



RESTORATIVE APPROACH CREATES CHILD FRIENDLY SCHOOL FREE OF BULLYING

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Abstract:

This study explores the effectiveness of the restorative approach in shaping anti-bullying behavior by increasing students' empathy, responsibility, and social skills. This approach emphasizes conflict resolution and relationship restoration, unlike the traditional punishment approach. Through qualitative methods such as observation, interviews, and focus group discussions (FGDs) with students, teachers, and counselors, it was found that restorative dialogue and mediation created a safer and more supportive learning environment. The results showed that this approach helped perpetrators realize the impact of their behavior and encouraged positive changes. Victims also felt more valued and supported. This practice also improved students' social skills and empathy, which are the basis for anti-bullying behavior. Thus, the restorative approach has been proven effective in reducing bullying cases and creating an inclusive educational environment that supports students' overall character development.

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INTRODUCTION

Bullying is a form of uviolent behavior in which a person or group of people psychologically or physically forces a weaker individual or group. The perpetrator of bullying, often referred to as a bully, can be a single individual or a group, who feels they have the power to do anything to the victim. The victim, on the other hand, feels weak, helpless, and always feels threatened by the bully (Bamat et al., 2024; Ramos-Diaz et al., 2022; Tziner et al., 2023). The purpose of bullying behavior is to cause discomfort, both physically and emotionally, in the victim in an aggressive manner. With long-term impacts, bullying can affect students' mental, social, and academic health. There are several forms of bullying, including physical bullying (such as hitting, kicking, slapping), verbal bullying (in the form of teasing or threats), and psychological actions (such as spreading rumors or exclusion), all of which are carried out repeatedly by a person or group of people who have more power than the victim (Larrucea-Iruretagoyena & Orue, 2021). From this summary, it can be concluded that the main purpose of bullying is to cause discomfort, both physically and emotionally, to the victim, and its various forms include violence in various environments, such as in the playground, school, household, and workplace.

Bullying in elementary schools is a serious problem that can have a negative impact on students' mental, emotional, and social development. According to data from the Ministry of Women's Empowerment and Child Protection (KPPPA) in 2022, around 41.1% of children in Indonesia have experienced violence, including bullying. Another study by the Indonesian Child Protection Commission (KPAI) shows that the majority of bullying cases occur in schools, with the most common forms being verbal and social intimidation (Ross et al., 2022). This fact emphasizes the need for a systematic approach to preventing and dealing with bullying, especially at the elementary school level Indonesian Child Protection Commission (KPAI, 2023). Bullying or what is also called bullying has become a serious problem in the school environment. In early childhood institutions and elementary schools, cases of bullying have become a trending topic until 2024. Early childhood children, who are vulnerable to the influence of their environment, are often victims of bullying in the school environment (Ningrum et al., 2024).

Children are often faced with various social situations that provide opportunities to practice soft skills and improve their mental health. However, often the social challenges faced by children do not receive adequate guidance, so that their physical and psychological development is hampered. One social issue that has a particular negative impact on the formation of a child's personality is the case of bullying, which can have serious consequences (Kúld et al., 2021; Pratiwi et al., 2024). In facing this challenge, the role of schools is very important in preventing and overcoming bullying in early childhood. Bullying that occurs in early childhood includes actions such as physical violence, threats, harassment, rude conversations, teasing, impolite behavior, insults to appearance, and acts of snatching, among other forms.

In fact, although various approaches have been implemented to overcome bullying, such as the approach of punishment or strict discipline, their effectiveness is often limited in creating sustainable behavioral changes and creating a peaceful school environment. Therefore, many elementary schools are now creating more effective programs, namely the Child-Friendly School Program, which is a program that guarantees children's rights to get an education and provides a sense of security and comfort to students in the school environment (Azizah et al., 2024; Khasanah, 2023). Child-friendly schools (SRA) in this case are understood as educational institutions that provide all children's rights in full, as well as class and school management. The Child-Friendly School Program implements 3P, namely provision, protection, and participation (Alfina & Anwar, 2020; Nurlaela et al., 2023). However, once again the facts show that efforts to fulfill children's rights and protect children in educational environments have not been implemented optimally.

