



PREVENTIVE EFFORTS OF ISLAMIC RELIGION TEACHERS IN HANDLING BULLYING

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ABSTRACT

Bullying is one of the main challenges in the education sector, which can have a negative impact on students' psychological well-being and academic achievement. This study aims to find out the prevention efforts made by Islamic Religious Education (PAI) teachers in handling bullying cases at SMK Muhammadiyah 1 Sragen. In addition, this study also explores the various obstacles faced by teachers in prevention efforts and seeks solutions to improve the effectiveness of anti-bullying strategies in schools. This study used a qualitative method with a descriptive approach. The results showed that PAI teachers play an important role in shaping students' character through religious education, Islamic studies, and socialization of the impact of bullying. To address the issues, this study recommends improving anti-bullying education through seminars, trainings and workshops, strengthening coordination among teachers, and developing a more effective reporting system. With the implementation of appropriate strategies, schools are expected to create an environment that is more conducive, safe and supportive of students' overall development. Preventive efforts made by Islamic Religious Education (PAI) teachers in dealing with bullying have a positive impact in shaping students' moral character, increasing awareness of the dangers of bullying, and creating a safer school environment that supports students' overall development.

ARTICLE INFO

Article History:

Submitted/Received 30 Feb 2025

First Revised 07 Mar 2025

Accepted 14 Mar 2025

First Available online 08 May 2025

Publication Date 01 Jun 2025

Kata Kunci:

Bullying; Islamic education;
Prevention; Teacher's role.

1. INTRODUCTION

Bullying involves psychological, physical, verbal, or emotional pressure exerted by individuals or groups who feel stronger against someone or another group perceived as weaker, either physically or mentally (Khotimah, 2024). Bullying is an act of intimidation towards others, whether physically or verbally, which can take the form of pushing, teasing, exclusion from friendships, violence, threats, or coercion (Chandra, 2024). This behavior can occur in various places, especially in schools, and may manifest as physical violence, emotional pressure, or through digital media (Muslimah, 2019). The impacts of bullying include feelings of isolation, decreased self-esteem, depression, and severe stress. Additionally, bullying can have long-term effects on victims, particularly in emotional and behavioral aspects.

Bullying is a behavior that cannot be overlooked in the education sector because it is not a normal part of social life and should not become a part of children's daily lives (Setyorini, 2025). In Islamic teachings, bullying is considered a reprehensible act. The Qur'an, in Surah Al-Hujurat verse 11, reminds believers not to mock or demean others, as those being belittled may be better than them. This verse emphasizes that Islam forbids all forms of humiliation and the degradation of others' dignity, including bullying. As a moral guide, religious teachings also emphasize the importance of respecting and upholding the dignity of every individual to create a more harmonious social environment (Raito, 2023).

"O you who have believed, let not a group of men ridicule another group; perhaps they may be better than them. Nor let a group of women ridicule another group; perhaps they may be better than them. And do not insult one another and do not call each other by offensive nicknames. Wretched is the name of disobedience after faith. And whoever does not repent - then it is those who are the wrongdoers."

In the Merdeka Curriculum, bullying is categorized as one of the three major violations in the field of education, along with sexual violence and intolerance (Ariawan, 2024). The Commissioner of the Indonesian Child Protection Commission (KPAI), Aris Adi Leksono, revealed that at the beginning of 2024, there were 141 reports related to violence against children. Of these, about 35 percent of the cases occurred in schools or educational institutions, indicating that violence in the educational environment remains a serious issue that requires attention. Additionally, school bullying often occurs in groups due to a lack of early detection of negative social environments. The impact of bullying can be very serious, both physically and psychologically, and may even lead to long-term trauma. According to KPAI data, 46 children who were victims of bullying experienced severe pressure to the point of contemplating suicide (Suroso, 2023).

