Enhancing Student Resilience through Anti-Bullying Policies: A Qualitative Study

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ABSTRACT. The study aims to identify how anti-bullying policies can build student resilience in dealing with bullying. This resilience functions as a fortress that protects students from the impact of the mistreatment they receive. This research method uses a qualitative approach. This qualitative approach was chosen to obtain broad and in-depth information about building student resilience through anti-bullying risk management—a qualitative approach with a phenomenological type is used to examine subjects such as behavior, motivation, and actions. The study results indicate that student resilience can be built through anti-bullying risk management by identifying bullying risks and receiving support from caregivers, counselors, and teacher support so that students can build resilience well. The implications of this study indicate that by placing bullying risks early on and providing support from caregivers, counselors, and teacher support, students can obtain better emotional protection and build mental strength to face difficult situations. Another aspect is that Islamic boarding schools need to establish a secure, encouraging, and supportive setting for students' growth.

Keywords: *Anti-bullying policies, Behavior, Motivation, Student resilience*

INTRODUCTION

Islamic boarding schools play an important role in the education system in Indonesia. For the majority of Indonesian people who are Muslim, sending children to Islamic boarding schools to get a deeper education has become a common thing. In addition, Islamic boarding schools are Islamic educational institutions with the oldest education system in Indonesia (Aisyah & Zakiyah, 2023; Safitri, 2024). According to In'ami, Indonesian people show great interest and awareness in sending their children to Islamic boarding schools, even amid competition with modern educational institutions. Among students and college students, there has been rampant moral decay, deviant behavior, ethics, morals, and laws, from mild to severe, that they often show. One example is that we often encounter acts of violence (bullying). This negative behavior shows the fragility of character in educational institutions and the environmental conditions that are not supportive (Izadi & Hart, 2024; Siddique et al., 2023). Bullying is a form of child abuse carried out by peers against someone (a child) who is 'lower' or weaker to gain certain benefits or satisfaction.

The culture of bullying (violence) in the name of seniority continues to occur among students in elementary schools. Usually, bullying occurs repeatedly, and some are even carried out in a planned manner (Damayanti et al., 2023; Fauzan & Sulaeman, 2024). Accordingly, bullying is a common issue in educational establishments like Islamic boarding schools, particularly in elementary

schools (Ataman et al., 2024; Holidin, 2022). Bullying is the misuse of authority to cause verbal, physical, or psychological harm to people or groups, leaving the victim feeling hopeless, despondent, and traumatized. This occurrence demonstrates how bullying can occur in educational settings, including Islamic boarding schools. The child thus feels stressed, traumatized, and powerless. This is an alarm for all Islamic boarding schools to pay more attention to the learning system in Islamic boarding schools as a comfortable place to learn for everyone (Alwi et al., 2023; Perdana et al., 2023). Anti-bullying risk management is essential to solving this issue to minimize losses, boost security, and maximize resources.

Bullying risk management is identifying or reducing risks that could compromise an organization's or an individual's objectives. Anti-bullying risk management, when put into practice, can make people's surroundings safer and more encouraging. When the risk of bullying can be minimized, individuals will feel more comfortable and protected, ultimately improving their mental and emotional well-being. This is especially important in developing resilience, where individuals must be able to cope with and recover from negative experiences (Menardo et al., 2022; Purwanto & Wafa, 2023). By having resilience skills, a person can more easily adapt to change and deal with unexpected situations better (Lubis & Fransiscus Ambarita, 2023). Resilience can also improve a person's quality of life by increasing their ability to manage stress, adapt to unwanted circumstances, and survive under pressure and challenges.

Building resilience involves developing mental and emotional abilities to deal with challenges, difficulties, and changes. Resilience helps a person recover from failure, manage stress, and remain optimistic despite difficult situations (Khotimah et al., 2024; Maszura et al., 2024). To develop resilience, individuals must improve flexibility, see problems from multiple perspectives and build a strong social support network. With consistent practice and a positive approach to problems, a person can strengthen their mental resilience to be better prepared to face life calmly and confidently.

Students must be able to adjust to various problems when studying in a permanent setting, including those related to academics, social interactions, and spirituality. In this situation, resilience becomes a crucial skill that shows a person's capacity to bounce back from setbacks, keep their emotions stable, and keep going despite pressure. Resilience is not only formed instantly but develops along with an individual's experience in facing and managing complex obstacles. From a risk management perspective, resilience is defined as the capacity to survive and recover from various crises or disruptions that have the potential to disrupt the continuity of activities, including in the context of educational institutions (Luthfiyah et al., 2024; Zaini & Fahmi, 2023). This includes the ability to adapt to unexpected situations and mental toughness in dealing with pressure. Therefore, building resilience among students is not only important for learning success but also for developing a strong character that can face the dynamics of life in the future.