Responding to the serious impact of this bullying case, especially on the perpetrators, if left unchecked, without significant prevention, it will become a habit that harms others repeatedly. Therefore, schools need to have a maximum strategy as a solution to handle bullying cases at the SD Islam Addasuqi Liprak Kulon, Banyuanyar District. The Restorative Approach to resolving violence problems can be achieved through two events, namely mediation and dialogue (Nurlaela et al., 2023). Mediation refers to a process in which a neutral mediator or facilitator acts as an intermediary to facilitate efficient communication between the parties involved in a conflict or problem.

The Restorative Approach emerged as an alternative that offers a new way of dealing with bullying, emphasizing on restoring relationships, open dialogue, and developing empathy and responsibility among students. The restorative approach

focuses on resolving conflicts by involving all parties involved in the bullying, both perpetrators, victims, and witnesses, to talk to each other, listen, and together find constructive solutions (Anggarina et al., 2024). The concept of restorative justice is intended as a form of empowerment or involvement between victims, perpetrators and the community through dialogue, with the intention that the actions taken will not be repeated. Thus, the concept of restorative justice does not lead to revenge for the perpetrator but seeks to cure the bad behavior carried out by the perpetrator on the condition that there is accountability to the victim (Taufiq, 2014: 137), in the study (Fuqoha et al., 2022).

Based on the description above, it is necessary to take a law enforcement approach to the behavior of school students in any form that conflicts with the rights and interests of every other student through a certain approach that provides the best results. In the research of Hasuri, et al., (Hasuri, Pitasari, Rokilah, & Maulana, 2020: 132) it was stated that an act of violence in the world of education that resulted in fatalities often had to deal with the authorities on the pretext of enforcing discipline which resulted in the postponement of formal education. It is important to carry out education and counseling on the restorative approach in handling acts that will be against the law by students without ignoring the rights of the victim. Thus, every teacher or educator needs to know and understand the restorative justice method in cases of violations and actions by students carried out in the school environment. Therefore, the restorative approach is expected to be able to provide a resolution of unlawful acts by students in the best way for victims and perpetrators, so as not to disrupt education for both parties (Azward Rachmat, 2020).

This study aims to examine how the Restorative approach is implemented in SD Islam Addasuqi Banyuanyar, and how the restorative approach can create a child-friendly school environment (SRA), harmonious, and free from bullying. By analyzing its implementation, this study evaluates the positive impacts that can be achieved through the Restorative approach, including improving students' social skills, a sense of connectedness between individuals, and improving the overall school climate. This study also explores the important roles of teachers, parents, and school policies in supporting the success of the restorative approach, as well as the challenges faced in the implementation process. Through this approach, it is hoped that educational institutions, especially in elementary schools, can create a harmonious, mutually respectful, and mutually respectful school environment, so that every student feels safe in participating in the learning process. This study also contributes to the development of recovery-based bullying prevention strategies and suggests the implementation of Restorative policies as part of efforts to create more harmonious child-friendly schools.

RESEARCH METHODS

This research was conducted at SD Islam Addasuqi Liprak Kulon, Banyuanyar District, Probolinggo Regency in August-November 2024. SD Islam Addasuqi is an Islamic educational institution under the auspices of the Addasuqi Islamic Boarding School Foundation founded by KH. Fakhurur Razi Baqir. In collaboration with the Principal of the Elementary School, Mr. Moh. Aminullah and the class teachers whose focus in this research is on how the Restorative Concept is applied to cases of bullying that occurred in the fifth grade of SD Islam Addasuqi recently.

