

## **Anti-Bullying Educational Strategy in an Effort Strengthen Children's Mental Health in MIN 1 Malang**

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**ABSTRACT:** *Bullying is becoming more and more prevalent and is very concerning. Both victims and perpetrators can experience serious mental health issues. To overcome this, it is important to strengthen the mentality. As Ibn Sina said, the human soul is the controller of the body and mind. If a child's mentality is disturbed, his learning ability and attitude will also be affected. MIN 1 Malang City has taken a good step by running the Anti Bullying program with the strategies that have been implemented. With this article. The research aims first, to find out the anti-bullying education strategy in an effort to strengthen children's mentality at MIN 1 Malang City. Second, to determine the success of the anti-bullying program at MIN 1 Malang City. The research method uses a descriptive qualitative approach with a case study research type. The results of the study are by having a significant strategy in efforts to strengthen children's mentality, namely with spiritual education through Islamic values. Socialization that teaches bullying recognition, empathy, and emotional support, social skills. Scouting activities teach independence and self-confidence. Reward teaches the consequences that will occur if individuals do bad things. Advice warns students and establishes closeness between teachers and students. The success of anti-bullying education cannot be separated from the support of all and a holistic approach.*

*Bullying semakin sering terjadi dan sangat mengkhawatirkan. Baik korban maupun pelaku, keduanya bisa mengalami masalah Kesehatan mental yang serius. Untuk mengatasi hal ini, penting untuk memperkuat mental. Seperti yang dikatakan Ibnu Sina,*

jiwa manusia adalah pengendali tubu dan pikiran. Jika mental anak terganggu, kemampuan belajar dan sikapnya juga akan ikut terpengaruhi. MIN 1 Kota Malang telah mengambil Langkah baik dengan menjalankan program Anti Bullying dengan strategi yang telah dilaksanakan. Dengan adanya artikel ini. Penelitian bertujuan pertama, untuk mengetahui strategi Pendidikan anti bullying dalam upaya penguatan mental anak di MIN 1 Kota Malang. Kedua, untuk mengetahui keberhasilan program anti bullying di MIN 1 Kota Malang. Metode penelitian menggunakan pendekatan kualitatif deskriptif dengan jenis penelitian studi kasus. Hasil penelitian yaitu dengan memiliki strategi yang signifikan dalam upaya penguatan mental anak yaitu dengan Pendidikan spiritual melalui nilai-nilai islam. Sosialisasi yang mengajarkan pengenalan bullying, empati, dan dukungan emosional, keterampilan sosial. Kegiatan pramuka mengajarkan kemandirian dan kepercayaan diri. Reward (diberi pahala) mengajarkan konsekuensi yang akan terjadi jika individu melakukan hal yang tidak baik. Nasihat mengingatkan siswa dan menjalin kedekatan antara guru dan siswa. Keberhasilan Pendidikan anti bullying tidak luput dari dukungan semua dan pendekatan holistik.

**Keywords:** *Bullying, Anti-bullying Education, Mental Strengthening, AlQur'an*

## INTRODUCTION

Bullying in educational settings is becoming an increasingly concerning issue. Bullying is the act of a person or group using force that can hurt others. This still happens a lot, especially in schools (Panggabean et al., 2022). This bullying incident has become a serious problem that violates children's basic rights, seen from the Federation of Indonesian Teachers Unit (FSGI) database, the level of bullying in Indonesia has increased from year to year. Namely in 2023 (FSGI) recorded cases of bullying in education units reaching 30 cases, where in 2022 FSGI recorded 21 cases of bullying. of the 30 cases of bullying in Indonesia 2023 at the elementary/equivalent level as much as 30%, junior high school as much as 50%, and high school/vocational school as much as 10% (Mutia Annur, 2024).

The percentage of the data is based on several main factors, at the elementary level the number of cases reaches 30%, which is due to the social and emotional development stage of children. They tend to experiment with social interactions without fully understanding the impact of their behavior. At the junior high school level, the percentage of cases increases to 50%. This is a socially stressful period of puberty, where students more often experience conflicts between individuals or groups due to the need to be accepted or show dominance. In contrast, at the high school level, the number of cases is only 10%, as students are generally more emotionally and socially mature. They have a better understanding of the consequences of their actions and begin to focus on the future and achievement, resulting in less bullying behavior. These differences suggest that age, maturity, and social pressure play a role in the dynamics of bullying at each level of education.

