Although they are not a counseling scholar, ustadz in Pesantren must have insight and skills regarding prevention strategies to overcome bullying behavior. Reforming the pesantren curriculum service system supports anti-bullying attitudes in Pesantren. The communication between the pesantren and the actors of bullying has a large role in preventing bullying behavior, emphasizing policies on the practice of empathy in interactions with fellow santri. Empathy is the maturity of santri's attitudes to enable them to place themselves in situations. For the santri to be empathetic, the ustadz in Pesantren often do counseling. The Ustadz provide personal guidance by observing children's characteristics and opening a dialogue to address complaints and expectancies. In another aspect, ustadz must have an attitude that can provoke santri to be open to minimize bullying behavior. The care coordinator believes:

²⁴ Raúl Navarro et al., “Families, Parenting and Aggressive Preschoolers: A Scoping Review of Studies Examining Family Variables Related to Preschool Aggression,” *International Journal of Environmental Research and Public Health* 19, no. 23 (November 23, 2022): 15556, <https://doi.org/10.3390/ijerph192315556>; Olga Gómez-Ortiz, Eva María Romera, and Rosario Ortega-Ruiz, “Parenting Styles and Bullying. The Mediating Role of Parental Psychological Aggression and Physical Punishment,” *Child Abuse & Neglect* 51 (January 2016): 132–43, <https://doi.org/10.1016/j.chiabu.2015.10.025>.

"Teachers placed in the care of the santri are known to have maturity and can be role models for the santri. The teacher's track record in the upbringing of santri is also clear, i.e., when they were santri, they obeyed the rules and had a disciplined attitude. With teachers who have mature attitudes or are respected, santri will become more open." Informant 3

Care teachers, even though they do not hold a counseling degree, comprehend more in practice because they obtain theory based on educational experience and guidance. At the same time, they were santri until they became teachers. Analysis of bullying acts is a persuasive approach with reprimands, providing advice, and guidance. The purpose of counseling in the pesantren environment is to examine how to create the right environment and maintain confidentiality. The moral and social-ethical dimensions are the focus of the ustad's attention in the counseling process.

One of the factors that cause santri to bully is an aggressive and abusive family environment. Unknowingly, this negative experience becomes an image to be imitated and practiced by colleagues at Pesantren. Further analysis of the research data shows that the average bully has a history of a less harmonious family environment. The perpetrators had experienced verbal and physical abuse by their parents. The results are supported by Watt and Erika's research and revealed that parents' behavior of physical and verbal violence toward children indirectly shapes children's character to be rude into adulthood.²⁵

Conversely, parents' exemplary and gentle attitude in the family environment forms a good child's personality. Some examples of educational attitudes that harm children include being spoiled, lack of discipline, too much playing time, and too much relaxation time. The early puberty of santri requires assistance, especially from parents. The reason is that parenting styles influence the formation of children's behavior. The relational pattern between children and parents provides a dialogic space that enables children to be more open and willing to obey their parents' advice.

The Al Muslim and Manarul Islam Pesantren involve the active role of santri's guardians through technology optimization. As the coordinator of santri care reveals:

"We have a definite track record of action. First, by checking the track record of violations. Santri is called to the care office to be questioned about the incident. Then they are asked to write a letter of recognition. All processes are carried out transparently. Subsequently, it is to call the guardian of the related santri." Informant 4

Calling a santri's guardian is for a collaborative process in fostering involved parties, both individuals and victims, even involving psychiatrists in certain cases. The care coordinator who usually approaches bullying santri reveals:

"We expect that the punishment given can have a deterrent effect on the actors of bullying. It also regards the character of the santri. Because there are indeed santri,

