

## The Role of Islamic Religious Education Teachers in Addressing *Cyberbullying* (A Study at Al-Islam Krian High School)

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**Abstract** This study aims to identify and describe the role of Islamic Education (PAI) teachers in addressing cases of cyberbullying at SMA Al-Islam Krian, as well as to evaluate the effectiveness of the strategies implemented in its prevention and handling. The research applied a descriptive qualitative method, with data collected through classroom observation, in-depth interviews with teachers and students, and documentation analysis. The findings show that PAI teachers play a multidimensional role. They not only act as educators who deliver religious knowledge but also serve as moral guides, mentors, and motivators who nurture students' character. Through a personal approach, they instill Islamic values, teach digital ethics, and reinforce students' religious identity as the basis for ethical online behavior. The strategies implemented include integrating Islamic teachings into classroom instruction, using religious extracurricular activities such as prayer groups and Qur'an recitation to strengthen moral character, and taking part in conflict mediation between students when cyberbullying cases arise. However, several challenges hinder the optimal implementation of these roles. Limited digital literacy among some teachers reduces their capacity to detect and respond to online bullying effectively. In addition, insufficient school policy support and the absence of clear guidelines make prevention efforts less structured. A further challenge comes from the low level of awareness among both students and parents regarding the psychological and social impacts of cyberbullying. The study concludes that the role of PAI teachers is highly strategic in fostering a safe and ethical school environment. Their contribution should be reinforced through regular training in digital literacy, stronger institutional support, and collaborative programs with parents, school leaders, and external stakeholders. Strengthening these aspects will help ensure that Islamic values remain a strong foundation for addressing contemporary challenges in the digital era.

**Keywords:** Character Education; Cyberbullying; Digital Literacy; Islamic Education Teacher; Islamic Values.

### 1. Introduction

Bullying that occurs through digital media, such as social media, instant messaging, or other online platforms, is called *cyberbullying*. It can include insults, spreading rumors, threats, or electronic harassment. *Cyberbullying* can cause significant effects, such as emotional distress, decreased academic performance, and even mental health risks for victims. The most devastating effect is when victims begin to avoid friends and social activities; the bully often becomes their primary target.

The development of information and communication technology (ICT) has had a significant impact on people's lives, including in the school environment. One of the negative impacts that has emerged is the phenomenon of *cyberbullying*. *Cyberbullying* can cause serious psychological impacts on victims, such as stress, depression, and even decreased academic performance. According to the 2020 digital report published by We are Social and Hootsuite, approximately 175.4 million people in Indonesia are connected to the internet, and of these,

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approximately 160 million are active social media users. Approximately 210.3 million individuals aged 13-17 are the primary internet users, ranking third in social media usage. (Fazry & Nurliana Cipta Apsari, 2021) .

Islamic Religious Education (PAI) teachers play a strategic role in combating *cyberbullying* . As teachers who teach not only religion but also moral and ethical values, PAI teachers can be agents of change in shaping students' character with noble character and the ability to use technology responsibly. PAI teachers can provide an understanding of the importance of respecting others, maintaining ethical communication, and avoiding behavior that harms oneself and others in the digital world using a religious education approach.

In addition, Islamic Religious Education (PAI) teachers can help students understand the concepts of *husnudzan* (having good thoughts), *ukhuwah* (brotherhood), and *amar ma'ruf nahi munkar* (encouraging good and preventing evil) as moral foundations for online interactions. Therefore, Islamic Religious Education (PAI) teachers act not only as educators but also as guides and counselors, helping students face the challenges posed by the modern world.

The study cited data from the Indonesian Child Protection Commission (KPAI) that recorded 437 cases of violence in schools between 2016 and 2020, including *cyberbullying* . This research underscores the importance of building empathy in the school environment to prevent violence and bullying. (Aderoben, 2024)

*Cyberbullying* in schools is a significant problem that requires a multifaceted approach. Islamic Religious Education (PAI) teachers play a crucial role in providing moral education, supporting victims, and creating a safe and secure school environment. Families should also monitor their children's online activities.

