



The Role of the School Committee in Implementing the Anti-Bullying Program at SDIT Kaffah Islamic School

Received: 04-12-2024; Revised: 11-12-2024; Accepted: 18-12-2024

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Abstract: School bullying has become one of the major educational concerns across countries, including Indonesia, which has long-term negative consequences for the physical and mental health condition of the victims. Preventive and curative interventions can be taken by school to eliminate school bullying action, one of which is through implementing programmatic anti-bullying programs in schools. The anti-bullying program should be conducted collaboratively by involving parents and other stakeholders. This article aims to highlight the importance of parental involvement in preventing bullying behaviour in the school environment, particularly through the role of school committee. This study was conducted to examine how school committee of SDIT Kaffah Islamic School carrying out their role in regard of bullying prevention program in the school. Data collection was conducted through surveys, in-depth interviews, observations and document studies at SDIT Kaffah Islamic School. The results revealed that the school committee contributes to the anti-bullying program through their four main roles, namely providing advices to the school management, raising funds and resources to support anti-bullying program, supervising the implementation of anti-bullying program, and gathering suggestions, complaints, criticism from various education stakeholders. Based on the research findings, it is recommended that school committees should prioritize anti-bullying programs to ensure a supportive environment.

Abstrak: Perundungan di sekolah telah menjadi salah satu problematika pendidikan yang banyak terjadi di berbagai negara di dunia, termasuk Indonesia, yang memiliki konsekuensi negatif jangka panjang terhadap kesehatan fisik dan mental para korbananya. Tindakan pencegahan dan penanganan dapat dilakukan salahsatunya melalui pelaksanaan program anti-bullying di sekolah. Program anti-bullying yang dilaksanakan hendaknya bersifat kolaboratif dengan melibatkan orang tua peserta didik. Tulisan ini bertujuan untuk menganalisa keterlibatan orang tua dalam mencegah terjadinya perilaku

perundungan di lingkungan sekolah. Secara khusus studi ingin melihat peran komite sekolah dalam melaksanakan perannya dalam kebijakan pencegahan perundungan di sekolah. Pengumpulan data dilakukan melalui survei, wawancara mendalam, observasi, dan studi dokumen di SDIT Kaffah Islamic School. Hasil penelitian mengungkap bahwa komite sekolah melaksanakan perannya dalam program anti-bullying melalui empat peran utama yaitu memberikan masukan/pertimbangan bagi manajemen sekolah, menggalang dana dan sumberdaya untuk mendukung program anti-bullying, ikut terlibat mengawasi pelaksanaan program, dan menyampaikan saran, keluhan, kritik, dari berbagai pengalaman kepentingan pendidikan. Berdasarkan temuan penelitian, direkomendasikan agar komite sekolah memprioritaskan program anti-perundungan untuk memastikan lingkungan yang mendukung.

Keywords : Bullying, Anti-Bullying, School Committee, School Violence

INTRODUCTION

Bullying behavior that occurs in the school environment is a serious problem and must be handled both preventively and curatively (Arseneault, 2018; Schoeler et al., 2018). If left unchecked, bullying behavior will not only have an impact on the severity of physical injuries but will also have an impact on the mental health of students who are victims. According to UNESCO (2019), approximately one in three students globally has experienced bullying, with varying impacts depending on the severity and frequency (UNESCO, 2019). Some mental health problems experienced by students who are victims of bullying include depression, anxiety, self-harm behavior, and suicide (Coomber et al., 2011; Copeland et al., 2013; Moore et al., 2014; Sourander et al., 2007). In Indonesia, a report by The Indonesian Child Protection Commission revealed that bullying in schools remains prevalent, with 548 bullying cases along 2023, highlighting the urgency of addressing this issue effectively (Barus, 2024).

Not only does bullying impact mental

health, but it also has long-term impacts, including on the quality of life of the victims as adults. Research by (Brimblecombe et al., 2018) found that those who were victims of bullying in childhood had difficulty getting jobs as adults. They also needed more money to get regular medical treatment so that their mental health returned to normal. Both of these things then had an impact on the financial condition of the victims.