²⁵ Ronél van der Watt, "Attachment, Parenting Styles and Bullying during Pubertal Years," *Journal of Child & Adolescent Mental Health* 26, no. 3 (September 2, 2014): 251–61, <https://doi.org/10.2989/17280583.2014.947966>; Kadek Ayu Erika, Dian Atma Pertiwi, and Tuti Seniwati, "Bullying Behaviour of Adolescents Based on Gender, Gang and Family," *Jurnal Ners* 12, no. 1 (2017): 126–32; Navarro et al., "Families, Parenting and Aggressive Preschoolers: A Scoping Review of Studies Examining Family Variables Related to Preschool Aggression."

who have a hard character. Therefore, whatever punishment is given is not a deterrent to the santri." Informant 3

Table 1: Analysis of Bullying Behavior Responses in Pesantren

	Behavior Identification
Acceptable Behavior	Swearing, criticizing, and insulting attitudes, condescending attitudes, rude attitudes (pushing, hitting, kicking), extortion, avoidance, refusing to make friends;
Peculiar behaviour	Pride in unusual nicknames, being called animal names, intimidating actions, senior violence against juniors, and the theft of footwear.
Deviant behaviour	Sodomy, homosexuality

Table 1 reveals the categorization of bullying behavior that occurs in Pesantren. First, acceptable behavior is a violation with mild sanctions but has the potential to create a bigger conflict. Second, strange behavior, such as being proud of strange nicknames, being proud to be called animal names, and liking to steal sandals. The third is deviant behavior, such as sodomy and homosexuality.

Actions of Pesantren against Victims of Bullying

Victims of bullying are the ones who suffer the most. Victims can potentially be exposed to psychological and physiological disorders that leave an impression and even impact their future. A study conducted by Carter supports the results of the research by Fine and Wong, which revealed the long-term negative effects of bullying victims, including depression, lowered self-esteem, trauma, and anxiety, decreased academic performance, increased use of addictive substances, et cetera.²⁶

Table 2: Open Coding of Male Santri Bullying Cases

Case	Open Coding	Category
Verbal bullying by being called animal names	<i>"I am ashamed of my parents; besides, we were used to being called strange names," Informant 7.</i>	Shame on parents
Physical bullying, being treated like a woman	<i>"Kalau ketahuan saya tidak mau lanjut di pesantren karena malu" Informant 11.</i>	Worried about being exposed
Verbal bullying by an act of threatening	<i>"We are always threatened not to make a report on the bully. They said that what was done to us has also happened to them," Informant 5.</i>	Threats of seniors

²⁶ Ching-Tsai Wong, Ying-Yao Cheng, and Li-Ming Chen, "Multiple Perspectives on the Targets and Causes of School Bullying," *Educational Psychology in Practice* 29, no. 3 (September 2013): 278–92, <https://doi.org/10.1080/02667363.2013.837030>; Shoshanna L. Fine et al., "'If It's Really Excessive, It Can Enter Your Heart': A Mixed Methods Investigation of Bullying Among Early Adolescents in Semarang, Indonesia," *Journal of Interpersonal Violence*, August 9, 2022, <https://doi.org/10.1177/08862605221111422>; Carter, "The Bully at School: An Interdisciplinary Approach."

Table 2 explains the field facts, which state that victims of bullying are not just passive actors and have the potential to become predators. Victims of bullying also tend to be silent to cover up the facts. Indirectly it plays a role in perpetuating the bullying situation. The non-cooperative attitude includes embarrassment, fear of being exploited, and being prone to threats and intimidation by senior santri. However, these reasons can exacerbate the bullying situation for victims because of unresolved problems. The care coordinator discloses:

“Victims of bullying are generally silent. They are afraid they will be intimidated if they report to the Santri Care Teacher. Especially for the juniors, their seniors will take action if they report to the care teacher.”—informant 3.

In addition, santri already has a value system in that complaining about other people is a form of childish, spoiled, weak, and completely immature. For the victim, it is better to bear the burden of this suffering than to violate the values of the santri and complain about other santri. Verbal bullying in Pesantren includes cases of taunting each other with negative nicknames (animal names, criminal names, strange names). The phenomenon in verbal bullying cases is that victims feel inferior and insecure. However, over time they take it for granted and are even proud of the nicknames attached.