In particular, MIN 1 Malang is one of the schools that has faced problems and handled bullying. MIN 1 Malang City was chosen as the research site because this school has a significant initiative in addressing bullying through an anti-bullying program that has been running in 2024 and previous years consistently. The program is considered to have potential as a good practice model for other schools and even for policy development at a higher level. In addition, the reputation of MIN 1 Malang City as a leading madrasah ibtidaiyah with proud achievements indicates a structured education system and a conducive environment, including in anti-bullying efforts. The diversity of students in this school also offers a rich context for understanding the dynamics of bullying from different backgrounds.

Anti-bullying education is one form of program that has been carried out by the school. Besides stopping bullying from happening, it's also important to make students mentally and emotionally stronger. This helps them avoid depression and too much anxiety (Aziz et al., 2023) This way, they can handle problems and feel more motivated. The WHO (World Health Organization) says that good mental health means feeling good about yourself, believing in what you can do, being able to handle normal problems, working well, and being able to help others. This helps people stay confident when things get difficult or stressful (Fakhriyani, 2019). As for the basic problem of bullying perpetrators committing bullying acts due to factors of victim characteristics, victim mentality, independence, attitude, and the perpetrator does not have a sense of empathy, this action can occur to anyone, anytime and anywhere (Utami et al., 2019). From these problems bullying can lead to fatal consequences. if

this situation continues, the child's mentality can decrease which results in a decrease in the child's attitude and learning (Siti Annisa Jumarnis et al., 2023).

Mentally strengthening children is an important thing to do, if you cannot, it will result in feelings of depression and excessive anxiety according to Callishaw and Sellers in (Aziz et al., 2023). Mental health issues become serious if not addressed immediately. Bullying often occurs due to the stress faced by the perpetrator himself, who seeks to vent his anger on people who are more peaceful or powerless at his mercy (Subroto, 2021). These actions can hurt physically or psychologically which can have a negative impact on the perpetrators of bullying and victims of bullying, where the impact of bullying can put victims at risk of depression, suicidal ideation, and anxiety. In this case, teachers as educators can monitor bullying behavior in schools. One strategy that can be done with mental strengthening in children is through the Anti Bullying Education program as in MIN 1 Malang .

In (Faizah, 2022) research schools have an important role as an environment that can strengthen children's mentality. Because schools are educational institutions that can provide knowledge and skills that are not taught in the family environment. The purpose of the school program in creating an anti-bullying learning environment, to achieve it, requires strengthening the child's mental strength in dealing with any situation, anywhere, anytime and can take care of themselves in first aid. When children experience verbal or nonverbal bullying from their friends, the first impact will be on their mental psyche. In Arroisi & Dai, (2020) research that according to Ibn Sina, the dimension of the soul in Islam is higher than the physical, so how he will respond to this requires a healthy mentality. The importance of strengthening children's mentality from an early age because according to Sejiwa (in Umara et al., 2020). Bullying is the behavior of using power to harm individuals or groups both verbally, non-verbally and psychologically so that children will feel traumatized, depressed and helpless resulting in a wide impact. the relationship between the body and the psychic or soul needs each other, the role of the soul affects the body a lot. in Islam, the relationship between body and soul is discussed by many Muslim scientists, one of which is by the leading scientist Ibn Sina who describes in detail the relationship between soul and body.

Bullying has been the focus of attention of experts, one of which is Daniel Olweus, Olweus' theory (1999) emphasizes power imbalance as the main characteristic of bullying, where the perpetrator uses physical or psychological strength to dominate the weaker victim (Aulia & Nababan, 2021). Recognizing the negative impact of bullying

on student development, MIN 1 Malang City school has implemented a series of anti-bullying measures that can be started from spiritual education, socialization, and in scout activities can also support anti-bullying, rewards (rewarded) and advice that does not escape the teachers.

The socialization program strategy implemented by the teacher by providing activities presents an educational consultant who will start with a learning strategy test. This test aims to measure students' learning strategies, especially in the aspect of self-regulation (Efforts to control behavior) or the ability of self-regulation in learning students. The test is closely related to the process of metacognition and motivation, measuring aspects such as learning planning, learning execution, and learning reflection. Followed by anti-bullying socialization, including watching animated videos about bullying, material presentation, anti-bullying chants, mini games and quizzes. These activities have been carried out at the socialization in January 2024, similar activities have also been carried out in previous years (MIN1, 2024).