Child protection is regulated under Law Number 35 of 2014, which is a revision of Law Number 23 of 2002 concerning Child Protection (Aldi, 2023). This law was formulated and enacted to ensure that every child in Indonesia is protected from various forms of threats, violence, and intimidation, allowing them to grow and develop in a safe and comfortable environment (Hansyah, 2021). The protection provided to children includes basic needs such as clothing, food, and shelter. Moreover, protection must also cover psychological and mental aspects, particularly in supporting their emotional and mental development. Consequently, children

should not only grow physically but also develop mentally and emotionally to lead a well-balanced life.

Therefore, the education sector plays a vital role in developing students' potential holistically, including shaping their character (Raito, 2023). Schools contribute significantly to addressing this issue by raising awareness about bullying behavior and implementing effective prevention measures. These efforts are necessary to create a safe and conducive learning environment for all students. Schools are not only responsible for providing academic education but also have a moral obligation to create a safe, inclusive, and supportive environment that fosters positive character development in all students. Consequently, preventing bullying in schools should be a top priority to ensure every student can learn and grow in a comfortable and bully-free atmosphere.

Teachers play a crucial role in preventing and addressing bullying in schools. As the main link between students and the curriculum, teachers are in a strategic position to observe student interactions and identify early signs of bullying behavior. Not only should they recognize and respond to bullying incidents, but teachers are also responsible for designing and implementing effective prevention strategies to create a safe and supportive learning environment for all students. This involves creating a comfortable classroom environment, building good relationships with students, and instilling values such as empathy, mutual respect, and inclusivity. Additionally, teachers and school staff need to have a deep understanding of risk factors and signs indicating potential violence or bullying in schools. Teachers must also be proactive in identifying and addressing early signs of bullying behavior to prevent it from escalating further (Chandra, 2024).

Implementing anti-bullying policies is a significant responsibility for teachers. They must ensure that school rules regarding bullying are enforced consistently and fairly while providing necessary support to students affected by it. When dealing with bullying, teachers need to collaborate with parents, counselors, and other stakeholders in the school to design and implement appropriate intervention measures. Additionally, teachers must be firm in enforcing rules by imposing appropriate sanctions while maintaining an educational and rehabilitative approach. Handling bullying cases must be done fairly, consistently, and with the involvement of parents, counselors, and the entire school community to achieve more effective results (Nawawi, M. L., Kurniawan, 2023)

Therefore, the role of Islamic Education Teachers (PAI) in schools is not only limited to teaching and educating but also in setting a positive example for students. Moreover, they have a responsibility to take preventive measures against bullying and mitigate its negative impacts. PAI teachers also play a vital role in Islamic-based education, where they instill spiritual and moral values in students. In doing so, they help students develop into better individuals in terms of both morality and character (Nurani, I. 2022).

2. RESEARCH METHODS

This study aims to describe and analyze the preventive efforts made by Islamic Education teachers in handling bullying cases. The research method used is a qualitative approach, categorized as field research with a descriptive method. Through this approach, the study seeks to explain, document, analyze, and interpret the ongoing situation (Leha, 2024).

The qualitative research method is an approach used to examine a phenomenon in its natural setting, where the researcher serves as the primary instrument. Data collection is conducted using triangulation or a combination of various techniques. Data analysis is inductive, and the research results focus more on interpreting the phenomenon under study (Hansyah, 2021). This study employs a qualitative approach. Bogdan and Taylor, as cited by (Amin, 2023), explain that a qualitative approach is a research method that produces descriptive data in the form of words, both written and spoken, derived from individuals and observable behavior.

The data collection methods in this study include observation, interviews, and documentation. Meanwhile, data analysis is carried out by systematically collecting and organizing findings based on observations and interviews conducted. The collected data is then reduced (selected and filtered) and presented in a more structured form, leading to conclusions being drawn based on the reviewed research results.

3. RESULTS AND DISCUSSION

Based on interviews conducted on November 28, 2024, with the school counselor, Islamic Education (PAI) teacher, and students, it was found that bullying at school occurs in various forms, including verbal, physical, cyberbullying, and psychological (Fasira, 2024). According to the school counselor and PAI teacher, bullying among female students generally begins with actions such as mocking, teasing, and insulting. Examples include calling friends by their parents' names, making inappropriate comments about makeup, giving sarcastic remarks, and engaging in body shaming. These findings indicate that verbal bullying remains prevalent in the school environment. Additionally, cyberbullying has been increasing alongside the high use of social media among students. Cases found include posting photos displaying inappropriate exposure and sharing content about friends that do not match reality, potentially leading to defamation.