To address these concerns, there is a clear need for preventive action and intervention through comprehensive anti-bullying program (Ferguson et al., 2007). This also serves as a mitigation against the negative impacts of bullying on students. Preventive actions and interventions can be carried out through the implementation of anti-bullying programs in schools (Jiménez-Barbero et al., 2016; Widiyanto et al., 2023; Zahraini, 2019). The anti-bullying program implemented should be collaborative by involving parents of students as one of the school stakeholders (Sigalingging & Gultom, 2023). Previous studies have confirmed that parents play an important role in preventing the negative impacts caused by bullying

behavior in schools. Some strategies used are building good communication between parents and students (Bjereld et al., 2017; Defawati et al., 2023), instilling good character through holistic parenting methods (Dalimunthe et al., 2016; Rahmawati, 2017; Zahraini, 2019) and providing intensive assistance to children who are victims of bullying to prevent aggressive behavior (Jantzer et al., 2015) and reducing the risk of self-injury (no suicidal self-injury) or potential suicidal behavior (Kim & Lee, 2020). The role of parents in school policy-making through institutional channels such as school committees remains underexplored. This highlights a critical gap in the literature, as most studies have not investigated parental involvement in shaping anti-bullying policies.

Parents have a very central role in educational services in schools, including in various programs implemented by schools in order to create anti-bullying programs in schools. The shift in the development paradigm from a centralized concept to a decentralized one provides the widest possible opportunity for the community to participate in educational development. Parents can be involved in the process of developing education in schools starting from the planning process, implementation, utilization of results and evaluation (Defawati et al., 2023; Astawa, 2017; Hermanto et al., 2014; Normina, 2016). The involvement of parents in policy making in schools is accommodated by the government through the establishment of an independent institution, namely the school committee in each educational unit (Bisri, 2020; Majir, 2018; Suwarno & Bramantyo, 2020). According to Permendikbud No. 75 of 2016, the school committee is an independent institution consisting of parents of students, community leaders, and education experts whose duties include providing

considerations in determining and implementing education policies (advisory agency), raising funds and resources to support the implementation of education programs (supporting agency), supervising education services in schools (controlling agency), and following up and conveying complaints, suggestions, criticisms, and aspirations from various parties for the advancement of education (mediator agency).

In the Indonesian context, there has not been much research that specifically discusses the role of parents in preventing bullying behavior in schools. The focus of previous research studies has only discussed the personal approach between parents and students to prevent bullying behavior in schools and the negative impacts that accompany it. Previous studies have also not looked at the involvement and initiative of parents in policy-making related to the implementation of anti-bullying programs in schools, for example through school committees. This paper aims to complement the shortcomings of previous studies on the importance of parental involvement in preventing bullying behavior in the school environment. This study specifically wants to show that the existence of a school committee can provide more space for parents to be involved in policy-making related to preventing bullying in schools. In line with that, four questions will be answered: (1) what is the role of the school committee as an advisory agency in preventing bullying behavior in schools? (2) what is the role of the school committee as a resource mobilizer (supporting agency) in preventing bullying behavior in schools? (3) what is the role of the school committee as an educational service supervisor (controlling agency) in preventing bullying behavior in schools? (4) what is the role of the school committee as a (mediator agency) in preventing bullying

behavior in schools?

METHOD

The study used a qualitative descriptive design with a systems approach to analyze the role of the school committee in implementing anti-bullying programs. Data collection methods included in-depth interviews, observations, surveys, and document analysis. Informants were selected using a purposive sampling method, with inclusion criteria covering individuals directly involved in school committee members, teachers, and parents actively participating in anti-bullying activities. Individuals not directly engaged in program planning or implementation or unavailable for interviews were excluded.

Data collection began with semi-structured interviews, focusing on roles, challenges, and perceptions of anti-bullying program implementation. This interview data was analyzed using thematic analysis to identify recurring patterns and themes. Observations were conducted non-participatively during anti-bullying program activities using checklist processes and interactions. To determine how the committee was involved in the system approach intervention in education. The information obtained was analyzed based on the appropriate theory to see the role of the school committee in accordance with the implementation of the program or institution at SDIT Kaffah Islamic School. Surveys were distributed to parents to measure the involvement and satisfaction of parents of students with the activities carried out in the context of the anti-bullying program intervention. Surveys consisted of closed-ended questions analyzed

using descriptive statistics and opened-ended questions analyzed thematically. Document analysis was carried out by looking at various documents related to the implementation of the anti-bullying program carried out by the SDIT Kaffah Islamic School committee.

