

## Reconstructing the Islamic Religious Education Curriculum with a Bullying Prevention Perspective

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### Keywords:

Curriculum reconstruction, Islamic Religious Education, and anti-bullying.

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### Abstract

This study examines the reconstruction of the Islamic Religious Education (PAI) curriculum as a strategy to prevent bullying in SMA Primaganda. The problem of bullying in schools is a serious issue that requires special attention. The hypothesis is that the integration of anti-bullying values in the PAI curriculum will be effective in reducing bullying incidents in schools. This study uses a case study method with a qualitative approach, involving in-depth interviews with PAI teachers, students, and education experts, participant observation, and analysis of curriculum documents. The results of the study indicate that the reconstruction of the PAI curriculum that integrates anti-bullying values has succeeded in reducing bullying incidents in schools. This success was achieved through systematic implementation that included the development of learning modules, teacher training, and collaborative activities. A holistic approach involving the dimensions of moral knowledge, moral feelings, and moral actions has proven effective in increasing students' awareness and understanding of the negative impacts of bullying. The continuous evaluation system confirms the creation of positive changes in school culture, marked by increased empathy and cooperation among students. The findings of the study indicate that the integration of anti-bullying values in the PAI curriculum is not only effective in preventing bullying but also contributes to the formation of positive student character and the creation of a safe and inclusive learning environment. This curriculum reconstruction model can be a reference for other educational institutions in developing effective bullying prevention programs.

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### Abstrak

Penelitian ini mengkaji rekonstruksi kurikulum Pendidikan Agama Islam (PAI) sebagai strategi pencegahan bullying di SMA Primaganda. Masalah bullying di sekolah merupakan isu serius yang memerlukan perhatian khusus. Hipotesisnya adalah bahwa integrasi nilai-nilai anti-bullying dalam kurikulum PAI akan efektif dalam menurunkan insiden bullying di sekolah. Penelitian ini menggunakan metode studi kasus dengan pendekatan kualitatif, yang melibatkan wawancara mendalam dengan guru PAI, siswa, dan ahli pendidikan, observasi partisipatif, serta analisis dokumen kurikulum. Hasil penelitian menunjukkan bahwa rekonstruksi kurikulum PAI yang mengintegrasikan nilai-nilai anti-bullying berhasil menurunkan insiden bullying di sekolah. Keberhasilan ini dicapai melalui implementasi sistematis yang mencakup pengembangan modul pembelajaran, pelatihan guru, dan aktivitas kolaboratif. Pendekatan holistik yang melibatkan dimensi pengetahuan moral, perasaan moral, dan tindakan moral terbukti efektif dalam meningkatkan kesadaran dan pemahaman siswa tentang dampak negatif bullying. Sistem evaluasi berkelanjutan mengonfirmasi terciptanya perubahan positif dalam budaya sekolah, ditandai dengan peningkatan empati dan kerja sama di antara siswa. Temuan penelitian mengindikasikan bahwa integrasi nilai-nilai anti-bullying dalam kurikulum PAI tidak hanya efektif dalam mencegah bullying, tetapi juga berkontribusi pada pembentukan karakter positif siswa dan penciptaan lingkungan belajar yang aman dan inklusif. Model rekonstruksi kurikulum ini dapat menjadi referensi bagi institusi pendidikan lain dalam mengembangkan program pencegahan bullying yang efektif.

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### Kata kunci:

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## INTRODUCTION.

Islamic Religious Education (PAI) has a very important role in shaping students' character and morals. (Adila, Sari, & Adiyono, 2023). The values taught in PAI such as compassion, justice, and tolerance are very relevant in preventing bullying behaviour. (Huda et al., 2019). Recent literature reviews have shown that the integration of moral and ethical values in the PAI curriculum can help prevent this negative behaviour. (Baer, 2015). In the Indonesian context, where cultural and religious diversity is high, it is important to ensure that religious education also plays a role in creating a safe and inclusive learning environment. (Na'imah, Sukiman, & Nurdin, 2017).

Although many studies have been conducted on the effects of PAI (Khoir, Saiban, & Mustofa, 2023), there is a gap in research on how the reconstruction of the PAI curriculum that explicitly integrates anti-bullying values can contribute to the reduction of bullying incidents. Preliminary data from observations at Primaganda High School showed that 60% of students had experienced or witnessed bullying at school. Interviews with PAI teachers also showed that anti-bullying materials have not been explicitly included in the curriculum. This gap suggests a need for more in-depth research on how the PAI curriculum can be optimized for bullying prevention.