According to the interviewed students, physical bullying, such as kicking and hitting, does occur but is rarely identified as it is often considered a joke among students. Meanwhile, psychological bullying, such as social exclusion, tends to last longer, sometimes even up to an entire semester. This situation is more common when conflicts involve specific friendship groups, making it difficult to resolve quickly. The evidence gathered suggests that bullying victims generally experience anxiety, trauma, fear, stress, and a loss of self-confidence, which may lead them to avoid attending school (Wahab.A et al., 2021) Both verbal and physical bullying can

negatively impact a child's psychological state, especially if it occurs continuously over a long period.

The interview with the PAI teacher revealed that bullying can be influenced by individual and environmental factors. One of the causes is the family environment, where children who frequently witness negative behavior at home are likely to imitate it and bring it into the school setting. Additionally, the lack of parental supervision over children's habits contributes to the emergence of bullying behavior. The victim's lack of confidence or fear in reporting the bullying they experience further exacerbates the situation. Therefore, the role of Islamic Education teachers is crucial in handling and preventing bullying cases at school.

3.1 Preventive Efforts by Islamic Religious Teachers in Addressing Bullying

Islamic Education (PAI) teachers play a crucial role in addressing bullying in schools by raising awareness about the dangers and impacts of bullying among the entire school community. Additionally, they collaborate with parents and the school to implement social rules that encourage positive interactions among students. PAI teachers also contribute by instilling Islamic moral and ethical values, providing counseling and guidance to students, and helping them develop good social (Ahmad, D .2020).

The role of teachers in preventing bullying in schools is vital and involves various interconnected responsibilities. Beyond teaching academic subjects, teachers are also responsible for supervising and guiding students to create a safe and comfortable learning environment for everyone. To prevent and handle bullying cases, teachers need to adopt a comprehensive approach, from effective classroom management to building good communication with all related parties.

Teachers play a key role in finding solutions to address bullying in schools. As educators, they often have close relationships with students, making students feel more comfortable and open when sharing their experiences. Therefore, teachers need to provide guidance and advice to help students understand the difference between good and bad behavior. Their responsibilities in the educational environment include creating a safe space for students. Furthermore, teachers should regularly offer direction and coaching, especially when responding to and handling bullying cases in schools.

As educators within the school environment, teachers have an important role in designing effective strategies and methods to prevent bullying. The exemplary behavior displayed by teachers is a major factor in shaping students' character, where polite and noble attitudes and words can serve as a good example for students (Aldi, 2023). Thus, Islamic teachers at SMK Muhammadiyah 1 Sragen carry a significant responsibility in managing and preventing bullying cases, acting as the forefront in creating a safe and conducive school environment for all students.

The following are the preventive efforts made by Islamic religious teachers. Increasing students' understanding of bullying is a crucial step in preventing such

behavior in the school environment. Guidance and Counseling (BK) teachers and Islamic Education (PAI) teachers actively provide guidance in the classroom and collaborate with the Muhammadiyah Student Association (IPM) to spread information about the negative impacts of bullying and how to address it (Rahim A, 2023). Additionally, PAI teachers play a role in instilling moral values through religious studies and classroom learning materials, helping students understand the importance of respecting and valuing others. Through this socialization, it is hoped that students become more aware of the dangers of bullying and have the courage to take action when witnessing or experiencing unpleasant behavior. This program not only serves as a preventive measure but also aims to build a safe, inclusive, and empathetic school environment where every student feels valued and protected from all forms of intimidation.