According to research by Umara et al (2020) verbal bullying can affect interpersonal intelligence so that it is necessary to build social skills, according to Subroto (2021) and Najah et al (2022) bullying actions become natural and the factors causing bullying are family environment, peers, mass media, and socio-cultural environment. And students who tend to be small, weak with a lack of self-confidence, cannot socialize with their friends. According to the opinion of Larozza et al (2023) by 3 researchers produced first, taken from theme P5: can build awareness and skills to maintain physical and mental health for themselves and others with 3 dimensions of faith, dimensions of mutual cooperation and independent dimensions. Second, the application and strengthening of character education, namely by carrying out activities of religious values or the application of religious values, integrating character education in classroom learning activities in Civics and Social Studies subjects, third, teachers use character education strategies in high grades well. According to Kartika & Astutik (2024), the research results make personal counseling services and group guidance, socialization, good examples, cctv, religious habituation, anti-bullying declarations and strengthening character education.

Character education, which is the focus of researchers' attention, also needs to be balanced with adequate mental strengthening. Bullying is increasingly common, not only causing physical impacts but also having serious impacts on mental health.

.Research has shown that physical problems caused by bullying often lead to psychological disorders as well Rozali et al (2021). Bullying can be caused by various factors such as peers, media, and family, is a common problem. To respond to bullying appropriately, mental strengthening is crucial. The Qur'an, as a source of guidance for Muslims, offers relevant solutions for mental strengthening and dealing with life's trials. Mental strengthening is also very important in the Qur'anic perspective. Mental strengthening, or in religious language often referred to as soul strength, has a very central role in Islamic teachings, especially in the Qur'an. The Qur'an as the holy book of Muslims, not only provides guidance on worship and morals, but also provides instructions on how to manage emotions, thoughts and face various challenges in life.

This research is very important to be carried out at MIN 1 Malang, based on the official account website data from MIN 1 Malang, January 2024 stated that it had successfully held Anti Bullying Education activities, seeing this program as good and positive to be used as an example for other schools. And considering the previous data, the prevalence of bullying is increasing so that the importance of strengthening children's mentality so that children are immune to diatribes, can manage emotions, children know the direction of the impact of actions taken and are motivated to become resilient and independent individuals in the face of unexpected bullying. The objectives of this study are: First, to determine the role of anti-bullying education in efforts to strengthen children's mentality at MIN 1 Malang. Second, to determine the success of the anti-bullying education program at MIN 1 Malang. Seeing this program is important to be able to serve as an example for other schools and anti-bullying education is a positive program in strengthening children's mentality against bullying. so that this program can be used as a locomotive to be applied in other schools and can be adopted to a higher level.

## **LITERATURE REVIEW**

Bullying in the English sense of the word is derived from the word bully which means to bully, disturb with the power or strength of a weaker person. Some terms in Indonesian that are often used are bullies, bullies, intimidation, extortion, exclusion. Susanti in (Yuliani, 2019). Meanwhile, Olweus defines bullying as destructive behavior that involves repeated acts of humiliation and insult. This action not only has a negative impact on the victim, but also on the perpetrator who tends to develop aggressive and antisocial traits (Tobing &

Lestari, 2021). There are various types of bullying, namely verbal bullying, physical, mental / psychological and cyberbullying. Factors that cause bullying also come from many things, including: lack of confidence or feeling weak, not having friends, believing that they are different from their friends. As for the impact: children do not want to go to school, lazy to study or lazy to do assignments, avoiding study group friends. Meanwhile, bullying leaves deep scars on the victim's mental health. Victims often feel isolated, helpless. The trauma experienced can trigger various psychological problems, such as social phobia and the desire for revenge. In severe cases, bullying can drive victims to end their lives. From this impact, it also causes children to decrease their motivation to learn and will have an impact on their lives.

According to Zainal Asri (in Ristia, 2020) Reinforcement is the process of providing positive feedback on good actions. Forms of reinforcement can vary greatly, ranging from physical rewards, verbal praise, to body gestures such as smiles or nods. The goal is to strengthen the connection between positive behavior and pleasant consequences, so that the behavior is more likely to be repeated. This means that reinforcement is the rewarding of positive behavior with the aim of strengthening that behavior. Rewards can take many forms, from gifts to simple praise, and all aim to motivate individuals to continue doing good.