The researcher argues that by reconstructing the PAI curriculum to explicitly include anti-bullying education, students will be better educated and have a higher awareness of the negative impact of bullying, which in turn will reduce the prevalence of bullying in schools. Effective religious education should include not only theoretical understanding but also practical application of moral and ethical values in students' daily lives. (Tamuri, Othman, Dakir, Ismail, & Stapa, 2013). Thus, the reconstruction of the PAI curriculum that includes anti-bullying values can be an effective tool in creating a safer and more conducive educational environment. This study aims to identify strategies in the PAI curriculum that are effective in preventing bullying, as well as propose a curriculum model that can be implemented at Primaganda High School. In addition, this study also aims to evaluate the effectiveness of the proposed curriculum model through field trials and analysis.

This study offers a new approach by explicitly integrating anti-bullying values in the PAI curriculum, something that has not been widely discussed in previous studies. This study differs from previous research that focused more on the general effects of religious education without highlighting the specific aspects of bullying prevention. (Farooqui & Kaushik, 2021) (Hong & Espelage, 2012) (Blaya, 2019). Thus, this study not only provides new insights into the development of the PAI curriculum but also has the potential to become an important reference for future educational policies.

This research is expected to make a meaningful contribution to efforts to prevent bullying through religious education. By providing a curriculum model integrated with anti-bullying values, this research can serve as a reference for educators and policymakers in developing a curriculum that is more responsive to social issues in the educational environment. In addition, the results of this study can also be used as a basis

for further in-depth research on the effectiveness of this approach in various other educational contexts.

## METHODS

This research uses a qualitative approach with a case study method to explore in depth how the reconstruction of the Islamic Religious Education (PAI) curriculum can contribute to the prevention of bullying at Primaganda High School. The qualitative approach was chosen because it allows researchers to gain a comprehensive and in-depth understanding of the phenomenon under study, emphasizing the context and perceptions of participants. (Yin, 2018).

This research involved several main stages. First, data collection was conducted through in-depth interviews with PAI teachers, students, and education experts. (Creswell, 2015). The interviews aimed to explore their views and experiences related to the PAI curriculum and bullying incidents in schools (Sugiyono, 2017). The interview instrument was designed to obtain rich and in-depth information on how anti-bullying values can be integrated into the PAI curriculum. Second, participatory observation was conducted to directly observe student interactions and the implementation of the PAI curriculum at Primaganda High School. This observation provided additional contextual and relevant data regarding classroom dynamics and student behaviour in real situations. (Arikunto, 2019). Researchers recorded all forms of interactions related to bullying behaviour as well as the responses given by teachers and other students. In addition, document analysis was conducted on the existing PAI curriculum, teaching materials, and school policies related to bullying prevention. This analysis aimed to identify existing elements and potential improvements or additions needed to increase the effectiveness of the curriculum in preventing bullying. (Maimun, 2020).

The data collected from these various sources were then analyzed using the data analysis technique developed by Miles, Huberman, and Saldaña. This technique involves several main steps (Miles, Huberman, & Saldaña, 2014): Data Reduction: This process involves selecting, focusing, simplifying, and transforming raw data collected from interviews, observations, and document analysis. Data reduction was done systematically to identify information relevant to the research objectives. Data Presentation: The data that has been reduced is then presented in a more organized form, such as matrices, charts, or concept maps. Data presentation helps researchers to see patterns, relationships, and dynamics that emerge from the collected data. Conclusion Drawing and Verification: The final step is to conclude the data that has been presented. Researchers look for major themes and patterns that emerge to answer research questions. Verification is done to ensure that the conclusions drawn are valid and reliable. This technique allowed the researcher to identify the main themes that emerged from the data, as well as provide an in-depth understanding of the relationship between PAI curriculum and bullying prevention (Emzir, 2014). The results of this analysis are expected to provide a solid basis for proposing a more effective and responsive PAI curriculum model to the issue of bullying in schools.

## RESULTS AND DISCUSSION

### Result

This study aims to explore more deeply how the reconstruction of the Islamic Religious Education (PAI) curriculum can play a role in bullying prevention at Primaganda High School. Research data were obtained through in-depth interviews with PAI teachers, students, and education experts, participatory observation in the classroom, as well as analysis of curriculum documents and school policies related to bullying prevention.

PAI teachers at Primaganda High School feel that although moral and ethical values are taught in the PAI curriculum, there is no targeted and specific approach to addressing the issue of bullying. One teacher explained, *"We teach values such as compassion and justice, but there is no specific material that addresses bullying in detail"*. PAI teachers also expressed a strong desire to integrate anti-bullying values into the PAI curriculum. They argued that religious education should be able to touch on the practical aspects of students' lives, including how they interact with others without violence or bullying. The teachers emphasized that with a special module on bullying prevention in the PAI curriculum, students will be better educated and have a higher awareness of the negative impact of bullying.