In the risk management, resilience refers to the capacity of an individual or organization to survive and recover from various crises or disruptions that can threaten the continuity of its operations (Luthfiyah et al., 2024; Zaini & Fahmi, 2023). This resilience includes two main aspects: the mental toughness needed to overcome stress and difficulties and the flexibility to adapt to unexpected changes. Resilience is not only related to the ability to respond efficiently to crises but also the ability to maintain stability and ensure sustainability amidst ever-changing uncertainties. In a broader context, resilience plays a strategic role in maintaining competitiveness and survival at both the organizational and individual levels. In addition, in the world of education, including in Islamic boarding schools, building resilience is very important to create a safe, conducive environment that can face challenges from both internal and external factors. This resilience involves readiness to face crises and the ability to proactively adapt to social, technological, and policy changes that can affect the sustainability of education.

Resilience, which means resilience in English, comes from the Latin word resilience, which means to jump, which describes the ability to move forward and overcome obstacles that previously blocked it (Munawwaroh & Rahayu, 2024; Putri & Laeli, 2024). Developing resilience improves mental and emotional abilities to face challenges, difficulties, and life changes. Resilience helps a person recover from failure, manage stress, and remain optimistic despite difficult situations (Aprilianti, 2024; Pahwa & Khan, 2022). To build resilience, individuals must hone skills such as flexibility, seeing problems from multiple perspectives, and a solid social support network. With continuous practice and a positive approach to problems, people can strengthen their mental resilience to be better prepared to face life calmly and confidently (Albert & Sesmiarni, 2022; Arifin, 2024; Faiz et al., 2023). Thus, risk management in Islamic boarding schools focuses on avoiding danger or disturbance and creates opportunities for students to learn how to recover from failure and face pressure confidently.

According to Fatma Laili, a holistic approach is applied to students through various innovations in Islamic boarding school activities such as education, religion, economy, health, and society (Nida, 2021). Policies based on empowering the potential of Islamic boarding schools with a religious humanist nuance as part of a holistic approach contribute significantly to creating adaptability and strengthening students' resilience even though they live far from their families. Meanwhile, according to Akhmad Jauharul Anshori, the resilience built during counseling helps students deal with bullying and provides a strong foundation to face other emotional and social challenges in the future (Anshori, 2024). With the new skills acquired, students can be better prepared to face more challenging situations and maintain their mental well-being, both in the Islamic boarding school environment and in their social life outside the school.

The researcher aims to identify how anti-bullying risk management can build students' resilience in dealing with bullying. This resilience is very functional as a fortress that protects students from the effects of the bad treatment they receive. Students with a high level of resilience can better cope with stress and develop positive mindsets to continue their learning process better. In order to improve student resilience and foster a secure, welcoming, and comfortable learning environment in Islamic boarding schools, this study attempts to give a thorough grasp of prevention tactics through the application of efficient bullying risk management. Bullying is a serious problem that endangers students' emotional and mental health in addition to their physical safety. Long-term bullying exposure can cause serious mental health issues, including depression, anxiety disorders, and chronic stress, which can impede children's social and academic growth. In order to promote students' overall growth and preserve the fundamental educational principles that Islamic boarding schools follow, it is imperative that bullying be addressed through methodical risk management techniques.

Islamic boarding school-friendly schools are educational concepts that combine formal teaching techniques with religious principles. According to this paradigm, schools serve as both a setting for academic instruction and a setting that fosters students' spiritual and personal growth. The basic idea of Islamic boarding school-friendly schools also supports resilience building by involving parents and the community in the educational process. Islamic boarding school-friendly schools generally implement a curriculum integrating general lessons with religious education so students can understand and apply religious teachings in everyday life in a supportive and loving atmosphere. The teachers in these schools act as mentors who transfer knowledge and instill moral and ethical values. In addition, Islamic boarding school-friendly schools also emphasize the importance of the role of parents and the community in the education process. By involving parents, schools can create synergy between home and school education so children get consistent support in their self-development. Collaboration with the surrounding community can also enrich the process.

METHOD

This research method uses a qualitative approach. This qualitative approach was chosen to obtain broad and in-depth information about building santris resilience through anti-bullying risk management. This qualitative approach intends to examine the phenomena experienced by the subjects, such as behavior, motivation, actions, and others. This research was conducted at the Nurul Jadid Islamic Boarding School in Karanganyar Village, Paiton District, Probolinggo Regency, East Java (Kholidi & Muliawan, 2024). Sources of information in this study include interviews with students, administrators, and those involved in building student resilience. This interview was also conducted with the regional Counseling-WA to obtain their perspectives on the phenomenon. To understand the meaning and interpretation of building student resilience through anti-bullying risk management. This requires direct involvement and appreciation from researchers towards objects in the field. Therefore, the instrument in the study is the researcher himself as an instrument (human instrument).

