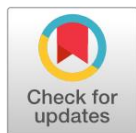


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Determinants of Islamic Religious Education Learning and the Role of Islamic Religious Education Teachers in Fostering Students' Social Awareness to Prevent Bullying in Schools

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ABSTRACT

Background. Bullying remains a serious problem in educational settings because it has a negative impact on students' psychological well-being, character development, and the learning environment. Although various studies have examined bullying prevention, there are still few studies that integrate the intensity of Islamic Religious Education (IRE) instruction and the role of IRE teachers in fostering students' social awareness as a means of preventing bullying, particularly at Al-Kamal Junior High School in Blitar.

Purpose. This study aimed to analyze the contribution of the intensity of Islamic Religious Education learning and the role of PAI teachers in enhancing students' social awareness in avoiding bullying behavior.

Method. This study employed a quantitative approach with a correlational design. The population consisted of all 336 students of SMP Al-Kamal Blitar, with a sample of 50 students selected using a random sampling technique. Data were collected through questionnaires and analyzed using multiple linear regression and the coefficient of determination tests to examine both partial and simultaneous effects of the independent variables.

Results. The findings revealed that both the intensity of Islamic Religious Education learning and the role of PAI teachers have a significant influence, both partially and simultaneously, on students' social awareness in avoiding bullying. These results indicate that stronger learning intensity and active teacher involvement contribute positively to shaping students' social sensitivity and behavior.

Conclusion. This study highlights the importance of integrating structured PAI learning with the professional roles of teachers in preventing bullying through the development of students' social awareness. It also offers theoretical contributions by reinforcing the integration of social learning theory, moral development theory, and Islamic education. Practically, it recommends strengthening character-based educational policies and encourages future research to adopt longitudinal or mixed-method approaches for more comprehensive insights.

KEYWORDS

Bullying Prevention, Islamic Religious Education, Teacher Roles

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INTRODUCTION

The phenomenon of bullying in school environments remains a serious issue that requires attention from various stakeholders, including educators, parents, and education observers. Globally, school bullying has been identified as a major predictor of long-term mental health disorders for both victims and perpetrators (Strohmeier et al., 2025). This problem is not only found in public schools but also occurs in Islamic-based educational institutions, which normatively uphold moral and ethical values. This condition reflects a gap between the ideals of Islamic education, which emphasize compassion, empathy, and noble character, and the actual social behavior of students (Hamzah et al., 2023).

Previous studies have explored various factors influencing bullying, such as parental involvement, social environment, and school policies. In the international context, recent research also highlights that school climate plays a more significant role than punitive approaches in reducing aggressive behavior (Wang & Degol, 2016). However, this study specifically focuses on the intensity of Islamic Religious Education (PAI) learning and the role of PAI teachers as the main variables. This selection is based on the consideration that schools serve as the primary social environment for students, where value internalization occurs systematically through formal learning processes and direct interaction with teachers. Unlike external factors such as family or institutional policies, learning intensity and teacher roles have a direct and continuous influence on the development of students' social awareness in daily school life (Aseery, 2026).

The intensity of Islamic Religious Education learning does not merely refer to the frequency of instruction but also includes the depth of content, the quality of teacher student interaction, and the consistency of value internalization in everyday practices (Megawati et al., 2022). The importance of the quality of these interactions aligns with school attachment theory, which indicates that emotional closeness between teachers and students can significantly reduce tendencies toward deviant behavior (Cornell & Huang, 2016). Intensive learning facilitates deeper internalization of values, enabling students to move beyond cognitive understanding toward affective and behavioral transformation. In this context, the role of PAI teachers is crucial, not only as knowledge transmitters but also as role models who demonstrate the practical application of Islamic values (Hasan & Nashir, n.d.).

Bullying, as a form of aggressive behavior directed toward students perceived as physically or psychologically weaker, poses a significant challenge for Islamic educational institutions (Zahro et al., 2025). Actions such as insulting, excluding, hitting, and engaging in verbal or digital abuse are contrary to the noble moral values taught in Islam (Zahro et al., 2024). Therefore, it is important to examine the extent to which Islamic Religious Education learning can contribute to enhancing students' social awareness in rejecting and preventing bullying behavior within the school environment (Rachma, 2022).