Al Islam Krian High School, as a school that integrates Islamic values into its education, the phenomenon of *cyberbullying* is a challenge in itself that needs to be addressed in order to create a safe and comfortable learning environment for students.

Interviews were conducted with students from grades 10, 11, and 12 at Al-Islam Krian High School. The respondents came from various academic and social backgrounds, with some active in school organizations such as the Student Council (OSIS). Several students reported being victims of *cyberbullying*, including teasing on social media, verbal harassment within class groups, and the unauthorized distribution of information or photos intended to embarrass the victim.

form of *cyberbullying* involves teasing students about their physical appearance or social status. Frequent instances include the use of abusive language or sarcasm. *Cyberbullying* remains a problem at Al-Islam Krian High School, although many students remain unaware of its serious consequences.

The majority of students have witnessed *cyberbullying* , but victims tend to remain silent due to fear or lack of knowledge of who to report it to. Therefore, preventative measures such as education and a clearer reporting system are needed to maintain a safe and comfortable school environment. Based on student interviews, Islamic Religious Education teachers at Al-Islam Krian High School have implemented several strategies, such as providing education on Islamic social media ethics, guiding students through a personalized approach, and integrating Islamic values into extracurricular activities.

As part of efforts to create a safe and Islamic learning environment, Islamic Religious Education (PAI) teachers at Al-Islam Krian High School play a crucial role in addressing *cyberbullying* . Interviews with several students revealed that PAI teachers have implemented various strategies to prevent and address *cyberbullying* at school. Students stated that in PAI lessons, teachers frequently provide advice and instruction on morals in social media. Some PAI teachers utilize Islamic stories to teach the importance of maintaining good oral and written communication online. PAI teachers at Al-Islam Krian High School have actively addressed *cyberbullying* through educational approaches, personalized guidance, and the integration of Islamic values into learning and extracurricular activities. With a more systematic approach, the role of PAI teachers can be more effective in building students' Islamic awareness and morals in their interactions in the digital world.

As a school that integrates Islamic values into its education, Al-Islam Krian High School faces unique challenges in addressing *cyberbullying* . A preliminary study conducted through student interviews revealed that many students have witnessed or experienced *cyberbullying* , but victims tend to remain silent due to fear or lack of reporting. Common forms of *cyberbullying* include physical or social teasing, verbal harassment within class groups, and unauthorized dissemination of personal information.

In this context, Islamic Religious Education (PAI) teachers play a crucial role in addressing *cyberbullying*. Previous studies have shown that PAI teachers can help prevent this negative behavior through moral education, spiritual approaches, and Islamic moral guidance. (Amalia, 2024)

Therefore, this study aims to identify the role of Islamic Religious Education teachers in preventing and addressing *cyberbullying*, evaluate the effectiveness of the strategies implemented, and analyze the obstacles encountered in the process. This research is expected to identify a more effective prevention model based on Islamic values to create a safe and comfortable school environment for students.

Based on the background above, the author is interested in raising a research theme entitled "The Role of Islamic Religious Education Teachers in Overcoming *Cyberbullying* at Al Islam Krian High School".

## 2. Proposed Method

This study uses a qualitative research method with a descriptive approach, which aims to provide an in-depth understanding of the phenomenon under study, in this case the role of Islamic Religious Education (PAI) teachers in addressing cyberbullying at Al Islam Krian High School. The researcher collected data through observation, interviews, and documentation, by directly participating in the field to obtain authentic and realistic data. The primary data sources came from PAI teachers and students involved in cyberbullying cases, while supporting data came from school policies and implemented prevention programs. The researcher used data analysis techniques such as data condensation, data presentation, and conclusion drawing to filter important information, organize findings systematically, and produce meaningful conclusions. To ensure data validity, triangulation of sources and methods was conducted by comparing the results of interviews, observations, and documentation. Through this approach, the study seeks to describe in detail how PAI teachers play a role in education, detection, intervention, and creating a school environment safe from cyberbullying, as well as how students contribute to handling these cases.