The method used in this study is a descriptive qualitative method. Qualitative data is in-depth and detailed, and also long-term. As a result, qualitative data analysis is specific, especially to summarize data and combine it into an analysis flow that is easy for others to understand (Huberman & Miles, 1992). Descriptive qualitative describes in detail the phenomena that occur. (Rusandi & Muhammad Rusli, 2021) how the implementation of Restorative anti-bullying is carried out, the initial stage of which is data collection. This data collection goes through three steps, namely participatory observation, observation in the school environment by paying attention to the social emotional conditions of students, interaction patterns between students, and the classroom atmosphere to detect the potential or existence of bullying cases. The next step is an interview, namely by discussing with the school (teachers, principals, counselors) to get their views on bullying behavior and the efforts that have been made. Then document studies, by reviewing school policies related to bullying, case records, or disciplinary reports to understand the problems that often arise. This research was conducted from July to December 2024.

After collecting data, data analysis is continued. The collected data is analyzed by identifying the main themes. Such as identifying patterns and forms of bullying, types of bullying, whether it occurs more verbally, physically, or socially. Who are the perpetrators and victims involved in bullying cases, and whether there are certain patterns such as dominant groups or certain individuals. Location and time of bullying, where and when bullying often occurs (in class, field, or other places). Analyzing the root of the problem, the factors causing bullying also need to be identified. Usually, what are the underlying factors for bullying, such as social pressure, lack of supervision, or a competitive culture in schools that is out of control. Or there are gaps in handling, such as the approach currently used is retributive (punishment) or less effective in changing student behavior.

Next, identify the obstacles and needs of the school. At this stage, teacher and student awareness is needed to understand the concept of restorative and the importance of its implementation in order to create a child-friendly school atmosphere. The existence of restorative implementation competency for the principal and educators also has an important influence. By having skills in managing conflict restoratively, the implementation of restorative at SD Islam Addasuqi will truly run according to expectations. The purpose of the restorative approach that must be managed is first to analyze the extent to which restorative principles such as dialogue, empathy, and relationship restoration have been implemented or can be implemented. Second, identify opportunities to improve the implementation of restorative in dealing with bullying cases that occur. With these steps, schools can understand the initial conditions and design strategies for implementing the appropriate restorative approach to create a child-friendly school environment free from bullying.

RESULTS AND DISCUSSION

Result

Restorative justice comes from English, consisting of two words, namely "restoration" which means repair; recovery; or restoration, and "justice" which means justice. "Restorative" means (noun) a medicine that heals/strengthens/refreshes; (John M. Echol and Harun Shadely, 200:339-480), (adjective) that strengthens, heals, or refreshes. The definition of restorative above can be identified as having several

dimensions of understanding, including the restoration in question is the restoration of the relationship between the victim and the perpetrator.

Empowering Students through Restorative Practices

Bullying is a form of aggressive behavior that is done repeatedly by an individual or group of people against other individuals or groups. Bullying causes various problems related to behavior, emotions, social, and can have an impact on academic performance. Bullying in children has been classified by WHO as a serious societal problem and has been the most important in increasing the risk of poor health, social interaction and poor education in children for decades. Bullying occurs in the community environment, including in the educational environment. This study focuses on bullying behavior at SD Islam Addasuqi Liprak Kulon, Banyuanyar District, Probolinggo Regency, it was found that there were various forms of bullying or harassment that had occurred, both in the form of words and actions, both just jokes and seriousness. This diversity of bullying is referred to as a de facto situation, which is a form of awareness and responsibility of citizens which including students at school. Bullying is an unexpected behavior, especially in the school environment, because bullying is one of the aggressive behaviors.

In essence, the restorative approach is a concept or perspective that focuses on restoring the original state, such as before the incident occurred, for both the perpetrator and the victim. This concept is an idea that rejects the process of seeking justice with the concept of retributive justice that emphasizes retaliation. The retributive concept is considered no longer relevant to be applied today because it causes many problems. In the restorative approach, the balance of restoration between the perpetrator and the victim is shown by the involvement of both in every decision taken, so that the results of the case resolution are what both parties want. The victim is involved in the process, while the perpetrator is also encouraged to take responsibility for his actions, namely by correcting the mistakes that have been made. Moreover, the restorative approach has the goal of empowering victims, perpetrators, families, and communities who are expected to be able to improve and control crime using their rational awareness. This concept also views that the needs of the victim and the needs of the perpetrator are considered fairly, so that it will help prevent the repetition of crimes in the future.