In this context, Islamic Religious Education teachers play a crucial role, not only as knowledge transmitters but also as role models who demonstrate Islamic values in real life situations (Siti Khanifah, 2024). Their attitudes, interactions, and communication patterns strengthen the internalization of moral values among students (Luthfi et al., 2025).

Preliminary observations conducted at SMP Al-Kamal Blitar indicate that bullying still occurs in verbal and social forms, including teasing, belittlement, and social exclusion among students. An interview with an Islamic Religious Education teacher, Mrs. Atiek Hatmayanti (Hatmayanti, 2025) revealed that consistent and applicative learning contributes to fostering students' empathy and

social concern. However, an interview with the school counselor, (Yulaikah, 2025) shows that bullying cases are still found in students' daily interactions. This indicates that students' social awareness has not been fully developed despite the implementation of Islamic Religious Education learning (Alirahman et al., 2023).

These findings reveal a gap between the implementation of Islamic Religious Education learning and the expected outcomes in students' social behavior. This condition suggests that the intensity of learning and the role of teachers do not automatically prevent bullying behavior and therefore require further empirical investigation.

Several previous studies support this view (Hasibuan, 2025), have found that Islamic Religious Education plays a significant role in preventing bullying through the cultivation of values such as compassion, justice, and respect for others. The research conducted by (Iswahyudi et al., 2025), also shows that the learning of *Aqidah Akhlak* has a significant contribution in shaping students' awareness to respect one another and avoid bullying behavior. Furthermore, a study conducted by (Huda & Khadavi, 2024a), emphasizes that Islamic Religious Education teachers play a crucial role in preventing bullying through the integration of Islamic values into the learning process.

While previous studies have shown that Islamic Religious Education contributes to character building and bullying prevention, studies that specifically examine the relationship between learning intensity, teacher roles, and students' social awareness in avoiding bullying remain limited. Therefore, this study aims to analyze the extent to which the intensity of Islamic Religious Education learning and the role of PAI teachers influence students' social awareness in avoiding bullying behavior at SMP Al-Kamal Blitar. This study employs a quantitative approach to measure the relationship between these variables.

RESEARCH METHODOLOGY

This study employed a quantitative approach as it aims to measure phenomena objectively through numerical data and statistical analysis. Through this approach, the researcher was able to obtain measurable data regarding the extent to which the independent variables influence the dependent variable (Ridha, 2017). The type of research employed in this study is causal associative research, which is designed to explain the cause-and-effect relationships among variables (Ningsih & Dupalang, 2019). In this context, the researcher aims to examine how the intensity of Islamic Religious Education learning and the role of PAI teachers (independent variables) contribute to students' social awareness in avoiding bullying (dependent variable).

In this study, the population consisted of all students of SMP Al-Kamal Blitar, totaling 336 individuals. The selection of this population was based on the consideration that junior high school students are in the early adolescent developmental stage, a phase characterized by high social interaction intensity that is prone to various dynamics, including the potential occurrence of bullying. A sample represents a portion of the population used to reflect the characteristics of the entire population, when the population size is relatively large, sampling may be conducted by selecting approximately 10%–25% of the total population (Suriani et al., 2023). The sampling was carried out using a random sampling technique, ensuring that each student had an equal opportunity to be selected as a respondent (Candra Susanto et al., 2024). This study involved all students of SMP Al-Kamal Blitar as the population, totaling 336 individuals. To represent the characteristics of that population, a sample of 50 students (approximately 15% of the total population) was selected.

Although the sample size is relatively limited, it is considered sufficient for statistical analysis in correlational research; however, this may limit the generalizability of the findings.

Data were collected using a closed-ended questionnaire developed by the researcher based on the operational indicators of each variable. The instrument consists of 20 statement items, distributed as follows: 6 items for the Intensity of PAI Learning (X1), 7 items for the Role of PAI Teachers (X2), and 7 items for Students' Social Awareness (Y). Each item was measured using a 5-point Likert Scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The score interpretation was categorized into low, moderate, and high levels based on the range of obtained scores.

