

Innovation of Anti-Bullying Education Model in Islamic Boarding Schools: A Systematic Literature Review

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ABSTRACT

This research investigates the development of anti-bullying education models in Islamic boarding schools between 2019 and 2024, with a focus on the effectiveness of prevention and intervention strategies. The method used is Systematic Literature Review (SLR), which involves article inclusion and exclusion criteria as well as data extraction and synthesis processes from two main databases, namely Google Scholar and ERIC, through the Publish or Perish version 8 application. A total of 146 articles were identified, but after the selection process, only 25 articles met the inclusion criteria, while publications in the form of books and seminar proceedings were excluded due to the tendency for peer review to be less stringent. The research results show that the two main models, namely early prevention and intervention against perpetrators and victims of bullying, have developed significantly. While both models are important, a humanist educational approach to prevention has a stronger potential to reduce bullying incidents. In addition, a comprehensive, holistic approach was found which includes humanist, sociological, participatory, and psychotherapeutic educational aspects through dhikr. These findings provide practical insights for stakeholders to improve anti-bullying curricula and develop intervention strategies that are more sensitive to the cultural and religious context in Islamic boarding schools.

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1. INTRODUCTION

Even though various efforts have been made to create an inclusive and supportive educational environment, bullying is still a serious problem in many educational institutions, including in places that should be a place for the development of future generations. Bullying, or bullying, is now a global issue that requires immediate handling (Menesini & Salmivalli, 2017). Several factors that encourage bullying among students include economic disparities, seniority traditions, school disharmony, as well as individual and group characteristics. (Hasanuddin, Tamuri, Chandra, & Parinduri, 2023) As a result, victims often experience physical and psychological trauma, which leads to loss of self-confidence and other negative impacts (Menesini & Salmivalli, 2017).

UNICEF assesses a country's achievements based on child protection, health, education and social integration. They emphasized the importance of a safe environment, adequate access to services, and support from family and community (Gromada, Rees, & Chzhen, 2020). According to data from the Program for International Student Assessment (PISA), in 2018 bullying victims in Indonesia had reached 44.1% and was in the fifth highest position in the world (Jayani, 2019). Furthermore, according to data from the Indonesian Child Protection Commission (KPAI) and the Federation of Indonesian Teachers' Unions (FSGI), they report a fluctuating trend in bullying victims: 119 cases in 2020, down to 53 cases in 2021, but jumping drastically to 226 cases in 2022 (Aha, 2023). This data causes anxiety because it shows that bullying is still a serious threat to children in educational institutions, both formal and non-formal (Abdurrohim et al., 2024). Therefore, more appropriate treatment strategies and innovations are needed to overcome this problem and protect children effectively.

As an effort to protect all members of the education unit, from students, educators, education staff, as well as members of other education units, including groups with disabilities, to create an inclusive, diverse and safe educational environment for all members of the education unit (Anni006, 2023), The Ministry of Education, Culture, Research and Technology (Kemendikbudristek) has issued Regulation of the Minister of Education, Culture, Research and Technology (Permendikbudristek) Number 46 of 2023 concerning Prevention and Handling of Violence in Educational Unit Environments (PPKSP) (Admin, Merdeka Belajar Kemendikbudristek, nd) as well as the decision of the Director General of Education, Number 1262 of 2014 concerning Technical Guidelines for Child-Friendly Care in Islamic Boarding Schools, as a regulation that aims to prevent and handle cases of violence in educational units (Director General of Education 2024).

Islamic boarding school education historically aims to shape the morals and character of students through teaching that focuses on religious, ethical values (Asror, Mahfudloh, Kusaeri, & Rusydiyah, 2023); (New 2017) and intellectual capabilities (Bakar, Baharun, & Hasanah, 2022). But in fact, these indigenous institutions are not immune and face quite serious challenges of bullying behavior. Most recently, the case of Bintang Balqis Maulana, who ended up dead because he was suspected of being the victim of 4 of his seniors at one of the Islamic boarding schools in Kediri, also happened to one of the students in Malang Regency who experienced wounds on the head, bruises on the back of the waist and broken bones (Hemawati & Shabrina, 2023). This condition has caused the issue of bullying in educated environments to increasingly become the national spotlight.