In an interview conducted with a resource person at Addasuqi Liprak Kulon Islamic Elementary School, it was explained that bullying behavior must be immediately addressed and prevented so that it does not become a recurring cycle in educational institutions, especially in elementary schools. This is in line with the regulations stated in Law Number 35 of 2014 concerning Child Protection, Article 9 paragraph (1) letter a, which states that "children in and around educational units are required to receive protection from physical, psychological, sexual violence, and other criminal acts committed by educators, education personnel, fellow students, and/or other parties." In addition, in the interview, it was also mentioned that preventing bullying behavior is also in line with the teachings of the Qur'an, specifically Surah al-Hujarat, verse 11, which teaches not to mock, criticize, or give bad nicknames to others, because this can demean a person's dignity. This verse reminds us to maintain good relationships with each other, by restorative principles, in efforts to overcome bullying in schools.

This verse teaches the importance of maintaining good relationships between people, not criticizing or belittling others, and upholding the values of respect and compassion. This is relevant to the restorative approach in preventing and dealing with bullying. The restorative anti-bullying approach implemented at SD Islam Addasuqi

focuses on building harmonious relationships between students through open dialogue, restoring relationships, and instilling social responsibility. The restorative approach in the context of education can be applied through various methods and programs, one of which is mediation. Mediation is a process in which a neutral third party, such as a teacher or counselor who is trained as a mediator, helps the parties involved in a conflict to communicate and find a common solution.

The mediator facilitates the dialogue, helps identify the interests and needs of each party, and encourages the search for solutions that benefit all parties. Next is open dialogue. The concept of open dialogue involves direct conversation between students, between students and teachers, or between teachers and parents, to discuss existing problems, express feelings, and seeking mutual understanding. This dialogue aims to create an environment where everyone feels heard and valued, so that solutions can be found together. No less important is restorative circles. Restorative circles are group meetings involving all parties involved in the conflict. This meeting is guided by a facilitator and focuses on dialogue, listening to each individual's experiences and perspectives, building empathy, and seeking solutions that can improve relationships and restore harmony within the group. Based on the research results, there are several aspects that need to be discussed regarding effectiveness, challenges, and development potential.

Effectiveness of the Restorative Approach

The restorative approach implemented at SD Islam Addasuqi Liprak Kulon has proven effective in creating a child-friendly, more inclusive, and safe and controlled school environment. Operationally, this restorative approach involves dialogues between students involved in conflicts, allowing them to listen to each other and understand the impact of their behavior. The primary goal is to restore relationships between victims and perpetrators and reduce the recurrence of bullying incidents. This approach emphasizes values such as responsibility, empathy, and cooperation in building students' character. The reconciliation process has proven to create positive changes, as evidenced by the decrease in repeated bullying cases and the increase in social awareness among students.

Table 1. Observations on the Implementation of the Restorative Approach		
Interview Excerpt/Observation	Indicator	Observation Percentage (%)
"After attending the dialogue session, students involved in conflicts became more empathetic towards each other."	Increased empathy among students	85%
"Victims felt heard, and perpetrators realized the impact of their actions."	Awareness of perpetrators regarding the impact of their behavior	80%
"After the reconciliation session, repeated bullying cases decreased significantly."	Reduction in repeated bullying incidents	75%
"Students began to better understand the importance of responsibility, empathy, and cooperation."	Formation of students' character	90%

Based on the table above, it can be observed that the restorative approach implemented at SD Islam Addasuqi has had a significant impact on changing students' attitudes and behavior. The increase in empathy among students stands at 85%, indicating that students are more able to understand the feelings and perspectives of

their peers. Additionally, the awareness of perpetrators regarding the impact of their behavior shows a relatively high percentage of 80%, meaning that the perpetrators have become more mindful of the consequences of their actions, which has contributed to a 75% reduction in repeated bullying cases. Lastly, the formation of students' character with a higher sense of responsibility, empathy, and cooperation is reflected in the highest percentage of 90%.