Mental is that which is related to the spirit or in Islamic Psychology is called the soul. Ibn Sina, a leading Muslim philosopher, made a significant contribution in understanding the concept of the soul. According to him, the soul is the most decisive part of human life, because it is the soul that gives orders and controls all bodily activities (Arroisi & Da'i, 2019). It can be concluded that mental reinforcement is an effort to develop the positive aspects of a person's soul by rewarding good behavior. By giving awards, it is hoped that individuals will be motivated to continue to take positive actions and develop their potential to the fullest. This concept is in line with the views of Ibn Sina who believed that the soul has the power to control the human body and mind.

Mental strengthening in the Qur'anic perspective explains that Islam strictly prohibits bullying behavior that can damage students' psychological conditions. Bullying behavior that is contrary to Islamic values can have a negative impact on psychology. Meanwhile, research by Sari et al. in explaining the Hadith of the Prophet not only prohibits bullying actions, but also provides solutions through noble values such as *husnudzon*, friendship, and brotherhood. Sari's

research shows that hadith can be a source of inspiration in developing effective anti-bullying education programs, by instilling these values early on (Sari et al., 2022). The Qur'an as a source of life guidance for mankind, there are many verses that talk about the importance of soul strength, faith, and patience. The concept of mental strengthening is in line with the Qur'an which encourages humans to continue to improve themselves, improve the quality of faith, and develop the potential that exists within themselves. Ibn Sina, a very influential Muslim philosopher, in his theory of the soul, emphasized the importance of the soul's role in controlling the body and mind. The soul, according to Ibn Sina is the controlling center of all human activities. Thus, mental strengthening in Ibn Sina's perspective means efforts to strengthen and develop the potential of the soul so that it can control itself properly and achieve happiness.

## **METHODS**

This research uses a qualitative approach to case study research. Qualitative research is collecting data by analyzing, and interpreting data in a narrative manner. Conducted in a natural setting, this approach allows researchers to explore the experiences and perspectives of stakeholders in detail. Qualitative methods are also used to obtain in-depth data, data that contains meaning by a number of individuals or groups of social problems (Sugiyono, 2022). This study focuses on the strategy of anti-bullying education program on strengthening children's mentality at MIN 1 Malang City. And knowing the success that makes this program successful in MIN 1 Malang City school.

The focus of this research is at MIN 1 Malang City, which is a State Islamic Elementary School located at jl Bandung 7c Malang, Klojen District, Malang City, East Java. This research flow begins with the planning stage, which includes problems by searching for the latest phenomena through the Google page, and formulating research questions regarding the anti-bullying program implemented at MIN 1 Malang City, then conducting an in-depth literature study to understand the concept of bullying, anti-bullying education strategies and previous relevant research. Data sources for this research were obtained by researchers directly, through observation and in-depth interviews and documentation. Subjects of this study include the principal, homeroom teacher 4 (because there is no special teacher for BK, the homeroom teacher doubles as a BK teacher at the same time), and 5 students.

Selection of informants by purposive, which is the deliberate selection of informants based on certain criteria relevant to the research objectives. Direct observation is by conducting interactions between students, teachers and school staff at MIN 1 Malang City in the context of daily activities related to the anti-bullying program and MATSAMA activities (*Masa Ta'anuf Siswa Madrasah*) is a new student activity for school introduction and combined with the introduction or understanding of anti-bullying. In-depth interviews are conducted with the principal and homeroom teacher 4 using a structured question guide to get their perspectives on the role of anti-bullying education programs and several students to determine the accuracy of the data obtained, interviews conducted with students using different languages not formally but with a comfortable and relaxed impression so that students can understand the meaning of the questions asked by researchers. Documentation is data obtained from official documentation related to anti-bullying education activities and policies in schools such as official school websites.

Data collection techniques are interviews, observation of daily activities at MIN 1 Malang, especially interactions between students in the school environment and documentation. In-depth interviews to gain deeper insight into the role of the anti-bullying education program in efforts to strengthen children's mental strength and the factors of the anti-bullying program being successful in this school. Documentation collected from official school documentation that includes policies, evaluation reports and activities related to anti-bullying education. The steps in analyzing using a qualitative approach consist of: Transcription: interviews were recorded and transcribed verbatim to ensure data accuracy and integration. Narrative analysis: Analysis is done by understanding and interpreting the stories told by the interviewees. data validity is carried out by observations made by researchers with direct observation of naturalistic observation and extended direct observation at school Triangulation: In the process of analysis, data triangulation or combining the results of observations, interviews, and documentation will be carried out to ensure the validity and reliability of the findings.