Islamic boarding schools have long been aware of the need for preventive measures and have employed various approaches to address the issue. These efforts range from psychological interventions focused on education and the cultivation of character values (Hamruni, 2016; Sari, 2019) to the implementation of anti-bullying programs (Distina, 2019) and the involvement of counselors (Filosofianita, Supriatna, & Nadhirah, 2023; Susanto, 2023). Emilda (2022) highlights that bullying manifests in multiple forms, including physical, verbal, and social, often stemming from a combination of internal and external factors. Despite these efforts, violence and bullying remain prevalent within Islamic boarding schools. Several factors necessitate further research: first, the evolving nature of bullying, which now encompasses traditional forms like verbal and physical bullying alongside newer forms such as cyberbullying (Waasdorp & Bradshaw, 2015). Second, there is a tendency within these institutions to normalize bullying behaviors, leading to their dismissal as routine occurrences (Matondang, Firman, & Ahmad, 2022). Third, an effective and comprehensive strategy to mitigate violence in the boarding school environment has yet to be identified.

However, this research is limited to the counseling aspect, and mitigation does not explore the anti-bullying program approach used, and there are different research objects. Therefore, the main objective of this research is to explore trends in anti-bullying education in Islamic boarding schools from 2019 to 2023 as an offer of ideas for reforming Islamic boarding school education in the future.

2. METHOD

This research follows a systematic approach, employing a Structured Literature Review (SLR) that progresses through seven key stages. The first stage involves formulating the problem, often referred to as developing the research question. The second stage focuses on conducting a thorough search for relevant literature. In the third stage, data is gathered from the identified literature. The fourth stage involves evaluating the quality and relevance of the literature. The fifth stage consists of analyzing and synthesizing the research findings. In the sixth stage, the results are interpreted, and finally, the seventh stage concludes with drawing conclusions and presenting key findings (Cooper, 2017).

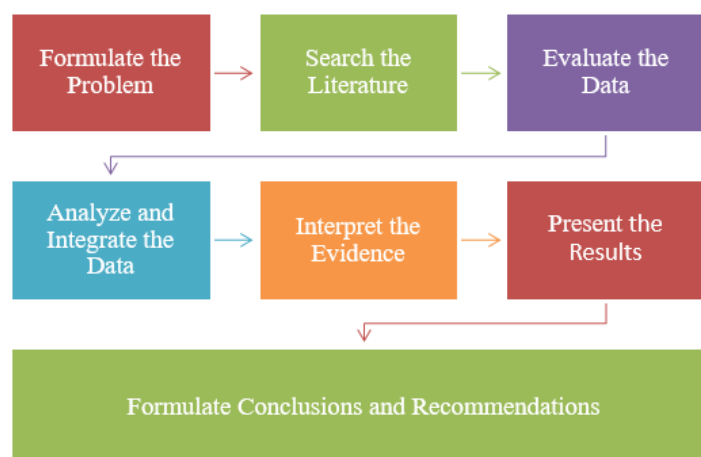


Figure 1. Flow of Cooper's Systematic Literature Review (SLR)

In the first stage, the form of drawing out problem formulations that will be discussed in depth, namely (1) How will the anti-bullying education trend develop in Islamic educational institutions between 2019 and 2024? (2) What models and approaches are applied in that context? All articles reviewed range from 2019 to 2024. Meanwhile, the second and third stages are a process of searching and identifying literature related to the topic known as the Search Process with the Publish and Perish application. Online source search for research that has been recorded in the Google database Scholar and ERIC, and has been published from 2019 to 2024. Keywords used to search for journals relevant to the topic "prevention of bullying in Islamic boarding schools", "anti-bullying in Islamic boarding school", and "prevention of bullying in Islamic boarding schools". These keywords were chosen to cover aspects of prevention in Islamic educational institutions, with a focus on efforts to actively stop bullying. The use of local terms is also considered to be relevant to the research context in Indonesia and to reach more specific literature.