Further interpretation shows that the restorative approach not only effectively reduces bullying behavior but also strengthens social values among students. By providing students with space to dialogue and empathize, they not only improve their behavior but are also empowered to take responsibility for their actions. This is in line with the theory of the restorative approach, which emphasizes the importance of repairing relationships rather than merely applying punishment. The data suggest that this approach is highly effective in creating a more harmonious school environment, where students feel heard and valued. The researcher also observed that the decrease in repeated bullying cases after the implementation of the restorative approach indicates long-term impact. By integrating values such as empathy, responsibility, and cooperation into every aspect of school life, students not only learn to avoid bullying but also build better relationships with their peers. These observations reinforce the argument that restorative approaches are more effective than retributive ones in preventing bullying behavior.

This research demonstrates that the restorative approach at SD Islam Addasuqi positively impacts relationships among students, reduces repeated bullying incidents, and supports the development of students' character through values of empathy, responsibility, and cooperation. This approach is effective in creating a more inclusive and safe school environment. The pattern seen in this data is that the higher the level of student participation in restorative dialogue sessions, the more significant the positive behavioral changes. The restorative approach has proven to reduce aggressive behaviors and increase students' social awareness, which in turn creates a healthier and more harmonious school climate.

Challenges in Implementation

Although this restorative approach was successful, there were several challenges encountered during its implementation, including a lack of initial understanding. From the beginning of the implementation of the restorative approach at SD Islam Addasuqi, neither students nor teachers did not understand the concept of restorative justice, so there was resistance to participating. Limited time and resources, busy school schedules are often obstacles to implementing restorative sessions routinely. In addition, not all teachers have adequate training in facilitating restorative dialogue.

In an interview with the principal of SD Islam Addasuqi, it was shared that while the restorative approach had shown success, several challenges arose during its implementation. According to the principal, "In the beginning, both students and teachers didn't fully understand the concept of restorative justice, which caused some resistance to participation." Additionally, the principal pointed out that "limited time and resources were major obstacles, as the busy school schedule often conflicted with the routine implementation of restorative sessions." Another issue was the lack of adequate training for some teachers to effectively facilitate restorative dialogues. The principal also noted, "There was resistance from some bullying perpetrators, as they felt embarrassed

or afraid to admit their mistakes in front of their classmates, so the initial dialogues required a more careful and considerate approach to make them feel comfortable.”

As an Islamic-based school, and also under the auspices of an Islamic boarding school, the role of Islamic values in the restorative approach is an integral part of this approach. Principles such as *islah* (improvement), *ukhuwah* (brotherhood), and *taubat* (repentance) are applied in dialogue sessions. These values strengthen students' commitment to repairing relationships and avoiding behavior that harms others. For example, students are invited to reflect on the verses of the Qur'an, Surah Al Hujurat, verse 11, which emphasizes the importance of forgiving each other and maintaining Islamic brotherhood. This approach creates an atmosphere that supports emotional and spiritual recovery for both victims and perpetrators.

Discussion

The implementation of the restorative approach at SD Islam Addasuqi has shown considerable success, but it also encountered challenges that were addressed through strategic actions. One of the primary efforts to strengthen the effectiveness of the approach was teacher training, which is essential for equipping educators with the necessary skills to handle bullying cases. Research by Hina (2024) indicates that many Indonesian teachers cannot still respond appropriately to bullying incidents. The study's findings align with Andriyani and Sain (2025), who emphasize that training teachers to identify and address bullying can significantly reduce its frequency in schools. At SD Islam Addasuqi, the training has empowered teachers to effectively engage in restorative practices, reducing misunderstandings and facilitating more successful interventions. However, the implementation of these practices was initially met with resistance, particularly because both students and teachers did not fully understand the concept of restorative justice, as pointed out in the interview with the principal.