## **FINDINGS**

This study identifies the anti-bullying education program at MIN 1 Malang City has a significant role in strengthening children's mental. based on interviews with the principal and class teachers found that:

### **The role of anti-bullying education for children's mental strengthening**

1. **Spiritual Education:** Mentally and spiritually, it is the work of teachers to prioritize it, with coaching by teachers being very important. prioritizing mental strengthening is considered more effective because a good mentality will form a strong Islamic character. thus, students will find it easier to live good Islamic values and practice them in their daily lives. The process of reminding students of the importance of these values also becomes easier and more effective. Teachers teach children to be kind to their friends, how not to hurt their friends, what the effects are after children do bullying, and the teachers are also not tired of always reminding them. Spiritual education at MIN 1 Malang City teaches religious education to students religious beliefs and morals as an important factor in the formation of good morals and morals in children will be easily formed and given advice (Nawira Wira, 2024). The urgency here is to form a solid moral and spiritual foundation in students as a bulwark against bullying behavior.
2. **Socialization:** this program promotes positive socialization activities from grade 1 to the upper grades in stages. The selected speakers and motivators start from the teachers' room, psychology and doctors. This socialization is the first step in the anti-bullying education program at MIN 1 Malang City. through socialization students are taught to build good interactions, healthy friendships, and problem solving without conflict. school steps in providing this socialization: First, the introduction of bullying is always held by the school with gradual socialization from grade 1 to grade 6. MATSAMA (Masa Ta'aruf Siswa Madrasah) is an activity of grade 1 students in the introduction of the school environment. by involving Anti Bullying material through madrasah rama anak and also assisted in coordinating by the Moderation Ambassador, Adiwiyata Ambassador, and Rama Anak Ambassador consisting of grades 5-6 and still with monitoring by teachers. Second, Awareness and Understanding, with socialization that teaches children to better understand themselves because when socialization must be placed we are on the side of others when we are on the side of the victim, then there is a sense of empathy that comes out so that children understand more and feel empathy. Third, emotional support with the teacher being a good listener and the teacher helping to follow up in solving it. Fourth, the development of social skills by teachers familiarizing their students with doing good to others. The urgency is to build a deep

- understanding of what bullying is, its impact, and how to prevent and deal with it. Gradual socialization ensures a sustainable and developmentally appropriate understanding, fostering empathy and awareness of the victim's position.
3. Scout Activities: Scouting is an activity that supports the school's success in providing learning related to independence material so that it teaches how to behave towards others, socialize with their environment. When children have been equipped with scouting knowledge, they can take care of themselves out there. Not only that, because anti-bullying education is not a separate subject, its form is implied in general in the fields of Religion and Civics / Ethics. The urgency is to equip students with the ability to interact positively, build healthy relationships, and have mental resilience and the ability to maintain themselves in various social situations, including potential bullying.
  4. Reward: the school gives a mention with the term "rewarded" because the punishment is given with educational things such as reading books, telling the contents of the book's conclusions in front of friends, reading the Qur'an, and doing other good things by lending books and stationery to friends, so that teachers do not merely punish but are educational in nature and provide an understanding that bullying behavior is wrong and not right. "Children are like scales when doing good will be good when doing bad how children are covered with good deeds" said the head of the MIN 1 Malang City madrasa, Mrs. Siti Aliyah. The urgency is to not only punish but also provide an understanding of the wrongness of bullying behavior and direct it towards positive action. This approach aims to constructively change the perpetrator's behavior and instill awareness of the negative impact of their actions.
  5. Advice: Advice is also very important in the role of anti-bullying education. 15-minute habituation at the beginning of learning many things that teachers do besides praying, reciting the Koran, schools familiarize teachers with giving advice to start learning with various advice and good conversation. Giving advice regularly can build a strong relationship and trust between students and teachers, the habituation of advice at the beginning of this lesson will open a sense of trust and support in children that children will feel protected so that children will easily tell about the problems they face, building a sense of trust by the teacher will build a sense of ease in following the advice given to be able to strengthen children's mentality from bullying that unexpectedly

occurs anytime and anywhere (Ali & Prawening, 2024). The habit of giving advice at the beginning of learning has an urgency in building strong relationships and trust between teachers and students. By feeling safe and supported, students will be more open to sharing their problems, including the potential to become victims of bullying. This trust also makes it easier for teachers to provide guidance and mental strengthening to students.