To get a clearer picture, the next step is to determine research based on inclusion criteria and exclusion (Hadi, Tjahjono, & Palupi, 2020). In the search process for this research, 1) publications related to the topic of bullying prevention in Islamic institutions and 2) research was conducted in the period 2019-2024. Meanwhile, criteria include things other than journals, whether in the form of books or conference results or journals but not in accordance with the main topic. So, from the identification results, 96 articles were obtained using these data identification steps, which were collected from ERIC 53 articles and Google Scholar 33 with open access file conditions.

Table 1. Article Identification

Keywords	"prevention of bullying in Islamic boarding school", "antibullying in Islamic boarding school", "prevention of bullying in Islamic boarding school"	
Year	2020-2024	2019-2024
Databases	ERIC	Google Scholar
Documents	53	96

The fourth stage is evaluation via Quality Assessment, namely the process of assessing the quality of publications included in the literature review, which aims to determine whether the data found is of good quality and suitable for use. In the feasibility study, Inclusion and Exclusion criteria were used using the PICOS approach with the description 1) the article has a focus on "prevention AND bullying AND Islamic boarding school", "anti-bullying AND Islamic boarding school", or "prevention AND bullying AND Islamic boarding school". 2) does it contain research results, and 3) does it contain the theory used, and the fourth is published from 2019-2024. Next, publication is carried out analyzed through a prism framework. At this stage, researchers also exclude the exclusion of procedural articles and books and focus more on journal articles on the grounds that they have gone through strict peer-review to ensure the quality and relevance of the data.

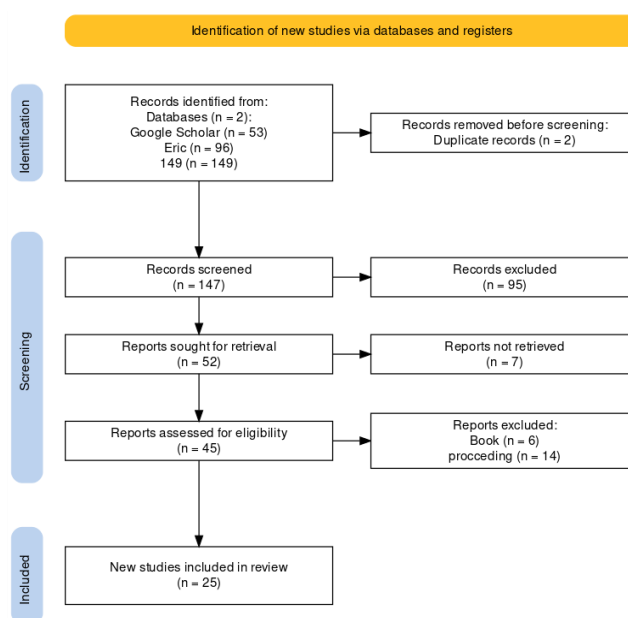


Figure 2. PRISMA (article distribution)

From the results of the assessment via Qa with the prism framework obtained from the ERIC database, 47 articles were found, and 96 articles were found from Google Scholar. Next, the articles were reviewed in depth, and 5 articles from ERIC and 18 from Google Scholar were found to meet the criteria according to Qa.