First, in-depth interviews with students and administrators will be conducted to explore their experiences related to bullying and the implementation of risk management. These interviews will raise awareness of applicable regulations, issues discussed, and efforts to increase student resilience. Second, participatory observation will be conducted to see directly how the dynamics of interaction between students and the methods implemented by the Islamic boarding school in dealing with bullying (Anshori, 2024).

Table 1. Various Aspects of Data Collection Techniques

Aspect	Description	Objective	Method
Identify the risk of bullying.	Developing an approach For detecting signs of bullying from early in Islamic boarding school.	Prevent the occurrence of bullying and provide steps beginning as prevention to students.	Observation and interview with students
Foster care support	Foster guardians play a role in giving attention emotionally and psychologically to students.	Help students build strength mental for face difficulty.	Interview with guardian foster
Counseling	Give room for students to overcome problems emotionally and enhance their ability to manage stress.	Reduce the impact emotional of bullying and strengthen the mental resilience of students.	Individual counseling sessions
The role of teachers	The teacher gives support academic and emotional in accompany students.	Increase the resilience of students through motivation and guidance	Interviews with teachers and students

Data analysis in this study uses a thematic analysis approach. Based on this approach, the study aims to examine and manage qualitative data to obtain the meaning contained in the data. The steps in thematic analysis include interview transcription, data classification, identification of main topics, and interpretation of results. The findings from this analysis are expected to provide a comprehensive understanding of the interactions and dynamics that cause changes in students' behavior (Mutiara & Kholil, 2022).

RESULT AND DISCUSSION

Result

Bullying Risks in Islamic Boarding School Environments

Identification of bullying risks has two important roles. *First* is early prevention, namely by identifying bullying risks. The Islamic boarding school can identify potential problems before they become more serious. This involves observing students' behavior and analyzing their social environment. By knowing the early signs of bullying, related parties can take preventive measures.

Second, appropriate intervention, namely identifying bullying risks, allows the Islamic boarding school to respond quickly and appropriately when bullying occurs. The Islamic boarding school can develop more effective intervention strategies by understanding the existing conditions and factors contributing to bullying behavior.
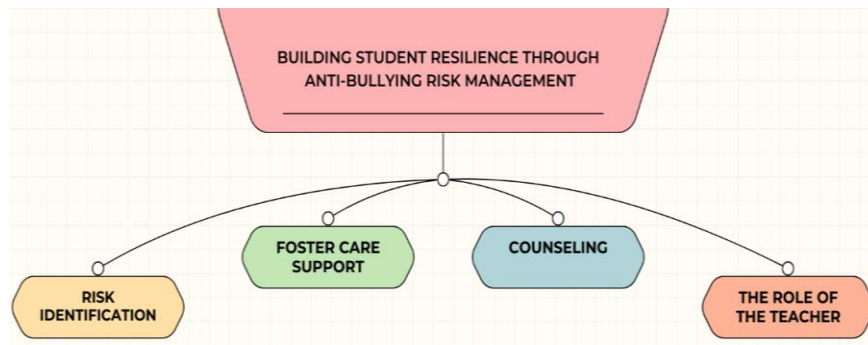

Figure 1. Building Student Resilience through Anti-Bullying Risk Management

Figure 2. Graph of Bullying Levels in Islamic Boarding Schools

In an interview, a student said: *"The factor causing bullying is a strict hierarchical structure such as seniority, where senior students have a higher position, resulting in unfair treatment and bullying of junior students"* (NS_S_2025). In Islamic boarding schools, there is a system that prioritizes the position of senior students over junior students. This may be meant to imbue senior pupils with a sense of respect and responsibility. However, this approach may have unfavorable effects, such bullying and unjust treatment of younger children, if it is not adequately controlled. This condition can cause tension between the two groups, lead to the creation of an environment that does not support the positive development of junior students, and give rise to bullying behavior in Islamic boarding school life.

Another student added the statement *"that the factors causing bullying have indeed occurred from generation to generation. This needs to be monitored properly, so as not to cause unwanted things"* (MC_S_2025). This seniority has occurred for generations, so it has become a culture that is difficult to change. This can trigger bullying behavior because seniors may feel entitled to order or control juniors. Bullying caused by seniority can have serious consequences for victims. In addition, bullying can also make victims feel insecure and worthless, which affects their ability to interact with others.

