

Phenomenology Of Bullying In Islamic Boarding School From A Youth Development Perspective

Lucky Damara Yusuf¹, Shohibul Ulum²

Institut Agama Islam At-Taqwa Bondowoso, Indonesia

E-mail : luckydamara95@gmail.com¹ , shohibul42@gmail.com²

Received: 01-11-2025

Revised: 10-12-2025

Accepted: 19-01-2026



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/)

Abstract. This research is a naturalistic-qualitative research using a social phenomenology approach. The data source is the students of the Islamic Boarding School. Data were collected through participant observation, interview, documentation, and focus group discussion (FGD) methods. Based on the research results, it can be concluded that. The factors causing bullying behavior at Islamic Boarding Schools are influenced by two main factors, namely the social environment, and the social climate of the boarding school. The environment at the Islamic boarding school where students interact socially, play and develop often results in quarrels. Playmates who often commit acts of violence against others will have an impact on the child's development.

Keywords: Bullying, Islamic Boarding School, Yout Development.

INTRODUCTION

As the oldest Islamic educational institutions in Indonesia, Islamic boarding schools (pesantren) are known for upholding the traditions of early Islamic teaching in the country, including teaching methods and teaching resources. Several teaching methods are still used in Islamic boarding schools, such as bandongan, sorogan, wetonan, and others. The yellow books (kitab kuning) are an indispensable learning resource in the learning process at Islamic boarding schools.

Despite the history and uniqueness of Islamic boarding schools, their primary function is to guide their students to become Muslims who can understand and practice Islamic teachings and develop independent and well-rounded personalities.

Therefore, Islamic boarding schools can truly be a safe and conducive place for students to socialize, thereby developing their potential to become the pious individuals they desire.

However, the reality is that Islamic boarding schools are not always a safe place for children's mental development. Bullying also occurs among Islamic boarding school students (*santri*). Bullying is aggressive behavior that is intentionally and repeatedly carried out to attack a weak, easily insulted, and unable to defend themselves. Oppressed Islamic boarding school students generally lack the courage to stand up to stronger peers, so they prefer to remain silent. However, with the presence of Islamic boarding school students at the conventional level, it's not surprising that many of them still engage in bullying.

Bullying is a negative, aggressive, or manipulative act carried out by one or more individuals against another person over a period of time based on an imbalance of power. Bullying is a significant problem that frequently occurs in schools and boarding schools. It occurs between upperclassmen and lowerclassmen, or between the stronger and the weaker. At least based on data collected by the National Commission for Child Protection According to the Indonesian Child Protection Commission (KPAI), there were 1,000 cases of violence against children in 2016, 136 of which occurred through social media. This indicates that bullying is a serious concern and requires serious attention not only in formal schools but also in Islamic boarding schools (*pesantren*).

Bullying in Islamic boarding schools can occur when someone is weaker in class or in assertiveness in their stance and expression. However, it's important to understand that student life in Islamic boarding schools is communal, lacking the traditional barriers of individualism.

Everything is done together, from eating, studying, sleeping, resting, and even reciting the Koran. The strong social interactions among students can potentially lead to conflict. In fact, the biggest problem that often arises in Islamic boarding schools is unpleasant treatment from seniors, such as being called names, hazing, and so on.

An incident at an Islamic boarding school in East Java several months ago demonstrated that the close social interaction between students in Islamic boarding schools can have both positive and negative impacts. As reported, two siblings admitted they felt uncomfortable at the boarding school and chose to run away from it due to constant teasing from their peers.

From a youth development perspective, bullying can certainly have a negative impact on the regeneration process of the Indonesian nation. It is considered an obstacle to youth development and empowerment. Victims of bullying are afraid to do anything due to trauma and find it difficult to move on from the incident. They tend to be depressed, withdraw from their families, and this can have long-term negative effects.

RESEARCH METHOD

This research is a naturalistic research. Naturalistic research aims to find out the actual (natural) conditions that exist in a research object where the researcher is the

key instrument. Naturalistic research does not conduct experiments like in classroom action research or other research. Naturalistic research is part of the type of qualitative research, namely a research used to examine the natural conditions of objects, the researcher is the key instrument, the data analysis is inductive/qualitative, and the results emphasize meaning more than generalization.).

This research uses a social phenomenological approach. Phenomenological research is the most basic form of research. It aims to describe existing phenomena, whether natural or man-made. This research examines their forms, activities, characteristics, changes, relationships, similarities, and differences with other phenomena.

FINDINGS AND DISCUSSION

The term *bullying* comes from the English word "*bull*," meaning "*bull*." Bulls are animals that like to aggressively attack anyone near them. Similarly, bullying, an action depicted as a bull, tends to be destructive. Bullying is a condition where there is an abuse of power or authority by an individual or group. This abuse of power/authority by the stronger party is not only physical but also mental.

The term bullying is still unfamiliar to most Indonesians, despite the fact that this behavior has been around for a long time and is present in various aspects of life, including education. Yet, *bullying* is a widespread phenomenon worldwide. The forms of bullying that occur among students at Annuqayah Islamic Boarding School are: physical bullying (such as punching, trapping, hitting, and so on), verbal bullying (in the form of direct words that hurt the victim's feelings), gesture bullying (in the form of body language that shows dislike, exclusion, and belittling), extortion bullying (by blackmailing other friends accompanied by threats and intimidation), and exclusion bullying (exclusion).