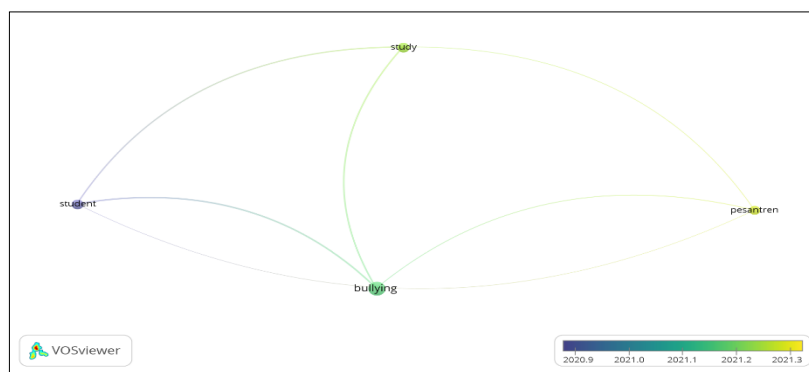


Figure 3. Mapping of Anti-Bullying education in Islamic boarding schools

As an effort to find novelty in this research, it can be seen from figure 2 above, confirms that research on bullying education, especially in Islamic boarding schools, is still relatively small, so research related to trends in bullying prevention education in these institutions is very relevant. Meanwhile, the fifth and sixth stages are to carry out an in-depth analysis of the articles that have been obtained, and to carry out an analysis of anti-bullying education models and approaches by systematically identifying the distribution of publications that have been obtained for further reporting and entering the seventh stage, namely providing conclusions.

3. FINDINGS AND DISCUSSION

3.1 Trends in Anti-Bullying Education Models (2019-2024)

The development of anti-bullying education models in Islamic boarding schools during the period 2019 to 2024 is quite diverse and experiencing development, and this shows that Islamic boarding schools as boarding educational institutions in Indonesia have made efforts to anticipate acts of bullying or violence that often occur in the Islamic boarding school environment, including efforts to deal with the victims. This can be seen from the distribution of articles from 2019, which continues to grow.

Table 2. Distribution of publications from two databases

Year	Article
2019	1
2020	5
2021	3
2022	4
2023	10
2024	2
Total	25

From the results of the distribution of these publications, the topic of bullying prevention in Islamic boarding schools is experiencing a model development. Only in 2019 is the context of prevention still preventive, which means the focus is on how to anticipate it. Meanwhile, there are more actions using intervention or treatment models in 2020 and above. Even in the same year, more extensive research has emerged regarding the impact of violent behavior, except that in 2021, there were not enough articles related to bullying. This is very likely due to the coronavirus phenomenon, which is currently hitting and has an impact on focus. Research highlights the topic of education during Covid-19. Meanwhile, in 2022 and 2023, the topic of bullying in Islamic boarding schools will again become a hot research topic, along with the emergence of cases of violence in educational institutions.

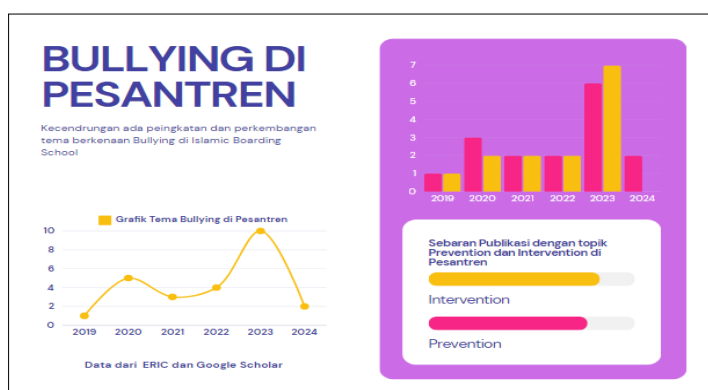


Figure 4: Distribution of Bullying Prevention Themes in Islamic Boarding Schools

As a result of in-depth analysis of 25 articles obtained from these two databases, two main models were obtained, namely preventive and intervention for victims or perpetrators of violence in Islamic boarding schools.