## 3. Results and Discussion

### 3.1 . The role of Islamic Religious Education teachers in addressing cyberbullying at Al Islam Krian High School

*Cyberbullying* is bullying that occurs through digital media, such as social media, instant messaging, or other online platforms. This can include insults, spreading rumors, threats, or electronic harassment. *Cyberbullying* can cause significant effects, such as emotional distress, decreased academic performance, and even mental health risks for victims. Based on a preliminary study conducted through interviews with Al-Islam Krian High School teachers, it was found that many students had witnessed or experienced *cyberbullying*, but victims tended to remain silent due to fear or not knowing who to report it to. Common forms of *cyberbullying* include physical or social status teasing, verbal harassment in class groups, and the unauthorized dissemination of personal information.

Islamic Religious Education (PAI) teachers play a strategic role in combating *cyberbullying*. As teachers who teach not only religion but also moral and ethical values, PAI teachers can be agents of change in shaping students' character with noble morals and the ability to use technology responsibly. In their efforts to combat *cyberbullying*, PAI teachers at Al-Islam Krian High School implement various methods, including preventive and curative measures.

This preventive action is an action that will be able to prevent the emergence of juvenile delinquency. The form of efforts to prevent the emergence of juvenile delinquency in general, while in general prevention efforts are divided into three, including: (1) Efforts to recognize and understand the general and typical characteristics of adolescents, (2) Knowing the difficulties generally experienced by adolescents because every adolescent is not always perfect and one of the causes of delinquency is deficiencies or weaknesses that are not accepted by the adolescent as an individual. In this action, an attempt is made to find out the difficulties and weaknesses that cause delinquency committed by the adolescent, and (3) Youth development efforts, these youth development efforts aim to strengthen the mental attitude of adolescents so that they are able to solve the problems they face. (Ani Marlia, 2023)

According to information gathered by researchers during interviews and observations, Islamic Religious Education (PAI) teachers at Al-Islam Krian High School take preventative measures by assessing students' backgrounds, social interactions inside and outside of school,

and providing advice and materials on ethical behavior on social media. These efforts aim to prevent Al-Islam High School students from engaging in *cyberbullying*. This explanation highlights the role of teachers as both educators and mentors for students.

As educators, teachers serve as role models, role models, and sources of identification for students and their environment. Therefore, teachers must possess certain quality standards, including responsibility, authority, independence, and discipline. Teachers must also be accountable for all their actions in school and in society. (M. Masjkur, 2018) Because teachers, who act as educators, are not only responsible for students' academic grades but also have a responsibility to shape their behavior and character. (Adiyono, 2022) Teachers, as educators, also serve as good role models. Of course, as Islamic religious education teachers, they must maintain quality standards as teachers. Being a good example makes students look up to teachers as their idols. (Prisca Sanastasya, 2019)

Meanwhile, the teacher's role as a guide can be likened to a travel guide, who, based on his or her knowledge and experience, is responsible for the smooth running of the journey. In this case, the term "journey" refers not only to the physical but also to a deeper and more complex mental, emotional, creative, moral, and spiritual journey. (M. Masjkur, 2018)

In addition to preventive measures, Islamic Religious Education (PAI) teachers also take curative measures to address *cyberbullying* at Al-Islam Krian High School. Curative measures include guiding children who have already committed mistakes, while this type of prevention focuses more on preventing delinquency that has already occurred (Ani Marlia, 2023). These measures are provided in the form of guidance and a personal approach by teachers to perpetrators and victims of *cyberbullying* to prevent this problem from escalating and spreading. Islamic Religious Education (PAI) teachers also continuously motivate all students to stay away from *cyberbullying*.