Bullying behavior takes many forms, from social settings to schools. According to Robison Kathy, bullying can take direct forms, including physical aggression (hitting and kicking), verbal aggression (taunting, racial or sexual comments), and nonverbal aggression (threatening body movements). Bullying behavior certainly occurs with a strong reason behind each child. This strong reason is the motivation in itself to carry out bullying one child by another. The perpetrator of bullying gets a special satisfaction when he or she dominates among his or her peers. By bullying, the child will gain recognition and labeling from their peers as someone great, strong, and great. This further emphasizes the helplessness and how weak the victim is in the eyes of the bully.

In addition, several opinions from parents in a training regarding why children become bullies stated that: children have been victims of bullying, children have a desire to show their existence, want to get recognition, to cover up their shortcomings, to get attention, revenge, just for fun, and to join in. From a youth development perspective, bullying can certainly negatively impact the regeneration process of the Indonesian nation and is considered an obstacle to youth development and empowerment. Victims of bullying may feel afraid to do anything due to trauma, making it difficult for them to move on from the incident. However, some believe that

bullying can actually raise motivation to have a steel mentality, dare to act, be motivated to continue learning and achieving.

Youth have a significant influence on Indonesia's future national development. They are not only burdened with traditional responsibilities like working or studying. Furthermore, they have the responsibility to improve themselves through various available means that align with their interests and potential and benefit the lives of many. The potential of youth to generate national strength and leadership is immense. Islamic boarding schools, as a place where the younger generation is trained, must of course be sterile from acts of bullying, in fact it must be avoided, considering that the effects are also extraordinary, one of which can disrupt the bio-psychosocial aspects of the youth themselves. The dangers of bullying must be well socialized because the younger generation must be comfortable and feel safe from all kinds of threats.

CONCLUSION

The forms of bullying that occur in Islamic boarding schools are physical bullying (such as punching, trapping, hitting, and so on), verbal bullying (in the form of direct words that hurt the victim's feelings), gesture bullying (in the form of body language that shows dislike, exclusion, and belittling), extortion bullying (by blackmailing other friends accompanied by threats and intimidation), and exclusion bullying (exclusion).

The impact of bullying behavior in Islamic boarding schools, viewed from a youth development perspective, is that this bullying can negatively impact the regeneration process. Bullying is considered an obstacle to youth development and empowerment. Victims of bullying will feel afraid to do anything due to trauma, making it difficult to move on from the incident. Adolescents are required to develop these social adjustment skills, both within their family, social, and community environments.

REFERENCES

- Abidin, Yunus. *Language Learning Based on Character Education*, (Bandung: Pt Refika Aditama, 2013).
- Abuddin Nata, *Islamic Education with a Multidisciplinary Approach: Normative Parentalism, History, Philosophy, Psychology, Sociology, Management, Technology, Information, Culture, Politics, Law. 2nd ed.* (Jakarta: PT. Raja Grafindo Persada, 2010).
- Afandi, Khozin. *Hermeneutics and Phenomenology: From Theory to Practice*, (Postgraduate Program, IAIN Sunan Ampel, Surabaya: 2007).
- Anantasari, *Responding to Children's Aggressive Behavior*, (Yogyakarta: Kanisius, 2006).
- Astuti, Ponny Retno. *Reducing Bullying: 3 Effective Ways to Address Violence Against Children*, (Jakarta: Grasindo, 2008).

- Dhofier, Zamakhsari. *Pesantren Tradition: A Study of the Kiai's View of Life*, (Jakarta: LP3ES, 1984). *Indonesian Ministry of Religious Affairs, Learning Patterns in Islamic Boarding Schools* (Jakarta: Ministry of Religious Affairs, 2001).
- Fathurrohman et al., Pupuh. *Development of Character Education* (Bandung: PT Refika Adimata, 2013).
- Gunarsa, Singgih D. *Psychology of Adolescents* (Jakarta: Gunung Mulia, 2003).
- Jahja Yudrik, *Developmental Psychology* (Jakarta: Kencana Prenada Media Group, 2011).
- Kathy Robison, *Bullies and Victims: A Primer for Parents* (California: National Association of School Psychologists, 2010).
- Levianti, "Conformity and Bullying in Students," *Journal of Psychology*, Esa Unggul University, Jakarta, Vol. 6 No. 1, June 2008.
- Nana Syaodih Sukmadinata, *Educational Research Methods* (Bandung: Remaja Rosdakarya, 2007).
- Priyatna, Andri. *Let's End Bullying: Understanding, Preventing & Overcoming Bullying* (Jakarta: Elex Media Komputindo, 2010).
- Samani, Muchlas & Hariyanto, *Concepts and Models of Character Education* (Bandung: Pustaka Setia, 2012).
- Sari Pediatri, "Description of Bullying and Its Relationship to Emotional and Behavioral Problems in Elementary School Children," *Journal of Pediatrics and Psychiatry*. Vol. 15. No. 3. October 2013.
- Sarwono, *Adolescent Psychology* (Jakarta: Raja Grafindo Persada).
- Sejiwa, *Bullying: Overcoming Violence in Schools and the Environment of Children* (Jakarta: Grasindo, 2008).