To prevent and overcome this, the tasks that must be done include identifying the risk of bullying and, *first,* identifying the factors that cause bullying, such as differences in religion, race, or social status and *second,* identifying students who are at risk of becoming victims of bullying, such as new students and students who have physical weaknesses—*third,* identifying places at risk of bullying, such as the school environment and bedrooms. In addition, it is important to involve all related parties, such as teachers, parents, and students, in prevention efforts by creating an inclusive and supportive school atmosphere. Educational programs that teach empathy and respect for differences can also help reduce the incidence of bullying.

Researchers said that identifying bullying risks is an initial step to prevent adverse impacts caused by students. Various factors, including family background, socioeconomic status, and social

interaction patterns in Islamic boarding schools, can influence the risk of bullying. In addition, the Identification of bullying risks needs to involve an analysis of factors that influence the social situation around students, and foster parents.

This observation indicates that foster parents have an important role in identifying bullying behavior by paying attention to changes in attitudes, such as students who suddenly become quiet and avoid social activities. With such signs, foster parents immediately take the necessary actions to prevent negative things from bullying. Islamic boarding schools take a proactive approach to educating students about the importance of mutual respect and empathy to reduce the risk of bullying. In addition, students who tell stories about their experiences are those who tend to be able to deal with stress and pressure caused by bullying.

The conclusion from the above Identification of bullying risks has an important role in preventing and overcoming bullying behavior in Islamic boarding schools. Factors that cause bullying, such as seniority, differences in religion, race, or social status, as well as risky locations, such as in the school environment and rooms, need to be identified and supervised by administrators and foster guardians. Foster guardians and educators are important in identifying bullying behavior and taking the necessary actions to prevent negative things. A proactive approach to educating students about the importance of mutual respect and empathy can also reduce the risk of bullying in the Islamic boarding school environment.

Building Student Resilience through Foster Parent Support

A foster parent is a person who is under the auspices of a caregiver to help take care of the Islamic boarding school. This foster parent has the role of providing emotional support to each student. For the first time, students must be separated from their families. The foster parent acts as a substitute figure for parents who can provide guidance, motivation, counseling, discipline, good role models, and education from a cognitive or affective perspective.

The foster guardian also has a role as a counselor, which is an activity that provides guidance, lessons, and guidelines to individuals who ask for guidance. There are several criteria for Islamic counselors, including mastering the material that contains Islamic religious knowledge, practicing Islamic religious values well, and providing Islamic religious rules in general. In addition, the foster guardian also has a role as a motivator, which is one solution to changing a person's reaction to something.

In the interview, the foster parent said, *"Build communication with students by finding out the background of the student's family. From that, we may find out what kind of family the student comes from. In addition, we must grasp the student's character to develop strong communication."* (SF_P_2025). Effective communication begins with a deep understanding of the student's family background. By knowing the origins and conditions of the student's family, the guardian or educator can more easily understand the values the student may bring from his/her home. For example, students from families with more open parenting patterns may have a more direct way of communicating. In contrast, students from more conservative families may be more careful in speaking. This understanding helps the guardian adjust the communication approach to better suit the character and habits of the student.

Another foster parent states, "*The relationship between the foster parent and the student is very important. When the student is close to and trusts the foster parent, they will tend to want to share the problems or challenges the student faces.*" (IF_P_2025). From the interview, this trust creates a safe space for students to express their feelings and concerns so foster parents can provide the proper support. In addition, this emotional closeness can not only help students overcome problems personally but also play a role in building student resilience. With this good communication, foster parents can understand what students need so that foster parents can guide them through various difficulties.

Foster parents have extensive duties and responsibilities in helping to supervise, guide, and care for students in Islamic boarding schools. Foster parents must provide guidance and support to students when facing challenges. Foster parents are also responsible for ensuring students understand the subject matter. Because they are often expected to be able to help students in learning, not only foster parents but also must shape the character and personality of students through moral education by instilling religious and ethical values. In addition, foster parents are tasked with the welfare of students, including physical and mental health. Foster parents must be sensitive to changes experienced by students.

The existence of this foster guardian program can help caregivers care for, educate, and care for students. Foster guardians can also act as parents for students. The principles of character education applied by foster guardians greatly influence students' attitudes and behaviors. In addition, foster guardians are very responsive in understanding students' character, behavior, and daily lives.

These foster parents are very important in helping students achieve their educational goals and self-development. Foster parents can also create a safe, comfortable, supportive environment for students to learn and develop. This observation shows that foster parents have good communication skills, which helps them build good relationships with their students.

The Foster Care Program has proven effective in forming good relationships with students and providing positive contributions to the development of students' self and attitudes. Foster care plays a vital role in supporting the development and welfare of students in Islamic boarding schools. Not only does foster care provide emotional support, but it also functions as a companion that guides motivates, and educates students in both cognitive and affective aspects. They supervise, direct, and assist students in the learning process. Foster care also needs to form character and instill religious moral values. In addition, foster care must build good communication with students.