With this design, the study is expected to provide an empirical description of the extent to which Islamic Religious Education learning and the role of Islamic Religious Education teachers contribute to shaping students' social awareness in preventing bullying behavior at school. The data collected in this study were analyzed using multiple linear regression techniques with the assistance of IBM SPSS Statistics 26 to determine the influence of the intensity of Islamic Religious Education learning (X1) and the role of PAI teachers as role models (X2) on students' social awareness (Y).

Instrument validity was tested using construct validity and content validity. Content validity was ensured through expert judgment, while construct validity was tested using Pearson Product Moment correlation, where items were considered valid if the r -calculated value exceeded the r -table value at a significance level of 0.05. Subsequently, a reliability test was conducted using the Cronbach's Alpha formula, and the instrument was deemed reliable if it obtained an alpha value of ≥ 0.70 .

To ensure the regression model fulfills the Best Linear Unbiased Estimator (BLUE) criteria, the data underwent a series of classical assumption tests before the hypothesis testing. These included: (1) a Normality test using the Kolmogorov–Smirnov method ($\text{Sig.} > 0.05$); (2) a Linearity test to verify the linear relationship between the independent and dependent variables; (3) a Multicollinearity test to ensure no strong correlation between X1 and X2 by observing a VIF value < 10 and a Tolerance value > 0.10 .

The next stage involved multiple linear regression analysis to determine the direction and magnitude of the influence of each independent variable on the dependent variable, both simultaneously and partially. The data were analyzed using multiple linear regression with the following equation:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + e$$

where Y represents students' social awareness, α is a constant, β_1 and β_2 are regression coefficients, X_1 is the intensity of PAI learning, X_2 is the role of PAI teachers, and e is the error term. In addition, a coefficient of determination (R^2) analysis was conducted to determine the extent to which the independent variables contribute to explaining the dependent variable. An R^2 value close to 1 indicates strong predictive power of the model, while a value close to 0 indicates a low contribution. Next, a t-test was conducted to determine the partial effect of each independent variable on the dependent variable. The test criteria involved comparing the p-value with a significance level of 0.05. If the p-value is less than 0.05, then the independent variable has a significant effect on the dependent variable.

RESULT AND DISCUSSION

This study examines the influence of the intensity of Islamic Religious Education learning (X_1) and the role of PAI teachers (X_2) on students' social awareness in avoiding bullying behavior (Y). Based on the research objectives, the hypotheses are formulated as follows:

H_1 : There is a positive and significant effect of the intensity of Islamic Religious Education learning on students' social awareness in avoiding bullying behavior.

H_2 : There is a positive and significant effect of the role of PAI teachers on students' social awareness in avoiding bullying behavior.

The analysis was conducted in several stages. The following tables present the results of the instrument testing, including validity and reliability tests; classical assumption tests, including normality, linearity, and multicollinearity tests; as well as hypothesis testing using multiple linear regression, the coefficient of determination (R^2), and the t-test to determine the partial influence of each independent variable on the dependent variable. The test results are presented in the table below.

Validity Test

Validity testing is a procedure used to ensure that the research instrument accurately measures the variables under study in accordance with the intended concept. An item is considered valid if the calculated correlation coefficient (r-count) is greater than the r-table value at a 5% significance level (Zayrin et al., 2025).

Tabel 1. Validity test result

Variable	Number of Items	R- table	Lowest count	r- Highest count	Description
Intensity of Islamic Religious Education (PAI) Learning	15	0,278	0,313	0,681	All Items Are Valid
Role of Islamic Religious Education (PAI) Teachers	12	0,278	0,338	0,638	All Items Are Valid
Bullying	15	0,278	0,302	0,698	All Items Are Valid

Based on the results of the validity test, all statement items in the variable of bullying behavior prevention obtained r-calculated values greater than the r-table value (0.278) ($r\text{-calculated} > r\text{-table}$). This indicates that each statement item is capable of representing the measured construct. Therefore, all statement items in the variables of the intensity of Islamic Religious Education (PAI) learning, the role of PAI teachers, and students' social awareness in avoiding bullying are declared valid and appropriate to be used as research instruments.