Another informant, a coordinator of santri care, explained that verbal bullying is incoherent because both the victim and the perpetrator intensely called each other ridicule and strange nicknames. As explained by a senior teacher at one of the Pesantren:

“Regarding verbal bullying behavior, it seems that santri is used to receiving this treatment. Some of them are even proud of verbal bullying. Cases that occur are usually santri, given a nickname or a special name. Even if you hear those names, it leads to a negative connotation of animal names or something strange.” Informant 5

Action Response of Bullying Victims

The data presented in Table 3 shows the responses of santri, who are the victim of bullying. In a review of adaptive psychology, the response to bullying behavior is shown through communication and classified into three actions. First is a passive form of communication which is a situation where santri tends to be silent, afraid of threats, and tends to surrender. The logical consequence of this situation is that santri will continue to be the victim. Second is aggressive communication, which is the response of santri with anger, which is no wonder that this situation leads to fights. Third is assertive communication, a situation where santri can act maturely. With self-confidence, santri can communicate interpersonally to express their feelings towards the other person. In this case, santri usually become familiar with each other and are willing to share.

Table 3: Action response to bullying behavior

	Open Coding
Passive Communication Santri are silent and tend to surrender	<i>“How can we fight them? They are our seniors. If we complain, they will be summoned, and then action will be given to them. Unless the seniors are immediately expelled”.</i> Informant 10.
Aggressive Communication	<i>“There were also some of our peers that fought back when teased. But the problem was not all santri had the guts like</i>

Santri has guts and dares to fight back	<i>the ones who fought back. Generally, the teased person was weak and small in stature”—informant 5.</i>
Assertive Communication Santri has communication skills	<i>“Santri who have communication skills were rarely being. People were respecting them; usually, they were smart people and were in the more advance class”. Informant 9.</i>

A review of research data found that bullying and victimization are due to the social domination function of bullying, the bully's heightened self-view, and the effect their behavior has on the victim. As a result of being bullied, santri can become active and proactive. Santri who suffers will continue to dwell on the bad experiences that happened to them, forcing them to be silent. A review of the evidence causes a cyclical process between risk factors and consequences of bullying and for the pesantren to think of mechanisms that can explain increased emotional distress and health problems, in this case, mental health.