Counseling as a Means of Building Resilience in Students

Conclusion The role of counseling is to provide emotional support to students; for example, counselors provide space for students to tell stories. Through this counseling, it is hoped that students can describe their feelings openly without fear of being judged. Counselor's help students understand their emotions and provide appropriate strategies to manage the stress, anxiety, and pressure that they feel. With this, students can better balance their emotions. Counseling can also help students develop a positive and adaptive mindset. Students facing challenges experience fear or lack of confidence. This counseling can help change their mindset from negative to positive, such as teaching them how to reason, accepting failure as part of the learning process, and building self-confidence in facing problems.

Counseling can also help students develop problem-solving skills and independence. Students are guided in analyzing problems, finding solutions, and making wise decisions. In this way, they do not give up easily when facing difficulties but become more resilient and able to manage various challenges independently. In addition to emotional and mental aspects, counseling can also strengthen spiritual values within themselves. Counselors also often connect solutions to problems through a religious approach, such as teaching the values of patience, resignation, and gratitude in facing life's problems. With this, students gain peace through faith in *Allah Subhanahu wa Ta'ala.*

In an interview, the regional Counseling division administrator said, *"The challenges we experience when counseling students are the differences in culture and background of students. Students come from various regions and have different habits, values, and parenting patterns. Some students may feel awkward or uncomfortable when counseling takes place, especially those from more closed families or those who are not used to the counseling approach"* (WS_BK_2025). Our main challenge when counseling students is their cultural differences and

backgrounds. Students come from various regions in Indonesia, so they have very diverse habits, values, and parenting styles. This requires us to be more careful and understand each student's background to provide effective counseling. In addition, some students may feel uncomfortable or awkward during counseling, especially if they come from more closed families or are not used to counseling approaches. Therefore, we must adjust our counseling approach to the needs and abilities of each student.

In an interview with the regional administrator, the BK-WA admin added, *"The challenges we face are the same as those stated by the regional Counseling-WA, but for those in our area, there are special challenges, namely, limited time and facilities available at the Islamic boarding school. Islamic boarding schools often have busy schedules with learning activities, worship, and daily tasks, which can reduce the time available for personal counseling. In addition, facilities should be provided to support counseling activities, such as a comfortable place."* (ND_BKA_2025). The challenges we face in counseling in Islamic boarding schools are similar to those faced by regional Counseling-WA. However, we experience some unique challenges in our area. One of our main challenges is the limited time and facilities available in Islamic boarding schools. The schedule of activities in Islamic boarding schools is hectic, with learning activities, worship, and daily tasks that must be completed. This reduces the time available for one-on-one counseling with students. In addition, facilities that support counseling activities, such as comfortable places and privacy, are also limited. These limitations require us to be more creative and flexible in conducting counseling and prioritizing the needs of students who need the most help.
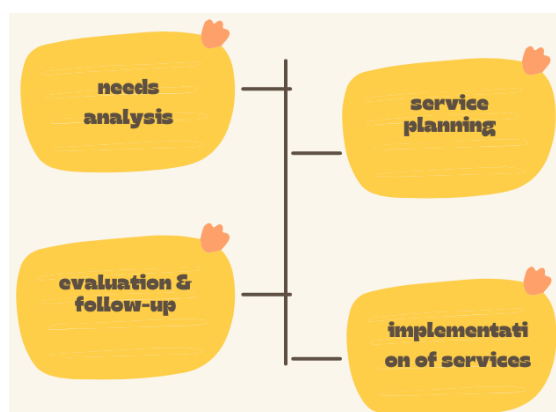

Figure 3. Counseling Task

Counselors are tasked with helping students overcome problems, such as bullying cases. Counselors are also tasked with providing emotional support to students. Counselors can help students be accepted and appreciated by actively listening and showing empathy. The next task of counselors is to provide tools or resources to manage students' emotions. In addition, counselors also have the task of revealing or analyzing what problems are being faced by students. In this case, counselors must be alert to problems that occur in students so that anything that can interfere with student learning activities can be handled immediately by the counselor.

Researchers argue that this counseling can help students to overcome various emotional challenges. Counseling provides a safe space for students to express their feelings and concerns as much as possible. In doing so, students can learn to build resilience, allowing them to bounce back from setbacks and face adversity positively. This counseling improves students' well-being and supports their psychological development. Counseling was very effective for the welfare of the students. Counseling also has a role as a friend to tell stories to students. With this, students can more freely talk about what they are facing. In the field, it is seen that students are often faced with various pressures, both academic and social, and feelings of longing for family. The counselor focuses on providing emotional and mental support and helping students understand and manage their feelings. In addition, observations also show that counseling in Islamic boarding schools helps

students build an optimistic mindset in dealing with problems. As a result, students who routinely attend counseling show an increase in their ability to overcome anxiety, manage emotions, and adapt to the challenging life of the Islamic boarding school.