Participatory observation in the classroom showed that PAI learning still focuses on the theoretical aspects of Islam. Although moral values such as honesty, justice, and compassion are taught, there is no clear integration between these values and bullying prevention efforts. Interactions between students and teachers are mostly limited to the delivery of materials and general discussions on religious values. However, in some moments of class discussion, anti-bullying values implicitly appear, such as when discussing the importance of mutual respect and cooperation in society. Teachers try to respond by giving general advice, but without specific modules or guidelines, it is difficult for them to provide more targeted guidance.

Interviews with students revealed that bullying is still a serious problem at Primaganda High School. Most students admitted that they had witnessed or even experienced bullying at school. One student said, *"I often see my friends being bullied by other students, but I don't know how to help"*. The students felt that their knowledge of how to deal with bullying was still very limited and they needed further guidance. They argued that the religious values taught can be a strong foundation for building an anti-bullying character, and hoped that the PAI curriculum could include more discussions and activities related to bullying prevention.

Analysis of the PAI curriculum documents shows that the curriculum includes moral and ethical values, but lacks emphasis on bullying prevention. The curriculum documents focus more on the theoretical understanding of Islamic teachings without specific practical applications to deal with the issue of bullying. This suggests a need to reconstruct the curriculum to be more responsive to the social problems faced by students. In addition, an analysis of school policies related to bullying prevention reveals

that their implementation is still not optimal. The policy is not integrated into the daily learning program, especially in PAI subjects.

The results showed that Primaganda High School has started the first step to reconstruct the PAI curriculum by integrating anti-bullying values. This form of reconstruction includes several main elements as described in the following concept map:

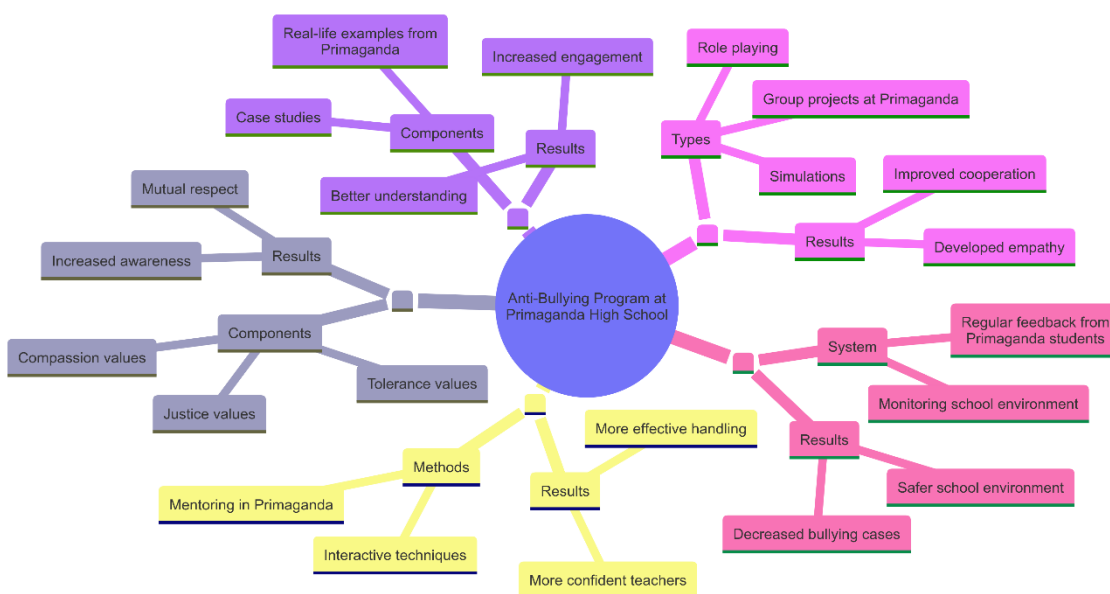


Figure 1: Implementation of Anti-Bullying Program at Primaganda High School

Based on the concept map, it can be explained as follows: First, Integration of Anti-Bullying Values in PAI Modules: Each module in the PAI curriculum at Primaganda High School now includes anti-bullying values, such as compassion, justice, and tolerance. These modules are designed to provide an in-depth understanding of the negative impact of bullying as well as ways to prevent and address such behaviour. PAI teachers have started implementing these modules in their teaching, and initial results show that students are becoming more aware of the importance of respecting and supporting each other.