Reliability Test

Reliability testing is conducted to ensure the consistency of the instrument in measuring research variables. An instrument is considered reliable if the Cronbach's Alpha value is ≥ 0.70 . The results show that all variables have Cronbach's Alpha values above 0.70, indicating that the instrument is reliable and appropriate for data collection (Zayrin et al., 2025).

Tabel 2. Reliability test result

Variable	Reliability Standard	Alpha Value	Description
Intensity of Islamic Religious Education (PAI) Learning	0,70	0,729	Reliable

Role of Islamic Religious Education (PAI) Teachers	0,70	0,716	Reliable
Bullying	0,70	0,729	Reliable

Based on the reliability test results presented in the tables above, the Cronbach’s Alpha values for all three variables were found to be above 0.70. Therefore, all statement items are considered to have met the reliability criteria. This indicates that the questionnaire instrument used has a good level of reliability and is appropriate to be employed as a data collection tool for this research.

Normality Test

The normality test was conducted to ensure that the research data are normally distributed as a prerequisite for regression analysis. The test was performed using the Kolmogorov-Smirnov method, with the criterion that the data are considered normal if the significance value is > 0.05 (Isnaini et al., 2025).

Tabel 3. Normality test result

One-Sample Kolmogorov-Smirnov Test				
		PAI	Teacher PAI	Bullying
N		50	50	50
Normal Parameters ^{a,b}	Mean	54,40	47,70	59,32
	Std. Deviation	12,236	10,080	12,399
	Most Extreme Differences			
Test Statistic	Absolute	0,100	0,071	0,085
	Positive	0,100	0,071	0,066
	Negative	-0,087	-0,070	-0,085
Asymp. Sig. (2-tailed)		.200 ^{c,d}	.200 ^{c,d}	.200 ^{c,d}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Based on the results of the normality test, the Kolmogorov–Smirnov significance value for all three variables was 0.200 (greater than 0.05). This indicates that the research data are normally distributed. Therefore, the data meet the assumption of normality and are suitable for further analysis using multiple linear regression techniques.

Linearity Test

The linearity test was conducted to ensure that the relationship between the independent and dependent variables is linear. The test was performed using the *Test for Linearity*, with the criterion that the relationship is considered linear if the significance value of *Deviation from Linearity* is > 0.05.

Tabel 4. Linearity test result

Variables	Deviation from Linearity (Sig.)	Description
PAI (X1) – Bullying (Y)	0,851	Linear
Teacher Role (X2) – Bullying (Y)	1,735	Linear

Based on the linearity test results, the significance value of *Deviation from Linearity* for the relationship between the intensity of PAI learning and bullying is $0,851 > 0.05$. Similarly, the relationship between the role of PAI teachers and bullying shows a significance value of $1,735 > 0.05$. This indicates that the relationships are linear. Therefore, the linearity assumption for regression analysis has been fulfilled.

Multicollinearity Test

A multicollinearity test was conducted to determine whether there is a high correlation among the independent variables in the regression model. A good regression model should not exhibit multicollinearity. This test was performed by examining the *Tolerance* and *Variance Inflation Factor (VIF)* values, with the criteria that multicollinearity is not present if $Tolerance > 0.10$ and $VIF < 10$.

Tabel 5. Multicollinearity test result

Variables	Tolerance	VIF	Description
PAI (X1)	0,996	1,004	No Multicollinearity
Teacher Role (X2)	0,996	1,004	No Multicollinearity

Based on the multicollinearity test results, the intensity of PAI learning variable has a Tolerance value of (insert value) > 0.10 and a VIF value of (insert value) < 10 . Similarly, the role of PAI teachers has a Tolerance value of (insert value) > 0.10 and a VIF value of (insert value) < 10 . This indicates that there is no multicollinearity in the regression model. Therefore, the model is appropriate for further analysis.