Counseling is essential in helping students overcome various emotional and mental challenges. Students can express their feelings and concerns through counseling in a safe and comfortable space. Counselors help students understand and manage their feelings and provide emotional and mental support. Counseling also helps students build an optimistic mindset in dealing with problems and adapting to the challenging life of the Islamic boarding school. In carrying out this role, counselors must understand and respect students' cultural differences and backgrounds and adjust the counseling approach to the needs and abilities of each student. Despite challenges such as limited time and facilities, counseling can still be an effective means of improving the welfare and abilities of students in dealing with various challenges.

The Role of Teachers in Building Resilience in Students

Teachers have a role in Islamic boarding schools to create an environment that supports the development of students. In addition to teaching knowledge, teachers also play a role in building the character and mentality of students. In Islamic boarding schools, teachers are responsible for academically accompanying students in the learning process and developing good attitudes, ethics, and values. By being a role model, teachers can influence the mindset and behavior of students. The role of teachers is vital in building student resilience. In addition, teachers have a role in knowing the problems faced by students.

The role of teachers is also vital in building students' resilience through learning methods that can raise enthusiasm and confidence. Teachers must also create a positive atmosphere for students and provide responses that can help students feel safe and not give up. Teachers who care about the condition of students, both emotional and psychological conditions; this is a form of support from teachers for students. With the support of teachers, students will be better prepared to face challenges in life both in and outside the Islamic boarding school.

In an interview, one of the teachers said, *"I see a significant increase in the students' self-confidence. They are more open to sharing the experiences and challenges faced by the students. It all contributes to a more harmonious and supportive pesantren environment."* (SM_GAI_2025). Students' self-confidence significantly increases; they become more open and confident in sharing their experiences and challenges. It shows that teachers have helped students overcome their fears and doubts to speak openly and honestly about their feelings and experiences. Thus, the pesantren environment becomes more harmonious and supportive because students feel more comfortable and confident in sharing and interacting with others.

In the interview, the students also said, *"What I experienced was an increase in self-confidence, but we also felt changes through communication exercises carried out during the program. It can help us learn to listen well and express opinions without fear of judgment. A concrete example of this change is when we work in groups, we can help each other and discuss ideas without pressure."* (DW_S_2025). Through the communication exercises conducted during the program, they learned to listen well and express their opinions without fear of being judged. It helped them become more open and confident in communicating. One concrete example of this change is when they work in groups. We can help each other and discuss ideas without pressure, making the collaboration process more effective and enjoyable.

In the pesantren environment, teachers deliver lesson materials to students effectively and use the predetermined curriculum. Those responsible for teaching are teachers who teach knowledge, skills, and values that students must master. Another equally important task for teachers is to monitor the development of each student. Teachers must care about students' difficulties or challenges and provide the support they need. By monitoring the condition of each

student, teachers can ensure that they receive appropriate attention. As a mentor, teachers can instill religious and ethical values such as politeness, honesty, respect, and cooperation.

The Islamic boarding school environment, especially for teachers, is vital in building students' resilience. Teachers who create a safe, open, and supportive environment allow students to learn how to overcome failure, manage stress, and remain optimistic in the face of obstacles by forming character and providing guidance on how to face challenges for students. Researchers emphasize that an approach full of empathy and attention to students' condition will increase students' resilience in facing challenges. In addition, research shows that teachers aware of students' psychological needs can facilitate the development of resilience more effectively.

The role of teachers in building resilience in students at Islamic boarding schools shows that teachers play a key role in helping students face academic and individual challenges. Teachers focus on teaching and provide emotional support and motivation to students. In this way, teachers help students understand that failure is not the end of everything but rather part of the learning process that must be faced with determination and enthusiasm. In addition, the observations also show that teachers who actively communicate with students and listen to their complaints or personal problems can help students feel appreciated and understood.

The resilience of students in Islamic boarding schools is that they are responsible for teaching the subject matter, monitoring each student's progress, providing emotional support and motivation, and creating a safe and supportive environment. Thus, teachers can help students face academic and individual challenges and build their character and resilience. The observations show that teachers who actively communicate with students and listen to their complaints or personal problems can help students feel appreciated and understood. Therefore, teachers' role in building students' resilience in Islamic boarding schools is critical and cannot be ignored.