3.2 Model Preventive: Strategies and Approaches

Preventing bullying in Islamic boarding schools can be done through a social culture approach, namely by creating a conducive, safe and friendly learning environment (Sa'diyah and Nurhayati 2023) for students. The learning environment must support positive interactions and respect each individual, so that students feel valued and protected (Suryadi, Ilmi, & Sukamto, 2023). In this way, bullying can be effectively minimized, and the learning atmosphere becomes more harmonious. This can be done through a nurturing model by building closer interactions with students (Rahmaniah & Sulastri, 2021) and fostering self-efficacy through peers (Mudzkiyyah, Wahib, & Bulut, 2022). This means that there are good cultural-social aspects and psychological aspects, such as research through the development of emotional intelligence and Big Five personalities (P. Oktaviani, Syahid, & Moormann, 2020).

However, the prevention of bullying behavior cannot be carried out well if there is no firmness in the regulations and sanctions (Hidayati, nd) (Waliyanti & Swesty, 2021). One of the sanctions usually carried out by the management include warnings, advice, punishment, and summoning parents (Said Alwi, Iqbal, & Manas, 2023). The preventive model is also quite diverse, not only in how sanctions are confirmed, but also in the preparation of modules and socialization (Rahmatullah & Azhar, 2020), character development in students through the Positive Youth Development framework (Latifa, Solicha, Nahartini, & Rosyada, 2020). So, prevention is carried out not only through the confirmation of Islamic boarding school regulations but also through the preparation of learning strategies.

So, this prevention model can also be implemented by finding the importance of implementing structured Islamic religious education to reduce cases of bullying and improve the values of faith, worship, and student behavior, including monthly coordination held to evaluate bullying prevention efforts with the aim of improving the strategies implemented, not looking for mistakes, as well as the main focus on providing attention to students who need it so that they do not commit acts of bullying, creating an environment that respects them and preventing violence against peers. Even in several Islamic boarding schools, prevention efforts also include increasing awareness, training for staff and students, implementing clear rules and strict sanctions, as well as establishing a safe and open complaint mechanism (Muafiah, Sofiana, & Khasanah, 2022; A. Oktaviani, Dadeh, & Sutatminingsih, 2024).

This is an effort to create an increasingly inductive educational climate because one of the causes of violent acts is an educational climate that is not conducive, giving rise to a feeling of wanting revenge in the victim, a process of imitation and seniority which of course results in mental disorders, and a desire to commit violence. With the aim of inner satisfaction. So, in such conditions, awareness is needed about the negative impacts of bullying and character education that emphasizes empathy,

tolerance and respect for differences as an effort to create a safe and supportive environment in Islamic boarding schools. (Retnowuni, 2022); (Ramli et al., 2023).

When an educational environment is unsafe and lacks proper supervision, irresponsible behavior and a sense of superiority can develop, often leading to emotional trauma for victims who struggle to manage their emotions (Suzanna, Junita, & Syahrial, 2023). To address this issue, additional measures are required, such as displaying anti-bullying slogans throughout Islamic boarding schools, promoting positive behaviors, and providing educational broadcasts to raise awareness about the dangers and negative consequences of bullying (Rahmatullah, Suud, & Azis, 2022). For example, at the al-Fattah Islamic boarding school in Jember, efforts to monitor violent behavior include appointing specialized administrators who are trained to recognize the potential for bullying (Ananda, Nur, Rifa'i, & Zuhro'Fitriana, 2023). This approach is particularly important because victims of bullying are at risk of becoming perpetrators themselves. The process often begins with the victim feeling oppressed and frustrated, which may lead to a desire for revenge and eventually result in engaging in violent behavior, assuming the role of a perpetrator. Therefore, prevention strategies that enhance awareness of these psychological dynamics are crucial to interrupt this cycle and prevent victims from transforming into perpetrators (Sigit Nugroho, Handoyo, & Hendriani, 2021).