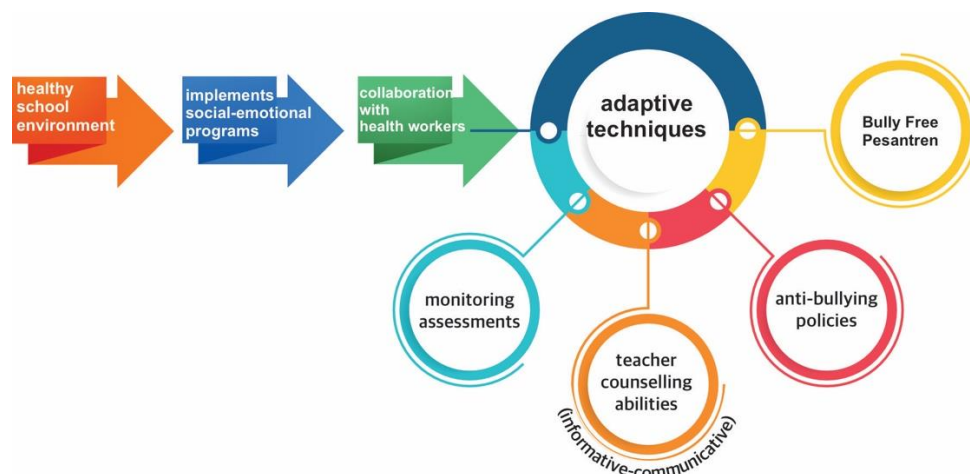


Figure 1: Research Novelty

Figure 1 describe adaptive strategies, including improving teacher counseling skills, monitoring assessments, and implementing anti-bullying policies, are crucial for addressing mental health issues among students. Equipping teachers with effective communication skills and knowledge of mental health enables them to provide valuable guidance and support to students in need. Open and honest dialogue creates a safe space for students to express their concerns, leading to the identification of underlying issues and appropriate interventions. Regular assessments help educators monitor students' academic progress and detect signs of distress, allowing for timely interventions and improved well-being. Anti-bullying policies establish a culture of respect and empathy, reducing bullying incidents and fostering positive student relationships.

In solution-focused counseling, student participation is key. By acknowledging their realities, students actively collaborate and contribute to the counseling process. Focusing on solutions empowers students to recognize their strengths, set achievable goals, and work towards positive outcomes. This approach cultivates resilience and enables students to navigate challenges and make informed decisions. By utilizing adaptive techniques, educational institutions provide effective mental health guidance,

ensuring students receive the necessary support to address their mental well-being. Prioritizing mental health in schools contributes to overall student development and academic success.

Overall, the implementation of adaptive strategies is essential in addressing mental health concerns among students. Enhancing teacher counseling skills, monitoring assessments, and promoting a supportive environment through anti-bullying policies create a framework for effective mental health coaching. By actively involving students in the counseling process and fostering resilience, educational institutions play a crucial role in supporting student well-being and academic achievement. Recognizing the significance of mental health in student development is imperative for educational institutions to create a positive and nurturing learning environment.

Mental Health Development

Observing the impact of bullying on mental health. Therefore, a pesantren program that focuses on preventing bullying can reduce the concerns of santri guardians. In addition, improving the School Climate provides evidence-based and practical strategies for cultivating a healthy school environment while avoiding the problem of bullying behavior, which is in line with research conducted by Bear and Schaffer.²⁷ Prior mental health problems were at higher risk of being bullied, and the psychopathological impact of bullying was the greatest among them.²⁸

Pesantren implements social-emotional programs. A program with step-by-step guidance for educators and pesantren-based mental health professionals. Pesantren, in this case, has bureaus for caring for santri. Mental health is carried out through awareness-based activities referring to religious values. Santri is obligated to do tahajjud and dhuha prayers. Such handling applies to bullying actors in mild and moderate violations. Actors of bullying with serious violations will be expelled because the most appropriate treatment is to return them to the family. After being traced, several cases of bullying traced were also influenced by a less harmonious family background, problems of domestic violence, problems of divorce, et cetera. The case in the family environment affected the santri at the Pesantren.

"After our examination, some santri bullied because they have a history of family factors. Some of them were victims of domestic violence. Some of them were caused to live in households that were not harmonious; their parents were divorced, poverty, and others. Indirectly this phenomenon affects the mentality of children in Pesantren."

The social-emotional program is effectively carried out through several managerial stages, i.e., planning, the pesantren revises regulations which consist of a socialization system and regulatory order. At the stage of organizing the pesantren, restructuring the management is carried out. If previously the upbringing of the santri only had teachers who were strict in discipline, now the pesantren shows teachers who have persuasive skills, are respected, and have strong ubudiyah qualifications. At the implementation

²⁷ George G. Bear, *Improving School Climate* (New York : Routledge, 2020.: Routledge, 2020), <https://doi.org/10.4324/9781351170482>; Gary E. Schaffer, Stacy L. Bender, and ..., *Implementing Universal Social-Emotional Programs* (New York: Routledge, 2022), <https://doi.org/10.4324/9781003343479>.

²⁸ Tordjman, "School Bullying and Group Violence: How to Occupy a Place in the Group by Exclusion."

stage, it is carried out through operational actions in collaboration with health workers. It is implemented by evidence-based coaching by inviting health workers or psychologists to diagnose santri's mental health. Pesantren also has a method, i.e., a persuasive approach through a supervising teacher.