Multiple Linear Regression Analysis

Hypothesis testing was conducted using multiple linear regression analysis to determine the direction and magnitude of the influence of the independent variables on the dependent variable (Sulantari et al., 2024).

Tabel 6. Results of multiple linear regression analysis

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1863,212	2	931,606	7,723	.001 ^b
	Residual	5669,668	47	120,631		
	Total	7532,880	49			

- a. Dependent Variable: Bullying
- b. Predictors: (Constant), Guru PAI, PAI

Based on the results of the multiple linear regression analysis, it was found that the variables of the intensity of Islamic Religious Education learning (X1) and the role of Islamic Religious Education teachers (X2) influence students' social awareness in avoiding bullying (Y). This is indicated by the significance value of the regression test, which is $0.001 (p < 0.05)$, meaning that the regression model used is statistically significant.

Furthermore, the regression coefficients of each independent variable show a positive direction of influence. This means that the higher the intensity of Islamic Religious Education learning and the better the role of Islamic Religious Education teachers, the higher the level of students' social awareness in avoiding bullying. Therefore, the multiple linear regression model

used in this study is appropriate and has a strong capacity to explain the influence of the two independent variables on the dependent variable.

Coefficient of Determination Analysis (R² Analysis)

The coefficient of determination (R²) analysis was conducted to determine the extent to which the independent variables contribute to explaining the dependent variable. An R² value close to 1 indicates strong predictive power of the model, while a value close to 0 indicates a low contribution. All of these hypothesis tests will be further explained in the results section.

Table 7. Results of the coefficient of determination (r²) analysis

Model Summary										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics	R Square Change	F Change	df1	df2	Sig. F Change
1	.421 ^a	0,177	0,160	11,362	0,177	10,356	1	48	0,002	

a.
Predictors:
(Constant)
, PAI

Model Summary										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics	R Square Change	F Change	df1	df2	Sig. F Change
1	.290 ^a	0,084	0,065	11,989	0,084	4,407	1	48	0,041	

a.
Predictors:
(Constant)
, GURU

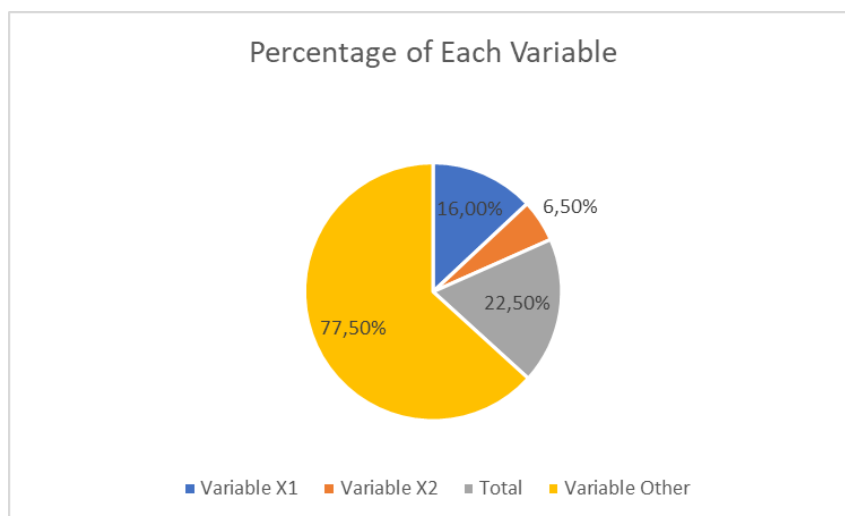


Figure 1. Percentage of contribution of independent variables to the dependent variable

Based on the results of the coefficient of determination test, the contribution of the intensity of Islamic Religious Education learning (X1) is 16.00%, while the role of PAI teachers (X2) contributes 6.50% to students' social awareness in avoiding bullying behavior. Simultaneously, both variables account for 22.50% of the variation in the dependent variable.

Meanwhile, the remaining 77.50% of the variation in students' social awareness is influenced by other variables outside the scope of this study. This indicates that although the intensity of learning and the role of teachers have a significant effect, other factors play a more dominant role in shaping students' social awareness. Therefore, the regression model used has a moderate explanatory power and does not fully capture all factors influencing students' social behavior.