## **DISCUSSION**

The thing that can support this opinion is by checking the interview data by connecting the observations that have been carried out by researchers and documentation. Interviews conducted with the principal and homeroom teacher resulted in various roles in the Anti Bullying Education program at school which always runs every year. From the results of the documentation as evidenced from the official account website data of MIN 1 Malang City (MIN1, 2022) states that MIN 1 Malang City realizes a child-friendly school in “Educational Efforts as Bullying Prevention Against Students” by holding SRA (Child Friendly Education Unit) Socialization activities and child rights convection, in 2024 (MIN1, 2024) MIN 1 Malang City held a “Collaboration of teacher rooms and MIN 1 Malang City: Building a Bullying-Free School Environment” with Anti Bullying Education activities and diagnostic tests of learning strategies for students in grades 1 to 6. While in 2023 (Memorandum, 2023) came from a different account called memorandum.co.id with the theme “Teaching at MIN 1 Malang City, Malang City Prosecutor's Office Conveys Stop Bullying” by building legal awareness about stop bullying. It can be interpreted that MIN 1 Malang City has implemented the Anti-bullying Education program every year with various activities and different speakers in order to realize zero bullying.

Things that can support the results of the interview According to the opinion of Audah and Mursa in Reza (Anggraini, 2023) there are four aspects of mental health:

1. Spiritual aspect: related to mental health.
2. Psychological Aspects: related to the soul of his mentality, morals that can distinguish between good and bad actions, intelligence, behavior.
3. Social Aspect: intelligent in understanding the conditions, atmosphere of the social environment.
4. Biological Aspects: Brain health, genetic, sensory.

A mentally healthy person is one who is compatible with spiritual, psychological, social and biological aspects. Mental

strengthening is as important as mental health, both have the same influence, when someone is disturbed their mental strength will refer to the combination of mind, body, and environment (Rozali et al., 2021). A Muslim explores the science of the soul, namely Islamic psychology according to Ibn Sina, the soul or mental is a human spiritual organ that can have a lot of influence and is the largest among other spiritual members that can give orders to the organs that act (Arroisi & Da'i, 2019). This means that Ibn Sina emphasizes the importance of the role of the soul in controlling the body and mind.

The need to strengthen children's mental health can be seen from the interview results that there is spiritual education to support spiritual aspects related to mental health. If mental health is disturbed, it will have an impact in the short and long term. Meanwhile, according to Susanti, the short term can affect physical injuries, feelings of insecurity so that students do not dare to come to school, while the long term has an impact on mental decline such as emotional problems and feelings of inferiority, difficulty socializing, depression to suicide (Susanti et al., 2023), (Subroto, 2021) while bullying does not only occur in one place but cannot be predicted where and when, it is necessary to strengthen the child's mentality so that the child can protect himself as a first aid from rampant bullying.

This impact is not in line with the findings of researchers in observations and interviews, meaning that no symptoms of mental health disruption were found. On the contrary, the increase in independence found in scouting activities, and socialization that can produce recognition, awareness and understanding, emotional support and social skills that can support children's mental strengthening. This can be supported by previous research which states that the dimension of faith in God Almighty, the dimension of mutual cooperation increases care and solidarity, the independent dimension affects emotional control in the stop bullying project (Yaldi & Wirdati, 2023) these aspects have been successfully implemented by previous research.

Spiritual education is also the main reference in anti-bullying education with mental strengthening efforts or in Islam called soul strength. Mental strengthening is very important in the perspective of the Qur'an. The Qur'an explicitly states that humans will be tested in their lives (surah Al-Ankabut; 2, & Al-Baqarah; 155). Tests can be in the form of pleasure, sadness, failure, fear, hunger or success. By having a strong mental strengthening a Muslim can face these tests patiently and remain in his faith and can make life lessons. Second, patience is one of the praiseworthy traits that is highly emphasized in

the Qur'an. In the Qur'an patience has been mentioned a lot, one of which is found in surah (Al-Baqarah; 45 & 153) Patience in the face of difficulties and trials is a form of high mental strengthening. With patience, a Muslim will be closer to Allah and get a great reward. The third role of faith (surah Al-Ikhlâs;1-4), strong faith is the foundation of mental strengthening. When someone has strong faith, he will feel calm and peaceful in facing all situations, the priest gives power to continue to fight and not give up. Fourth, the importance of tawakkal (surah Al-Imran;159), tawakkal means surrendering to Allah after making maximum efforts. With tawakkal, a Muslim will feel calmer and not think too much about the results. Fifth, the concept of a healthy soul, Islam is concerned with the health of the soul.