Second, Teacher Training and Mentoring: Primaganda High School has organized additional training for PAI teachers on bullying prevention and how to integrate anti-bullying values in their teaching. The training includes interactive and participatory teaching techniques to ensure that students can easily understand and internalize the values taught. Teachers felt more prepared and confident in addressing the issue of bullying in the classroom.

Third, Development of Teaching Materials: The teaching materials used in the PAI curriculum have been developed and updated to include case studies, stories, and real-life examples related to bullying prevention. The materials are designed to trigger discussion and reflection among students, as well as provide practical guidance on how

to deal with and overcome bullying. Students feel more engaged in learning and begin to understand the importance of anti-bullying values in everyday life.

Fourth, Collaborative Activities and Projects: The PAI curriculum at Primaganda High School now includes various collaborative activities and projects aimed at developing anti-bullying attitudes among students. These activities include simulations, role plays, and group projects that encourage students to work together and support each other. Teachers report that students show improvement in cooperation and empathy towards fellow students.

Fifth, Evaluation and Feedback: Primaganda High School conducts ongoing evaluations to assess the effectiveness of the curriculum reconstruction in preventing bullying. Students and teachers are allowed to provide regular feedback, which is used to improve and refine the curriculum. The evaluation results show that there is a significant decrease in the incidence of bullying in the school, and students feel safer and more comfortable in the school environment.

This study shows that the steps taken by Primaganda High School in reconstructing the PAI curriculum have had a significant positive impact on bullying prevention efforts. The integration of anti-bullying values in the PAI curriculum not only increased students' awareness of the negative impact of bullying but also created a more inclusive and safe school culture. Teachers feel more confident in teaching anti-bullying values, and students show improvements in cooperation and empathy.

Thus, the reconstruction of the PAI curriculum that includes anti-bullying values at Primaganda High School can be an effective model for creating a safer and more conducive educational environment. Religious education that emphasizes not only theoretical understanding but also practical application of moral values can help students deal with the social challenges they face daily. This research shows that the integration of anti-bullying values in the PAI curriculum can have a significant positive impact on bullying prevention efforts in schools. By providing a curriculum model integrated with anti-bullying values, this research can serve as a reference for educators and policymakers in developing a curriculum that is more responsive to social issues in the educational environment.

## **Discussion**

The research conducted at Primaganda High School has produced significant findings regarding the reconstruction of the Islamic Religious Education (PAI) curriculum in the context of bullying prevention. Initial observations showed a gap in the implementation of anti-bullying values in the existing PAI curriculum. Although in general, the curriculum has included teachings on compassion and justice, the explicit integration of anti-bullying values is still not optimal. This finding reinforces (Abdillah, Tentama, & Suwandi, 2020) The research identified the tendency of Indonesian schools to rely on a general moral approach without giving special emphasis on specific issues such as bullying.

An in-depth analysis of the learning conditions revealed the complexity of the challenges faced in implementing anti-bullying values. Extensive interviews with PAI teachers confirmed that they face significant obstacles in integrating bullying prevention materials into lessons. The teachers reported a lack of adequate pedagogical tools and methodological guidance to teach this sensitive material effectively. This finding is in line with (Grant & Agosto, 2008) The study underlines the importance of teacher capacity building in addressing contemporary social issues in the classroom.

This condition is exacerbated by the high prevalence of bullying cases in the school environment, as revealed through a series of in-depth interviews with students. These data indicate the urgency to conduct systematic interventions through the reconstruction of the PAI curriculum that is more responsive to the problem of bullying. Participatory observation in PAI classes revealed that although anti-bullying values sometimes appear implicitly in learning, there is no structured approach to integrating these values systematically.

The implementation of PAI curriculum reconstruction was carried out through a series of structured and comprehensive stages. The first stage involved the integration of anti-bullying values into the PAI learning module. This process was based on (Schuitema, Dam, & Veugelers, 2008) The theory of moral development emphasizes the importance of moral learning through discussion of real dilemmas. The development of teaching materials was done by incorporating case studies and concrete examples of bullying situations, allowing students to analyze the complexity of this issue from various moral and religious perspectives.

The holistic approach adopted in the curriculum reconstruction refers to (Lickona, 2012) The theory of character education includes three main dimensions: moral knowledge, moral feelings, and moral action. The learning materials are designed not only to enhance students' conceptual understanding of bullying but also to develop empathy and practical skills in preventing and addressing bullying. (Murphy, Tubritt, & Norman, 2018). This approach has proven to be effective in helping students internalize anti-bullying values in their daily lives.