T-test

The t-test is used to determine the partial effect of each independent variable on the dependent variable. The test is conducted by comparing the significance value (Sig.) with the significance level of 0.05. If the significance value is less than 0.05, the independent variable has a significant effect on the dependent variable, and the hypothesis is accepted.

Tabel 8. T-test results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	21.463	10.008		2.145	.037
	GURU	.326	.156	.265	2.089	.042
	PAI	.410	.128	.405	3.193	.003

a. Dependent Variable: BULLYING

Based on the results of the t-test presented in the table above, the variable of Islamic Religious Education (IRE) learning intensity (X₁) showed a significance value of 0.042 < 0.05, so H₁ is accepted. This indicates that IRE learning intensity has a significant effect on students' social awareness regarding the avoidance of bullying behavior.

Furthermore, the variable of the Islamic Religious Education teacher's role (X₂) has a significance value of 0.003 < 0.05, so H₂ is accepted. This indicates that the role of the Islamic Religious Education teacher also has a significant effect on students' social awareness. Thus, both independent variables are partially proven to have a significant effect on the dependent variable.

The intensity of Islamic Religious Education learning plays an important role in shaping students' character (Nasucha & Rina, 2021). The intensity referred to here is not only related to the number of meetings or the duration of class hours, but also to the depth of the material, the consistency of the learning process, and the quality of learning experienced by students. The more intensive the Islamic Religious Education learning (Manik, 2024), the greater the likelihood that Islamic values can be internalized in students' daily lives.

Previous studies by (Muhammad Rizki et al., 2025), indicate that intensive Islamic Religious Education learning, supported by teachers' exemplary behavior and religious school programs, strengthens students' character formation. Similarly, The study conducted by (Sunarto & Hadziq, 2023), demonstrate that the intensity and quality of Islamic Religious Education learning significantly influence students' academic outcomes and religious attitudes (Ucan, 2019).

However, most previous studies have primarily focused on general character development and learning outcomes, and have not specifically examined the relationship between the intensity of Islamic Religious Education learning and students' social awareness in avoiding bullying behavior

(Asrori et al., 2025). Moreover, prior research tends to treat learning intensity and teacher roles as separate variables, with limited studies integrating both factors simultaneously in the context of bullying prevention in schools (Al-Ketbi et al., 2024).

Therefore, this study offers novelty by integrating the intensity of Islamic Religious Education learning and the role of PAI teachers as key variables in explaining students' social awareness in avoiding bullying behavior. In this regard, learning intensity is not only viewed as a factor in general character formation, but also as a strategic element in fostering students' social awareness oriented toward preventing negative behavior in the school environment.

The research findings indicate that the intensity of Islamic Religious Education learning has a strong relationship with students' social awareness in avoiding bullying behavior. This is in line with Albert Bandura's Social Learning Theory (Asif, n.d.), which emphasizes that human behavior is shaped through processes of observational learning, modeling, and reinforcement. In the context of Islamic Religious Education learning, students not only receive material cognitively but also learn by observing the practice of moral values demonstrated during the learning process. The more intensively students are exposed to values such as empathy, justice, and non-violence in Islamic Religious Education learning, the stronger the internalization of prosocial values that encourage them to avoid bullying behavior.

The continuity of Islamic Religious Education learning is also aligned with Kohlberg's Moral Development Theory (Hanafiah, 2024), which emphasizes that consistent value-based learning and moral experiences encourage students to progress to higher stages of moral development. The subjects of akhlak (moral conduct), aqidah (creed), fiqh (Islamic jurisprudence), and the history of the Prophet in Islamic Religious Education contribute to strengthening students' moral reasoning, enabling them to better understand the negative impacts of bullying from social, psychological, and moral perspectives.