Collaboration between schools and parents plays a vital role in creating a safe and comfortable learning environment for students. BK and PAI teachers actively coordinate with other subject teachers to monitor student behavior both in the classroom and in the school environment. Furthermore, communication with parents is maintained through WhatsApp groups, which serve as a primary means of monitoring student development outside of school. With intensive communication, schools can provide information about students' conditions and offer suggestions to parents to support their children's education process. This approach also helps parents better understand the challenges their children face, enabling them to provide more optimal guidance and support at home. Through strong collaboration between schools and parents, preventive efforts against negative behaviors, including bullying, can be more effective and sustainable (Harmita, D., Sofiana, 2022).

At SMK Muhammadiyah 1 Sragen, religious activities and character development are integral parts of creating a school environment based on Islamic values. The school strives to instill Islamic teachings in students' lives so they develop good morals and a sense of responsibility towards themselves and their surroundings. Religious programs such as congregational Dhuha prayers, Quranic recitation (tadarus), and regular religious studies are conducted to shape students' characters to be more disciplined, caring, and respectful towards others (Kollo, 2024). Beyond being a form of worship, these activities also play a role in building students' awareness of the importance of moral values in everyday life. By promoting religious practices at school, it is hoped that students will not only excel academically but also exhibit polite and ethical behavior when interacting with peers and teachers. This Islamic values-based approach serves as an effective strategy in preventing negative behaviors like bullying and fostering a more harmonious and empathetic school culture.

Classroom and duty teachers have a primary role in monitoring student behavior, both inside and outside the classroom. They are responsible for observing student interactions and identifying early signs that may lead to bullying. Through intensive monitoring, preventive measures can be taken before problems escalate

further. If there are indications of bullying, duty teachers and classroom teachers immediately report the situation to BK teachers for further handling. BK teachers then intervene by bringing together victims and perpetrators to gain a deep understanding of the issue, ensuring that all parties can share their perspectives. The approach prioritizes peaceful resolution, where perpetrators are educated about the negative impacts of their actions, while victims receive support to maintain a sense of safety and comfort at school. With strict supervision and quick response, schools can create a more conducive, safe, and bullying-free learning environment (Insanitaqwa, P. A. 2024).

3.2 Challenges Faced by Teachers in Handling Bullying

The limited number of counseling teachers in schools is one of the main challenges in addressing various student issues, particularly in preventing and handling bullying cases. Currently, there are only two counseling teachers responsible for guiding and monitoring all students, resulting in a significant workload. With a large number of students, it is challenging to supervise their behavior optimally, especially in detecting bullying cases that often occur outside the classroom or in their social environment. This shortage of educational staff also makes it difficult to provide intensive support to students who need special attention. Consequently, some bullying cases may not be identified or addressed promptly, potentially harming the psychological well-being of victims and the social dynamics within the school. To overcome this challenge, schools could consider increasing the number of counselors or involving subject teachers in bullying prevention programs to create a more effective and comprehensive monitoring system (Bermutu, S. A. 2025).

The lack of awareness among students about bullying is a major reason why this behavior continues to persist in schools. Many students still perceive bullying as merely a joke or a part of social interaction, without realizing the psychological impact it can have on the victims. This perception leads many victims to remain silent and hesitate to report incidents because they feel it is a normal occurrence or fear being labeled as weak by their peers. Additionally, a lack of understanding about the difference between joking and actions that harm others causes some students to unknowingly engage in bullying without understanding its consequences. This permissive attitude towards such actions worsens the situation, leaving victims feeling unsupported and reluctant to speak up or seek help. Therefore, more intensive education and socialization about the effects of bullying are needed, so students can better understand boundaries in interactions and collectively create a safe and respectful school environment.

Cyberbullying has become an increasingly complex issue in the educational environment, especially with the growing use of social media among students. This form of bullying is often difficult to detect because it occurs in the digital space, such as through private messages, negative comments, or harmful posts on various social media platforms. Counseling teachers face significant challenges in monitoring

students' online behavior, considering the numerous communication applications available and the anonymity features that allow perpetrators to hide their identities. Furthermore, many cyberbullying victims choose not to report their experiences, either due to fear of further intimidation or because they believe the school lacks effective solutions to handle such cases. The impact of cyberbullying is just as serious as direct bullying, potentially causing anxiety, stress, and even reduced self-confidence in victims. Therefore, special strategies are needed to address this issue, such as enhancing students' digital literacy, strengthening collaboration with parents to monitor children's online activities, and providing a safe and easily accessible reporting mechanism for victims.