Another challenge highlighted in the study was the limited time and resources, which often hindered the consistent implementation of restorative sessions. The busy school schedule was cited as a major obstacle, making it difficult to dedicate sufficient time to regular restorative practices (Herlina, 2024; Khoiroh et al., 2024). This issue resonates with the literature on school-based interventions, which suggests that time constraints in schools frequently undermine the effectiveness of such programs (Jali, 2025). Despite these challenges, the restorative approach has continued to show promising results, such as a reduction in repeated bullying incidents and an increase in social awareness among students. The restorative process, which includes dialogues, mediation, and restorative circles, not only helps resolve conflicts but also fosters an environment of empathy, responsibility, and cooperation, leading to improved student relationships.

The study also revealed the importance of parental involvement in supporting restorative practices. While the restorative approach at SD Islam Addasuqi has been largely successful, the role of parents in reinforcing these values at home is critical. As Wideasari & Zahro (2024) noted, parents play a vital role in shaping children's behavior and reinforcing positive character traits. Parents are the first educators and serve as role models, influencing how children interact with others. However, many parents in Indonesia lack awareness about the importance of emotional support and role modeling in preventing bullying. This gap can lead to children lacking empathy and, in some cases, becoming perpetrators of bullying themselves. To address this, SD Islam Addasuqi plans

to strengthen its partnership with parents in the upcoming academic year, aiming to integrate restorative principles more deeply into students' home environments.

Moreover, the integration of Islamic values into the restorative approach has further enriched the process. The principles of *islah* (improvement), *ukhuwah* (brotherhood), and *taubat* (repentance) serve as foundational elements in the restorative dialogues, reinforcing the moral and spiritual development of students (Aziz, 2025; D. F. Putri, 2023). The restorative approach at SD Islam Addasuqi is not just about resolving conflicts but also about fostering personal growth in students through reflection on their actions and the promotion of forgiveness and reconciliation. These Islamic values align with the teachings in Surah Al-Hujurat, verse 11, which emphasizes the importance of not mocking or belittling others and maintaining good relations. This alignment with religious teachings helps create a holistic approach that addresses both emotional and spiritual needs, facilitating the recovery of both the victims and the perpetrators of bullying.

In conclusion, while the restorative approach at SD Islam Addasuqi has been successful in reducing bullying and fostering positive social interactions, several challenges remain. The lack of initial understanding, time constraints, and inadequate training for teachers were identified as significant obstacles. However, the integration of teacher training, parental involvement, and Islamic values has contributed to overcoming these challenges and strengthening the approach's impact. The results of this study demonstrate that the restorative approach is effective in creating a more harmonious school environment, where students are empowered to take responsibility for their actions, resolve conflicts constructively, and develop important social and moral values. The findings suggest that for the approach to reach its full potential, ongoing support from both educators and parents is essential, along with the continued integration of restorative principles into the school curriculum.

CONCLUSION

This study reveals that the restorative approach is highly effective in reducing bullying incidents and fostering a safer, more inclusive school environment at SD Islam Addasuqi. By emphasizing dialogue and relationship restoration rather than punishment, the approach encourages students to reflect on the impact of their behavior, take responsibility, and develop key values such as empathy, responsibility, and cooperation. The findings highlight that restorative practices not only reduce bullying but also improve social relationships between students, teachers, and parents, leading to a more harmonious school atmosphere. Additionally, the integration of Islamic values, such as forgiveness and brotherhood, further strengthens the restorative approach, contributing to the moral development of students and creating a child-friendly school environment.

Despite its success, the research has some limitations. The study focuses on a single school, which may limit the generalizability of the findings to other educational contexts. Challenges such as a lack of understanding about restorative principles, limited resources, and communication barriers were identified as obstacles to the full implementation of the approach. Future research should address these challenges and explore ways to enhance the training of teachers and involve parents more effectively in restorative practices. Further studies could also expand the research to include multiple schools to assess the long-term impact and scalability of restorative practices in diverse educational settings. Overall, the study demonstrates that the restorative approach is a

promising solution for creating bullying-free schools and fostering positive social values among students.

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