In addition, developing training programs to improve students' social skills, self-confidence, and problem-solving abilities can be an effective preventive measure. So, it can be concluded that prevention by monitoring but not giving the impression of restraining the students is certainly more effective. This can be done not only in the social environment, but it is also necessary to insert literacy in the classroom about the impact of bullying behavior, through an anti-bullying curriculum, providing guidance and counseling. (Khasanah, Rasimin, & Amanah, 2023), as well as implementing mediation to resolve the problem of violence between students in class (Halid, 2023). Therefore, several Islamic boarding schools implement violence prevention in the student environment, which can be done in the form of outreach and education regarding the dangers and impacts (Hayati, Salami, Muslima, & Khaira, 2022).

3.3 Model Intervention: Strategies and Approaches

The intervention or treatment model for victims and perpetrators of violence is carried out through a humanist approach, namely the implementation of counseling services by means of educational staff (asatidz) providing emotional support and guidance to help victims overcome trauma and restore their self-confidence. (Maslahah & Lestari, 2022). At the same time, bullies are given the opportunity to understand the consequences of their actions and develop the ability to interact positively with others. It is hoped that these steps will be able to form an inclusive and supportive Islamic boarding school environment for all individuals at the Islamic boarding school (Najmi, Casmini, and Sa'adah 2022). Therefore, bullying intervention program education can be carried out with special training for kyai, ustadz and staff, as well as developing literacy related to the strategy. (Subroto, 2021) as well as its impact on cognitive and psychological aspects (Maslahah & Lestari, 2022).

Formation of an anti-bullying team, implementation of counseling and therapy, collaboration with parents and community involvement also need to be implemented (Distina, 2019) so that active communication occurs between elements of the Islamic boarding school. And specifically for counseling in Islamic boarding schools, technically it can be done through focused question and answer sessions, students are invited to understand the negative impact of acts of intimidation and strengthen the values of politeness and tolerance. (Aprilia, 2023). Meanwhile, counseling strategies tend to produce results, especially if a more appropriate approach is used, such as counseling with the At-Tawazun approach. This approach emphasizes the balance between various aspects, such as the balance between scientific skills (shalahiyyah) and character integrity (shalih), as well as the balance between targhib (reinforcement) and tarhib (punishment) in conveying messages. This approach allows for a holistic coaching process to direct individuals towards positive change (Arifin, 2020). Or you can also use a dhikr approach through counseling which is complemented by dhikr therapy (Maulida, 2022). It is believed that counseling and remembrance therapy can also provide benefits for the recovery of

bullying victims. Thus, literacy regarding intervention strategies for perpetrators and victims needs to be increased.

According to (Najmi, Casmini, and Sa'adah 2022) The urgency lies in the protection and mental and emotional well-being of the students. Therefore, with the right guidance, students can develop healthy communication skills, build harmonious relationships, and resolve conflicts in a positive way (S Nugroho, Handoyo, 2020). Thus, it can be concluded that efforts to deal with perpetrators and victims of bullying in Islamic boarding schools can be done through creating a safe and inclusive learning environment, but also by forming strong character and empathy. Even in one boarding school, efforts were made to foster a sense of empathy by calling on the perpetrators to feel what it was like to be victims (Ahwadzi et al., 2024).

Apart from providing protection for victims, the intervention model also provides opportunities for perpetrators to reflect and change behavior so that perpetrators are aware of the consequences of their actions by being given the opportunity to correct their mistakes and engage in a constructive learning process. (Ananda et al., 2023). So, it can be concluded that this last model plays an important role in maintaining the security and welfare of all Islamic boarding school members, so that Islamic boarding schools are more responsive to dealing with cases of bullying firmly and effectively, Islamic boarding schools not only create a safe and supportive environment, but also form values of justice and empathy among Islamic boarding school communities.

These two models were found in three Islamic boarding schools at once, namely Ulumuddin Uteun Kot Cunda, Misbahul Ulum Paloh, and Darul Ulum Lhok Mon Puteh in Lhokseumawe City. Prevention of bullying behavior is carried out by enforcing sanctions (Muafiah et al., 2022) as well as providing advice by the boarding school administrators to both the perpetrator and the victim and due to various factors, including the victim's desire for revenge, parenting patterns in the family, conditions in the boarding school environment, friends and the mass media (S Alwi, Lubis, & Lubis, 2019).