The lack of coordination among teachers is another obstacle in preventing and addressing bullying cases in schools. Although Islamic Education teachers (PAI) have contributed to instilling moral values and building students' character, this role has not been fully integrated into a solid collaboration system with counseling teachers and homeroom teachers. Currently, the reporting and handling of bullying cases operate separately, leading to unclear communication channels among those responsible for supporting students. As a result, some bullying cases may not be handled optimally because the information received by one party is not always forwarded to other relevant authorities. To enhance the effectiveness of prevention and intervention, schools need to develop a more systematic reporting system based on inter-teacher collaboration, ensuring every incident is documented and addressed promptly. With better coordination, all educators can contribute to creating a safer, more harmonious, and bullying-free school environment.

The absence of specific programs focused on bullying prevention is a significant challenge in creating a safe and violence-free school environment. Currently, there are no structured activities that thoroughly address bullying, such as seminars, regular training, or workshops for students and educators. Efforts made so far are limited to verbal socialization on certain occasions, without a systematic follow-up to ensure students truly understand the impacts and consequences of bullying. Without a continuous program, it is difficult for students to develop long-term awareness of the importance of mutual respect and appreciation. Therefore, schools need to develop a more comprehensive anti-bullying program, for example, through interactive discussions, case-handling simulations, and student involvement in anti-bullying campaigns. With more targeted and sustainable strategies, bullying prevention efforts can become more effective, contributing to a safer, more inclusive, and empathetic school environment.

3.3 Solutions and Recommendations to Enhance Bullying Prevention

To strengthen the role of Islamic Religious Education (PAI) teachers in preventing bullying, schools can emphasize the integration of anti-bullying values through religious education. PAI teachers play a crucial role in promoting lessons about respecting and valuing others. One effective approach is to incorporate topics

related to social ethics and mutual respect into religious studies, ensuring that students consistently receive messages that discourage bullying behavior. Regular educational programs such as seminars, training sessions, or special discussions on bullying are also highly recommended. These programs should involve students, teachers, and parents to build a comprehensive understanding of the negative impacts of bullying and to equip students with strategies to handle such situations. Through consistent education, the school community can develop a strong anti-bullying culture.

Addressing the limited number of counseling teachers, schools could consider adding more counselors or engaging other teachers as volunteers in guiding students and managing bullying cases. This approach would help alleviate the workload of existing counseling staff and provide more effective support to students in need. To create a safe environment for reporting bullying incidents, schools need to establish a secure and easily accessible reporting system. Options like an anonymous complaint box or a digital platform where students can report bullying cases without fear or pressure could encourage more victims to speak up. Such mechanisms ensure that all cases are documented and addressed appropriately.

In dealing with the complexities of cyberbullying, schools can enhance digital literacy education for both students and parents, raising awareness about the dangers of online harassment. Collaborating with law enforcement or IT experts can also be a strategic step in managing cases related to social media usage. By leveraging technology effectively, schools can provide a safer digital environment and support students who may be affected by cyberbullying.

4. CONCLUSION

This study found that the learning strategies applied by teachers at Muhammadiyah PK Junior High School in the subject of Fiqh have shown effectiveness in improving students' understanding, but are still limited in developing critical thinking skills. The use of lectures, questions and answers, and demonstrations is quite helpful, but it does not fully encourage students to think analytically and reflectively. Therefore, more innovative strategies such as Problem-Based Learning and the utilization of interactive technologies such as Kahoot are recommended to improve students' participation and critical thinking skills. Despite supporting factors such as mastery of materials by teachers and adequate facilities, time constraints remain a major challenge. Thus, flexibility in learning strategies is needed to suit the needs of students and the demands of the Independent Curriculum.

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