With that, the results of the research findings can also support the success of the findings contained in MIN 1 Malang City with various roles in efforts to strengthen children's mental health, namely spiritual education in an effort to touch the hearts of students with Islamic values in accordance with the verses of the Qur'an, both socialization that can introduce, understand and realize what bullying is, and equip with how to overcome it, emotional support by being a listener and following up, giving advice can strengthen the closeness between teachers and so that students easily share with teachers. Scouting that produces student independence. And mental strengthening based on Qur'an verses and Ibn Sina's theory is an effort to perfect oneself spiritually and mentally. By strengthening the soul, humans will be able to face all the challenges of life better and achieve true life.

### **Program Success at School**

The program is considered successful at MIN 1 Malang City for the following reasons:

1. Holistic approach, namely: A holistic approach, involving all parties within the school and integrating spiritual, social, independence and emotional aspects in the approach. This approach ensures that students have a thorough understanding of bullying so as to reduce the level of bullying, and children become mentally strong against bullying.
2. School Community Support: Of course, this program is the most important success of various parties, especially students, teachers, parents, related agencies: Social services, universities. The involvement of all family members of MIN 1 Malang City in efforts to strengthen children's mental commitment to zero bullying.

3. **Activities and Socialization:** The school regularly organizes various activities. Starting from MATSAMA (Madrasah Student Ta'aruf Period), anti-bullying socialization, scouting, socialization for parents that focus on anti-bullying education in order to strengthen the mentality of students. These activities ensure that the anti-bullying message continues to be remembered and applied by all parties.
4. **Monitoring:** Monitoring efforts by every activity carried out at school cannot be separated from the existence of monitoring and evaluation so that it is still monitored by the teacher or mother even though the children are campaigning for an activity through the ambassadors of moderation, adiwiyata, and child-friendly, the teacher does not monitor the activities.

## CONCLUSION

This research shows that the anti-bullying education program at MIN 1 Malang City has a significant strategy in strengthening children's mentality. From the results of the interview, implicitly the level of bullying is low in MIN 1 Malang City. Supported by the Transtheoretical model (TTM) theory and Ibn Sina's soul theory. Anti-bullying education strategies have been carried out by MIN 1 Malang City consistently for the last few years. The last few years at this school. Based on the data above, several aspects that are important in supporting efforts to strengthen children's mentality at MIN 1 Malang is : Spiritual Education is the beginning in fostering children's mental strengthening, with the practice of Islamic values it will be easier to practice the values of life and animating someone in obedience. Spiritual education through Islamic values that follow the guidance of the Qur'an with tests in life, patience, strong faith, tawakkal, a healthy soul by worshiping, doing good and dhikr in accordance with the teachings of the holy book of the Qur'an. The concept of the soul according to Ibn Sina who believes that the soul has the power to control the body and mind, an effort in perfecting oneself spiritually and mentally. Humans will be able to face all the challenges of life better Good.

**Socialization:** activities carried out by the school for the introduction of anti-bullying, students' understanding of the importance of empathy, emotional support, and social skills that can be developed in daily activities. that can be developed in daily activities. **Activities Scouting:** supports students to be independent and have high self-confidence. **Reward:** a punishment with the term "rewarded" that is given with the aims to educate. **Advice:** given in the

15-minute habituation at the beginning of learning to strengthen students' mental and character. learning to strengthen students' mentality and character.

The success of this program at MIN 1 Malang City can be seen from several key factors: Holistic approach, School Community support, activities and socialization of students and parents, monitoring and evaluation. Overall, the anti-bullying education strategy at MIN 1 Malang City has proven to be effective in strengthening children's mentality and can be used as a reference to be applied in other schools and can be adopted to a higher level. The anti-bullying program at MIN 1 Malang City school keeps the cases from happening again because of the implementation of this anti-bullying socialization. Not to provide a solution to the occurrence of cases, as for if there is a case in the past so that how this activity prevents it from happening again so that it becomes minimal.

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