From the perspective of Islamic education, these findings are also reinforced by several fundamental concepts of Islamic education. Through *tazkiyatun nafs* (purification of the soul), as emphasized by Al-Ghazali and Ibn Miskawayh (Anam, n.d.) Islamic Religious Education learning helps in the purification of the soul and the control of negative emotions that can trigger aggressive behavior such as bullying. In addition, the concept of *ta'dib* proposed by Syed Muhammad Naquib Al-Attas (Ahmad, n.d.), positions Islamic Religious Education as a means of instilling social ethics, fostering respect for others, and encouraging individuals to refrain from actions that harm others. Meanwhile, the concept of *tarbiyah* proposed by Abuddin Nata, (Mahendra et al., n.d.) emphasizes the importance of habituating values through continuous guidance and development. Thus, the intensity of Islamic Religious Education learning has been shown to play a significant role in fostering students' social awareness, thereby contributing to the prevention of bullying.

Islamic Religious Education teachers do not merely serve as transmitters of instructional content, but also as role models who can be emulated by students (Rizqi & Budianto, 2025). This exemplary conduct is reflected in the attitudes, behavior, and speech of teachers, both inside the classroom and in their daily interactions within the school environment. Teachers who consistently demonstrate religious values, fairness, honesty, and compassion become concrete role models for students to emulate and internalize these values (Kandiri & Arfandi, 2021).

According to Solichah and Shohib (Solichah & Shohib, 2025), the implementation of moderate Islam-based Islamic Religious Education learning strategies is highly effective in reducing bullying behavior. This strategy not only emphasizes the transfer of religious knowledge but also highlights teachers' role modeling in demonstrating moderate, tolerant, and fair attitudes in daily interactions. In line with this, according to Mufti Miftahul Huda and M. Jadid Khadavi (Huda

& Khadavi, 2024b), state that Islamic Religious Education teachers, through the integration of Islamic values in learning and authentic role modeling, are able to create a conducive school environment and reduce bullying behavior.

From these findings, it can be concluded that the role of Islamic Religious Education teachers extends far beyond merely delivering instructional content. The exemplary conduct demonstrated by teachers functions as a form of “living education” that is directly observed by students, thereby influencing how they behave and interact with others. This underscores that effective learning must go hand in hand with teachers’ role modeling so that students can genuinely develop social awareness in rejecting all forms of bullying.

This study also shows that the role of Islamic Religious Education teachers makes a significant contribution to the development of students’ social awareness. This is consistent with Teacher Role Theory (Suswandari, 2021), which explains that teachers function as value educators, instructors, mentors, and behavioral guides. Through humanistic communication, meaningful learning, and the reinforcement of positive behavior, Islamic Religious Education teachers are able to create a learning environment that is conducive to the development of mutual respect and empathy among students. In addition, Islamic Religious Education teachers play a preventive role by providing warnings, guidance, and persuasive approaches when indications of aggressive behavior emerge.

This finding is also reinforced by Hirschi’s Social Control Theory (Mely & Alhakim, 2022), which explains that deviant behavior can be prevented when individuals possess strong social bonds, including attachment, commitment to values, involvement in positive activities, and moral belief. In the context of Islamic education, Islamic Religious Education teachers become important figures who build emotional closeness with students, foster commitment to religious values, and involve students in constructive religious activities. Thus, the emotional connection and reinforcement of religious values facilitated by Islamic Religious Education teachers play a role in controlling students’ tendencies to engage in bullying behavior.

Furthermore, the approach of Islamic Religious Education teachers is also aligned with Islamic Pedagogy (*Tarbiyah Nabawi*) (Nida’, 2024), namely an educational approach that emphasizes compassion, reinforcement of positive behavior, and the delivery of advice in a gentle and wise manner. When this approach is implemented in the learning process, Islamic Religious Education teachers are able to effectively cultivate students’ social awareness, enabling them to better understand the importance of treating their peers humanely and refraining from harmful actions.

Social awareness refers to students’ ability to understand the feelings, needs, and conditions of others, while also fostering attitudes of respecting differences and avoiding behaviors that may harm others (Mufidah et al., 2024). In the school context, social awareness plays a crucial role in building harmonious relationships among students and preventing the occurrence of bullying (Mariam et al., 2024). Students who possess high social awareness tend to be more sensitive to their surroundings, capable of demonstrating empathy, and inclined to reject all forms of intimidation, whether verbal, physical, or psychological.