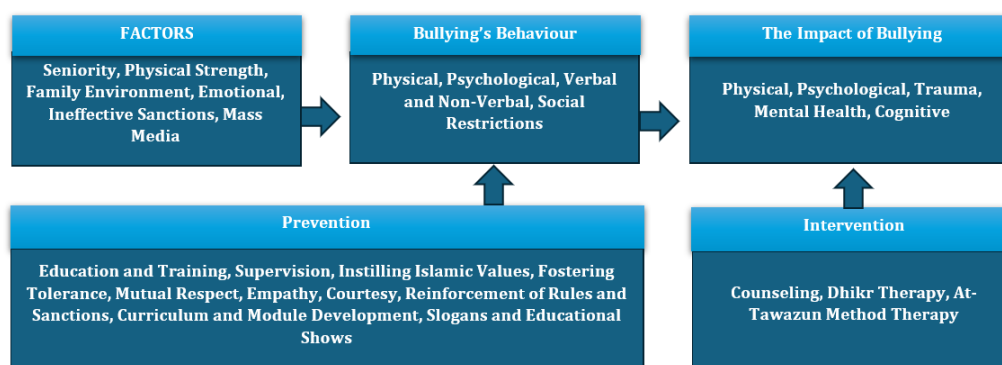


Figure 5: Models and Approaches to Anti-Bullying Education in Islamic Boarding Schools

This research identifies two main models of anti-bullying education in Islamic boarding schools, namely preventive and intervention models, as well as humanist and sociological educational approaches. Islamic boarding schools not only act as educational institutions, but also as communities that are committed to creating a safe environment for students.

3.4 Anti-bullying Education Design in Islamic Boarding Schools Through a Holistic Approach

From the description of the explanation regarding Anti-Bullying education models above, several approaches have been found that have been implemented, firstly the educational and humanistic approach, namely instilling religious values related to morals and religious teachings in students to form good character and respect for people. other (Arfah & Wantini, 2023), (Sholeh, 2023). This approach can be carried out through 1) socialization both outside and during the learning process, using teaching materials that are included in the curriculum, models or educational shows as well as flayers in the form of invitations to avoid harming others. 2) Counseling, both for perpetrators and victims of

bullying, so that active communication occurs between the two to avoid different perceptions in solving problems.

Second, a sociological approach or creating a safe and conducive learning environment (Islamic boarding school) through building a comfortable place for all students and implementing strict rules to avoid bullying behavior (Al-Huda & Anwar, 2024). Even obey (Ahwadzi et al., 2024) the combination of the two provides a solid foundation for the spiritual and social growth of santri, allowing them to develop holistically while maintaining welfare and security in the pesantren environment. This approach can be carried out by Islamic boarding schools by preparing rules and regulations that accommodate all stakeholders in the Islamic boarding school environment.

Third, the participatory approach. This means that all parties are also really needed. This means that all parties involved in the Islamic boarding school ecosystem contribute to the education of the students (Damayanti, 2023); (Prasetyo, Fadlin, & Madman, 2023), especially efforts to prevent and overcome bullying. Holistic involvement starting from students, kiai or ustadz, as well as parents/guardians of students and the community. This effort emphasizes the importance of active involvement of the entire Islamic boarding school community, including students, teachers, and administrative staff. They are all involved in developing effective anti-bullying policies. Thus, everyone has a role in determining the right solution to overcome bullying in the Islamic boarding school environment.

According to Subroto (2021), this approach involves fostering effective communication, conducting anti-bullying seminars, strengthening relationships between parents and children, providing targeted individual counseling, and organizing religious activities. The goal is to cultivate a supportive environment, reinforce positive values, and ensure students are protected from becoming either victims or perpetrators of bullying. Through the integration of diverse strategies and cross-sector collaboration, this approach aims to raise awareness and reduce the incidence of bullying within the school environment.