Teacher training and professional development programs are crucial components in the curriculum reconstruction process. A series of workshops and intensive training sessions were designed to improve teachers' competencies in teaching anti-bullying materials and handling bullying cases in schools. (Farrington & Ttofi, 2009). The evaluation results showed that teachers who received adequate training showed significant improvements in confidence and teaching effectiveness, as confirmed by (Mack, Sandhu, & Filipe, 2016) Study on the importance of continuous professional development for educators.

An important innovation in curriculum reconstruction is the implementation of integrated collaborative activities and projects. (Li, Lv, & Cao, 2023). The program includes a range of activities such as simulations, role plays and group projects designed to build students' social and emotional skills. This approach is based on the (Vygotsky, 2019) theory of social constructivism emphasizes the role of social interaction in learning.

Observational data showed a significant increase in the level of empathy and cooperation among students who participated in the activities.

A continuous evaluation system was implemented to monitor the effectiveness of the program and identify areas that require improvement. (McCabe, Potash, Omohundro, & Taylor, 2012). Adopting the evaluation methodology developed by (Mirkin & Others, 1982), the evaluation process included quantitative and qualitative data collection from various stakeholders. The results of the evaluation showed the positive impact of the curriculum reconstruction on the school's social climate, including a decrease in bullying incidents and an increase in students' awareness of the importance of creating a safe and inclusive school environment.

The implementation of this program also confirms (Mooney Patterson, 2018) Bullying prevention theory emphasizes the importance of a proactive and systemic approach in addressing bullying issues in schools. The integration of anti-bullying values in the PAI curriculum proved effective in creating positive changes in school culture. This finding also supports (Reed et al., 2010) Social learning theory on the significant role of the environment in shaping individual behaviour.

This research resulted in several important recommendations for the development of similar programs in other educational institutions. First, the a need to develop a PAI curriculum that is more responsive to contemporary social issues, with a special emphasis on bullying prevention. Second, the importance of continuous training programs for PAI teachers to improve their competence in teaching anti-bullying values. Third, the a need for systematic support from all school components to create an environment conducive to the implementation of the anti-bullying program.

The long-term impact of this program also needs to be considered. The results showed that students exposed to the reconstructed PAI curriculum showed improvements in moral awareness and social skills. They also showed a better understanding of the consequences of bullying and the importance of creating a safe and inclusive school environment.

Overall, this study contributes significantly to the understanding of the role of religious education in bullying prevention in schools. The reconstruction of a religious education curriculum that integrates anti-bullying values is proven to be an effective strategy for creating a safer educational environment that supports students' positive character development. The findings pave the way for further research on the effectiveness of similar approaches in different educational contexts, as well as their potential application on a wider scale.

The research also underscores the importance of a collaborative approach in addressing bullying issues in schools. The success of this program is inseparable from the active involvement of various stakeholders, including teachers, students, school administrators and parents. This collaborative model can serve as an example for other schools that want to develop similar programs. In the future, further research is needed to explore the long-term impact of this PAI curriculum reconstruction, as well as its possible adaptation in different educational contexts. This research has provided a



strong foundation for the development of similar programs in the future, with a focus on creating an educational environment that is safe, inclusive, and supports the optimal development of every student.

## CONCLUSIONS

This research resulted in several important conclusions related to the reconstruction of the Islamic Religious Education (PAI) curriculum in the context of bullying prevention at Primaganda High School. The integration of anti-bullying values into the Islamic Religious Education curriculum proved to be effective in reducing the incidence of bullying in the school. This is demonstrated through the systematic implementation that includes the development of learning modules, teacher training, and collaborative activities that encourage the internalisation of anti-bullying values in students. The holistic approach in curriculum reconstruction that covers the dimensions of moral knowledge, moral feelings, and moral action has successfully increased students' awareness and understanding of the negative impacts of bullying. The intensive teacher training programme also contributed significantly to improving teachers' competence in delivering anti-bullying materials effectively.

The continuous evaluation system shows that the reconstruction of the PAI curriculum has created positive changes in the school culture, characterised by increased empathy and cooperation among students and a safer and more inclusive learning environment. The success of this programme is due to the collaborative approach involving various stakeholders, including teachers, students, school administrators and parents. This model can serve as a reference for other educational institutions in developing effective bullying prevention programmes.

This study recommends the need for PAI curriculum development that is more responsive to contemporary social issues, continuous training programmes for PAI teachers, and systematic support from all school components. For future research, a longitudinal study is needed to analyse the long-term impact of this PAI curriculum reconstruction, as well as the possibility of its adaptation in different educational contexts.

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