Discussion

Risk factors predict the likelihood of an outcome such as bullying. In his classic national survey of bullying by school children, direct bullying is more likely to be referred to as 'school violence' (Izadi & Hart, 2024; Liu et al., 2023). Bullying in Islamic boarding schools, as in educational settings, includes intimidating bullying carried out by individuals or groups against weaker students (Abdurrohim et al., 2024; Zubaidah et al., 2024). This form of bullying can be physical, verbal, or social. The process of identifying the risk of bullying in Islamic boarding schools involves a deep understanding of how these actions can occur, who is involved, and how they impact the welfare of students. Early identification of the potential for bullying in Islamic boarding schools is essential to prevent worse situations from occurring.

From the identification of bullying risks, several factors trigger bullying in Islamic boarding schools, one of which is the difference in social status, inequality of power between students, or personal characteristics that are considered different or weak. Generally, bullying does occur due to an imbalance of power between the perpetrator and the victim (Ataman et al., 2024; Mazaya et al., 2024; Yuliza & Daulay, 2023). Another influencing factor is the lack of intensive supervision from the foster parents in Islamic boarding schools in everyday life. In addition, an incorrect understanding of religious teachings or Islamic boarding school culture can also worsen this situation. These causal factors must be identified to prevent bullying that can harm the parties involved.

The role of bullying risk identification is 2. *First,* early prevention is an important step to reduce the negative impacts caused by bullying in the Islamic boarding school environment. By recognizing the signs or potential for bullying early on, Islamic boarding schools can take steps to prevent effective risks before the problem. Early identification helps Islamic boarding schools to identify inappropriate behavior, both from victims and perpetrators of bullying. For example, if some students begin to show changes in behavior, such as becoming quieter, often reporting sick,

or avoiding group activities, this could indicate a problem that needs to be addressed. *Second*, Intervention in identifying bullying risks plays an important role in addressing bullying problems that have already occurred and preventing them from spreading. Once the risk of bullying is identified, immediate Intervention is needed to stop bullying behavior and provide support to victims. This Intervention involves direct steps, such as talking to the perpetrator and victim, providing guidance or sanctions by Islamic boarding school policies, and ensuring that the incident does not recur (Ramli et al., 2024; Saragih et al., 2023). For example, Islamic boarding schools provide training or workshops on the importance of empathy and respect for differences to prevent bullying from recurring.

The existence of a foster guardian program is an identical characteristic at the Nurul Jadid Islamic Boarding School regarding handling and fostering students who are said to be overflowing. A foster guardian is a person who is under the auspices of a caregiver to help manage the Islamic boarding school. Foster guardians have broad duties and responsibilities in helping to supervise, guide, and care for students who live in the Islamic boarding school. The foster guardians of this Islamic boarding school have a very influential role; they are responsible for teaching, guiding, motivating, training, giving advice, and being good examples for students in social, emotional, and religious aspects(Nikmah & Sa'adah, 2022; Zahra & Khoiruddin, 2023). Foster guardians can also act as technical assistance in improving the quality of learning for students at the Islamic boarding school.

As Islamic counselors, foster parents must have personal and social maturity, including sensitivity to others and a sense of humor. There are criteria for Islamic counselors: *first*, they must be people who master the material, especially in matters of Islamic religious knowledge, so that their knowledge covers matters related to religious matters. *Second*, they must practice Islamic values well and consistently, reflected through faith, piety, and religious experiences in everyday life. *Third*, as much as possible, they must be able to convey Islamic religious rules in general terms relevant to the problems students face (Zahra & Khoiruddin, 2023).

The role of the foster guardian is vital in creating a positive and supportive environment for students in Islamic boarding schools through inspirational stories and positive advice. With this, the foster guardian provides examples and motivation to students to behave well and face problems wisely (Fitriyah & Wahibatul, 2021; Hidayat et al., 2021). In this approach, the foster guardian shows empathy and sensitivity to the feelings of students (Samara et al., 2024; Tintori et al., 2021). They acknowledge and understand the feelings of students who want to go home or experience reluctance to study. Thus, the foster guardian can provide the support and encouragement students need in facing challenges and obstacles in the Islamic boarding school environment (Karim & Masrukin, 2020).

The Foster Guardian also provides much positive advice through stories about the struggles of the prophets, previous ulama guardians, or personal experiences so that they can learn from these experiences. The foster guardian also pays special attention to his students so that the students feel cared for because the foster guardian is a substitute for parents in the Islamic boarding school environment (Arzfi et al., 2022). In addition, the foster guardian must also provide them with encouragement, motivation, and enthusiasm because children are still vulnerable in dealing with their feelings. For example, when they want to go home from the boarding school, feel reluctant to stay at the Islamic boarding school, or are experiencing a lack of enthusiasm for studying. As foster guardians, we must be sensitive to their feelings and take the appropriate approach by understanding them and providing the motivation they need.