Furthermore, an evaluation system is carried out routinely by making the evaluation results as policy-making data. The data relates to disciplinary violations, training and mentoring programs, evaluation programs, and partnership network development. The evaluation system is also scientific by providing organizers of graphs, charts, activities, exercises, sketches, checklists, templates, charts, and other interactive features for active engagement.

Santri's mental health can be disrupted due to cases of bullying. Pesantren has a series of strategies to deal with cases of bullying. Pesantren leaders issued an anti-bullying policy. Regarding the pesantren system, discipline is written in a command line. Cases of bullying fall into the category of serious violations with sanctions of suspension and even expulsion. Pesantren should focus on evidence-based anti-bullying programs as an important part of a more accountable pesantren policy.

Adaptative Strategy

In the study of psychology and organizational behavior, the strategy model for teachers is to provide additional competencies to encourage santri to be open and to have discussions. The form of cooperation that can be carried out by pesantren is to improve basic counseling skills for teachers and pesantren employees. Aspects of concern include sadness due to bullying behavior, intimidation, anger control, excessive anxiety, depression due to bullying, self-harm, building friendships, and academic guidance.

After fulfilling the basic conceptual understanding of Pesantren, the skills become easy to apply to provide counseling to santri in the Pesantren environment. In addition, positive social relations and community involvement are important in increasing prosocial observer behavior and ultimately reducing bullying in schools.

Institutionally, Pesantren has a model to follow the outline of a solution-focused counseling approach. Pesantren constructs guidebooks or regulations related to bullying behavior. A statistically significant positive correlation was found between authoritarian parenting and the vertical dimensions of both cultural value orientations (individualism and collectivism) but not with the horizontal dimensions of either cultural orientation.

Anticipation of bullying cases through system improvements. A stronger emphasis on coping strategies for bullying, among others, is on integrating curriculum and teaching rather than attitudes toward giving disciplinary sanctions to bullying actors. The focus of Pesantren also leads to future improvements, actions against perpetrators, and actions against victims. Actors will be given sanctions and coaching. Meanwhile, victims are given assistance and counseling. The reaction to the update on current events requires Pesantren to be more active in evaluating actions against bullying by considering several aspects, including cultural references, resources, research literature, law, and pesantren policies. In addition, structurally, synergy is needed between the components involved in the Pesantren education system, starting from administrators, teachers, parents, nurses, and mental health providers who must be proactive in utilizing this intervention and providing training for employees.

The expected implications for santri, who are victims of bullying, are given special treatment. This strategy can be applied universally, doing this important reading for all

classroom teachers, school leaders, teacher and santri educators, educational psychologists, coordinators, and special needs and education consultants.

Conclusion

The prevention effort of bullying at the Al Muslim and Manarul Islam Pesantren was carried out through personal approaches, reprimands, advice, punishments, and calling the parents. Meanwhile, psychological approaches were carried out through counseling teachers at Pesantren. Cases of verbal bullying were considered normal, such as mocking and calling nicknames that received less attention from Pesantren. However, if the bullying was physical, such as beating, it was considered a serious violation with sanctions such as suspension or expulsion. Santri's adaptive psychology was shown through communication skills divided into passive, aggressive, and assertive communication. Meanwhile, in a review of adaptive psychological studies in the context of organizational behavior, it is a strategic effort for teachers to encourage santri to be more open, following the outline of a solution-focused counseling approach. Institutional adaptive psychology focuses on several aspects, including cultural references, resources, research literature, formalization, and pesantren policies. In addition, structurally, synergy is needed between the components involved in the pesantren education system, starting from administrators, teachers, parents, nurses, and mental health providers who must be proactive in utilizing this intervention and provide training for pesantren employees. Thus far, the pesantren are more concerned about the reputation of their institution. Therefore the social implications of this research demand that pesantren managers be transparent when bullying cases occur.

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