According to Goleman (Hermawan et al., n.d.), social awareness does not only include the ability to understand others’ emotional conditions, but also the capacity to position oneself ethically within social interactions. Goleman emphasizes that social awareness develops through consistent learning processes, positive social interactions, and exemplary conduct within the educational environment. In other words, social awareness is the result of value-oriented character education, rather than merely cognitive moral knowledge.

Meanwhile Olweus (Borualogo et al., 2022), explains that bullying is an aggressive act carried out intentionally and repeatedly by an individual or group against another individual who is perceived as weaker, whether physically, verbally, or socially. The main characteristics of bullying behavior include an imbalance of power, the intent to harm, and the repetition of actions. In the context of Islamic education, such behavior clearly contradicts the values of *akhlāq al-karīmah* (noble character), as it violates the principles of compassion, justice, and respect for others. Therefore, strengthening social awareness becomes a strategic step in reducing bullying behavior within the school environment.

According to (Ardyanti et al., 2025), The integration of moral values (*akhlaq*) in Islamic Religious Education has proven effective in fostering students' social awareness. This approach not only conveys moral theories but also promotes the practice of noble character, such as empathy and responsibility, in students' daily interactions. These findings affirm that social awareness is the result of the systematic internalization of Islamic values within a supportive educational environment. In line with this, Ummu Aiman Nasution argues that (Nasution, 2024), demonstrates that strengthening character education through social-emotional learning, the development of communication skills, and the creation of a positive classroom environment significantly enhances students' social awareness and reduces bullying practices.

Thus, students' social awareness does not emerge by chance; rather, it is a concrete outcome of intensive Islamic Religious Education and the consistent role modeling of teachers. These two factors work synergistically in fostering empathy, tolerance, and mutual respect among students. Social awareness is not an isolated variable, but a product of comprehensive character education that serves as the primary safeguard against bullying.

Based on the overall theoretical framework and research findings, it can be understood that the intensity of Islamic Religious Education learning and the role of Islamic Religious Education teachers have a synergistic relationship in shaping students' social awareness. Islamic Religious Education learning provides the conceptual foundation, moral values, and religious teachings that guide students in distinguishing right from wrong in social life. Meanwhile, the role of Islamic Religious Education teachers reinforces the practical application of these values through guidance, mentoring, educational approaches, and effective supervision.

The synergy between these two elements results in a comprehensive process of value internalization, encompassing understanding, habituation, and self-regulation. Ultimately, the social awareness formed through this mechanism encourages students to avoid bullying behavior and to build a harmonious, humane, and religiously grounded school environment. Therefore, there is both a logical and empirical relationship indicating that the intensity of Islamic Religious Education learning and the role of Islamic Religious Education teachers collectively contribute to the development of students' social awareness, which functions as a moral safeguard in preventing bullying behavior.

CONCLUSION

Based on the research findings, it can be concluded that the intensity of Islamic Religious Education learning and the role of Islamic Religious Education teachers have a significant influence on the development of students' social awareness in avoiding bullying behavior. Islamic Religious Education learning that is implemented intensively, consistently, and meaningfully is able to internalize values of empathy, justice, and anti-violence attitudes among students. In addition, the role of Islamic Religious Education teachers as value educators, mentors, and role models further strengthens students' social awareness through a humanistic, communicative, and constructive

learning process. Overall, there is a strong synergy between the intensity of Islamic Religious Education learning and the role of Islamic Religious Education teachers in shaping students' social awareness. Islamic Religious Education learning provides the foundation of values and moral teachings, while the role of teachers reinforces the implementation of these values through guidance and the habituation of positive behavior within the school environment. This synergy contributes to the enhancement of empathy, social responsibility, and students' commitment to avoiding bullying behavior, thereby fostering a harmonious and religious school environment.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this work the author(s) used ChatGPT in order to Improve grammar.. After using this tool/service, the author(s) reviewed and edited the content as needed and take(s) full responsibility for the content of the publication.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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