This counseling is beneficial for students in developing problem-solving skills and independence. Students are guided in analyzing problems, finding solutions, and making wise decisions. In this way, they do not give up easily when facing difficulties but instead become more resilient and able to manage various challenges independently (Apriatama et al., 2022). Guidance

and counseling are no longer limited to school settings; they also reach settings outside of school to develop individuals who are more sensitive, anticipatory, proactive, and responsive to the needs and demands of individual and community development.

Through this counseling, someone can combine all their skills to overcome the cases they experience (Nikmah & Sa'adah, 2022). As counselors, we have obstacles when counseling students. *First,* differences in culture and family background can make it difficult for counselors to convey the appropriate approach because their families' cultural values and traditions can influence each student's perspective on emotional or psychological problems (Menteşoğulları, 2023). In addition, different family backgrounds can influence how students manage their problems. Some students may come from harmonious families or are full of emotional support, while others come from families that lack support or are full of conflict. *Second,* Limited resources are also a significant obstacle for counselors in Islamic boarding schools. Many Islamic boarding schools, especially smaller or traditional ones, may not have adequate facilities to carry out counseling activities, such as a dedicated room or the necessary psychological equipment (Hamidah & Fitriyah, 2021). In addition, counselors in Islamic boarding schools often do not have adequate formal training in psychology or counseling, so their ability to deal with the mental and emotional problems of students is limited. Counselors can provide support and guidance in rebuilding positive social relationships. In addition, counselors can work with students, parents, teachers, and other relevant parties to prevent bullying by developing emotional management strategies and addressing the impact of bullying with various approaches to improve psychological well-being (Irawan et al., 2024). These efforts are expected to help students live healthier and more productive lives without bullying.

Teachers are wise people who engage in close dialogue with students. Teachers are figures who can provide examples of mental and emotional resilience. By providing moral support and motivation, teachers help students remain steadfast in facing various challenges related to learning and social life in Islamic boarding schools. Teachers must also care about the condition of students, both emotional and psychological conditions. From the support of teachers, it was found that students experienced increased self-confidence (Beno et al., 2022). With this self-confidence, students can accept and improve their shortcomings and optimize their advantages to benefit themselves and others. Also, students experience increased good communication, such as their experiences and listening, without fear of being judged. It makes students feel more confident in communicating with anyone. As a mentor, teachers can find various potentials possessed by students so that they can grow and develop with that achievement. Teachers must also motivate students (Amir et al., 2022; Yestiani & Zahwa, 2020). The motivation referred to here is a psychological condition that drives someone to do something. So, motivation to learn is a psychological condition that drives someone to learn.

Special strategies are needed to help students in Islamic boarding schools become resilient, especially when facing personal and scholastic obstacles (Zain & Mustofa, 2024). In addition to focusing on learning, teachers also provide the emotional support and motivation that students need. With this approach, teachers teach students that failure is not the end of everything but rather part of the learning journey that must be undertaken with enthusiasm and determination. Teachers can also teach students the importance of maintaining a positive attitude, not giving up easily, and help them manage anxiety or frustration when facing difficulties. In this way, teachers create an environment that allows students to see challenges as growth opportunities, not obstacles. The attention and affection given by teachers to students provide a sense of security and confidence that greatly supports the development of their resilience (Rachmawati & Wanojaleni, 2022). It applies to academics and their social interactions at the Islamic boarding school, where they learn to face them calmly and wisely.

The findings of this study have an original contribution to the understanding of anti-bullying policies and the role of various parties in building student resilience in Islamic boarding schools.

The findings can be the basis for developing more effective bullying prevention programs involving caregivers, teachers, and other related parties and helping educational institutions design policies that support the psychosocial well-being of students. However, this study has limitations in the scope of the sample, which is limited to one Islamic boarding school and uses qualitative methods that can be influenced by subjectivity. Further research is recommended to involve a wider sample from various Islamic boarding schools and combine it with an in-depth analysis of the relationship between anti-bullying policies and student mental resilience, as well as exploring the role of policymakers and technology in supporting anti-bullying policies.

CONCLUSION

Identifying the risk of bullying in Islamic boarding schools is crucial for creating a safe and supportive environment where students can build mental and emotional strength to face challenges. Guardians play a key role by providing consistent support, while counseling services help students develop resilience and manage stress. Teachers also offer academic and emotional support, enabling students to remain optimistic and persevere through difficulties. Collaboration between guardians, counselors, and teachers is essential in fostering a supportive environment and implementing effective risk management strategies. To strengthen this, school staff need to maintain communication with parents through counseling services that are made more accessible, teachers trained to recognize the signs of bullying, and peer support programs introduced. These actions will help students overcome bullying and lead healthier, more productive lives.

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