The participation of all parties in the process of making anti-bullying policies is an important step in ensuring that the solutions produced are truly relevant and effective. This can be done through discussion and collaboration. Islamic boarding schools can develop strategies that suit their needs and context. (Agustina, Salabi, & Zainal, 2022). In this way, an inclusive and friendly Islamic boarding school culture can be formed, where every individual feels valued and supported. The participation model creates an environment that empowers and supports positive growth for all its members by involving the entire Islamic boarding school community. Santri feels recognized in the decision-making process and has a responsibility to maintain collective security and prosperity. This strengthens the bonds between community members, creating an atmosphere of mutual trust and cooperation.

The importance of participation as an intervention model is also reflected in the development of an inclusive school culture. Every individual, regardless of background or social status, can contribute and feel part of the community. This creates a fun and supportive learning environment for all boarding school members, which in turn encourages positive intellectual and spiritual growth. In the participation model, not only students are actively involved, but also teachers, administrative staff and the community (Wibawa & Kusumaningtyas, 2023). They serve as role models and leaders in promoting an inclusive and welcoming culture. In this way, the Islamic boarding school becomes a place where the values of cooperation, respect for differences, and mutual support become the foundation for all activities and interactions within it.

Fourth, the Zikir therapy approach through psychologistic methods. This means that students who are perpetrators or victims are included in dhikr therapy based on the idea that spirituality can help individuals develop character values that can help prevent bullying. (Mustary, 2021).

From the explanation above, it was found that various models and designs in anti-bullying education in Islamic boarding schools already contain a holistic approach. This means that the anti-bullying education program has used a variety of approaches, and not just guidance counseling in general, or using psychoeducational therapy, but also using psychosufistics. Meanwhile, the strategies

implemented are also quite diverse, starting from strategies for instilling Islamic religious values, and active communication strategies between Islamic boarding schools and Islamic boarding school guardians, and related parties, so that it is hoped that inclusive Islamic boarding school education will be formed.

The contribution of this research lies in the integration of religious values in anti-bullying programs and the emphasis on a holistic approach to overcoming bullying. This research supports the efforts of the government and educational institutions in creating a safer and more inclusive learning environment in Indonesia, as well as enriching the literature on anti-bullying educational policies in Islamic boarding schools. However, there is an urgent need to implement a more holistic or integrated model that not only involves educational aspects, but also involves parents, communities, and the social environment around Islamic boarding schools. A more comprehensive approach can help create a more supportive and inclusive culture, where bullying can be prevented before it occurs. Therefore, further research is needed to develop and test more integrated models, which consider the various social, emotional, and cultural factors that contribute to bullying behavior in Islamic boarding school environments.

4. CONCLUSION

This study, using the SLR method, provides a detailed analysis of the development of anti-bullying education models in Islamic boarding schools. It identifies key trends in anti-bullying programs from 2019 to 2024, highlighting two primary models: the preventive model, which focuses on early intervention before bullying occurs, and the intervention model, aimed at supporting and treating bullying victims. The research also outlines four key approaches: humanist education, sociological, participatory, and psychosufistic approaches, the latter incorporating *dhikr* (spiritual remembrance) therapy. These models and approaches are designed to be comprehensive and holistic, promoting a positive social environment within Islamic boarding schools. A unique contribution of this research lies in emphasizing the integration of religious and moral values into anti-bullying education, providing a framework for Islamic boarding schools to develop effective, values-based programs. Furthermore, this study fills a gap in the literature by documenting trends and practices in anti-bullying education within Islamic boarding schools, an area that had been largely unexplored. However, the research also highlights the absence of an evaluation framework for these programs, recommending further studies to develop a comprehensive curriculum that includes mechanisms for follow-up and evaluation to enhance the effectiveness of anti-bullying efforts in these institutions.

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