Teachers must also engage in persuasive communication with students who bully, encouraging them to become aware and refrain from repeating their actions. This aligns with Islamic teachings, as stated in the hadith, which states that humans should not ignore each other for three days. Many traditions also encourage fellow human beings to forgive each other (Herlina, 2020). In implementing this personal guidance, it is important to consider the religious elements that underlie every Muslim's actions. As a Muslim, counseling must be based on Islamic values. (Ernawati, 2022)

According to the explanation above, teachers act as both guides and motivators, which means fostering a high level of enthusiasm for learning. Students need to be highly motivated, both intrinsic and extrinsic, primarily stemming from their teachers. Motivation can be defined as the drive that enables students to act or do something. Therefore, in order to foster motivation, teachers must demonstrate the importance of learning experiences and materials for students' lives. This way, students will learn not only for grades or praise but also for the desire to fulfill their needs. (Muhlison, 2008)

According to the above explanations, the role of Islamic Religious Education (PAI) teachers in addressing *cyberbullying*, especially within the school environment, is vital. However, these efforts will be less effective without the collaboration of other stakeholders, including teachers of other subjects, parents, and even the students themselves. *Cyberbullying* cannot be addressed unless the entire school community works together to prevent it.

### 3.2 The effectiveness of the role of Islamic Education teachers in overcoming cyberbullying at Al Islam Krian High School

*Cyberbullying* prevention efforts can be implemented by conducting da'wah and providing Islamic religious education in the school environment. This effort states that da'wah in the school environment has a positive effect on student behavior. Students not only obey school rules, but are also aware that Allah always watches over them in all situations, so that antisocial behavior such as *cyberbullying* can be reduced. (Nur Sabila, 2024) the results of the above study are in accordance with information obtained by researchers from informants who are Islamic Religious Education teachers at Al-Islam Krian High School; how Islamic Religious Education teachers at the school make various efforts to prevent and overcome *cyberbullying behavior*.

Islamic Religious Education teachers at Al-Islam Krian High School make two efforts to prevent and overcome *cyberbullying behavior*; namely by providing advice and lessons on good morals in social life, as well as taking a personal approach to each student who is deemed to need more guidance regarding bullying issues. Prisca Sanastasya in her research said: "that religious understanding is the key to preventing a crime or bullying and this is the mandatory duty of Islamic Religious Education teachers in conveying the values contained

in Islam to students, so that students can understand and not bully other friends, because prevention is better than cure." (Prisca Sanastasya, 2019)

In fact, the efforts made by the Islamic Religious Education Teacher at Al-Islam Krian High School can be said to be effective because they can reduce bullying behavior by students both in the school environment and on social media. Because of the advice students received from the Islamic Religious Education teacher, students became more aware of bullying behavior. This can be justified because according to information from the Islamic Religious Education teacher at the school, no students were found to have carried out massive (frequent) *cyberbullying*. Bullying perpetrators who had already committed such acts also never made the same mistake. This statement is in accordance with the results of research conducted by Sri Widaningsih which stated that socialization regarding bullying prevention and handling is considered effective if it can reduce the number of bullying and increase social awareness among peers. (Sri Widaningsih, 2024)

Personal approaches and communication efforts can also be considered successful because students feel more open in discussing the bullying they face, both in the school environment and on social media. Students feel closer to their teachers, thereby reducing the distance between them. Students can also feel safe from worrying about further treatment by the perpetrators towards students who are victims of bullying. This statement is supported by Risca Wulandari's statement in her research: "Teachers who show empathy and concern for students who are victims of bullying can help those students feel more accepted and appreciated." (Risca Wulandari, 2024)

From the information above, it can be concluded that Islamic Religious Education teachers at Al-Islam Krian High School have successfully prevented and addressed bullying behavior in the school environment and on social media (*cyberbullying*). Through the preventive and curative efforts described above, Islamic Religious Education teachers at Al-Islam Krian High School have successfully prevented students from committing bullying acts directly or on social media.

#### 4. Conclusions

The conclusion of this study shows that the role of Islamic Religious Education (PAI) teachers in addressing cyberbullying at Al Islam Krian High School is very important and is implemented through various functions, namely as educators, role models, guides, consultants, and motivators for students. PAI teachers not only provide teaching and advice, but also serve as role models and a place for students to consult regarding problems they face, including cyberbullying. Quantitatively, this role has proven effective in reducing cyberbullying behavior, because PAI teachers are able to carry out their duties optimally so that students become more supervised and careful in their behavior, both in the real world and on social media.

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