The system approach is an approach that is commonly used in educational research, especially in evaluation research (Muaz et al., 2023). The system approach is an approach that views education as a system consisting of three main elements, namely input, process, and output. Input in education includes everything that enters the education system, such as students, teachers, curriculum, and other resources. Processes in education include everything that happens in the education system, such as learning, teaching, and evaluation. Output in education includes everything that comes out of the education system, such as graduates, academic achievement, and skills acquired by students. The systems approach in education allows researchers to view education holistically and comprehensively, so that it can assist in planning, implementing, and evaluating education effectively and efficiently (Ali Akbar et al., 2023). However, this article is not intended to evaluate but is limited to describe how the anti-bullying program works. An anti-bullying program refers to an educational approach and environment that is designed to support the overall well-being, safety, and development of children. It focuses on creating a school atmosphere where students feel valued, safe, and motivated to learn, while also considering their physical, emotional, and social needs. The goal is to provide an inclusive, supportive, and

nurturing environment that fosters positive educational experiences for all children, regardless of their backgrounds or abilities.

To ensure the validity of data, triangulation was applied by cross-checking findings from interviews, observations, surveys, and document analysis. Additionally, member checking was conducted by sharing preliminary findings with participants to confirm accuracy and clarify any misinterpretations. A transparent audit trail was maintained to document the research process, including interview guides, observational notes, coding process, and analysis steps, ensuring reliability and reproducibility.

This research was conducted at SDIT Kaffah Islamic School, Central Jakarta for a year from January to December 2023. The location of the research was chosen based on a convenient sampling approach, as an existing relationship between one researcher and school management data access.

The research instrument was developed based on the role or duties of the school committee which includes four aspects, namely: aspects of providing consideration for school policies (advisory role), mobilizing resources to support the implementation of quality education (supporting role), supervising educational services in schools (monitoring role) and conveying and following up on complaints, suggestions, criticisms from various parties related to educational services in schools (mediator agency).

RESULTS AND DISCUSSIONS

Education is an effort made to educate the nation. Then, for this matter, the state has the duty and obligation to implement and ensure that all citizens can receive education equally. In its implementation, the government opens space for the community to be present in maximizing the implementation and service of quality education starting from planning, service and evaluation. This is in line with the concept of the Tripusat Pendidikan conveyed by Ki Hadjar Dewantara that education involves three main pillars, namely family, school and community. Community involvement in educational institutions is explicitly stated in the Regulation of the Minister of Education and Culture Number 75 of 2016 concerning the School Committee and Government Regulation Number 17 of 2010 concerning the Management and Implementation of Education. The school/madrasah committee has the function of improving the quality of education services such as conducting reviews, directions, providing support for facilities and human resources, pedagogical supervision, and supervision of the learning environment so that it is safe, comfortable and conducive in every learning activity at the education unit level. Through this regulation, the school committee actually has a fairly free role in helping schools create a conducive and comfortable learning atmosphere. Including ensuring that the school environment is safe from acts of bullying violence.

Bullying is defined as intentional acts of intimidation, harm, or domination carried out by someone intentionally with the aim of dominating, hurting, or eliminating either physically, verbally, and mentally which is

done repeatedly until the victim experiences fear and feels threatened (Wiyani, 2017). Bullying occurs because someone feels they have power over a weaker individual and their actions are carried out repeatedly over time (Omoniyi, 2013). This action occurs because of the imbalance of power between the perpetrator and the victim. The perpetrator feels they have greater power and authority and uses it to threaten, hurt, and humiliate others (Olweus et al., 2019). This behavior can then be repeated from the perpetrator to the victim, and vice versa (Sanders, 2004). This action can have an impact not only on the victim but also on the perpetrator. For the perpetrator, this action can form a temperamental character in the future. For victims of bullying trauma, it will make them withdraw from socializing. This can then also potentially become a threat to the nation's generation (Nozaki, 2019)

Recognizing the detrimental effects of bullying the Kaffah Islamic School committee has taken proactive measures to address these issues in helping schools create a conducive and happy learning environment. In accordance with the school tagline "Happiness is Intelligent". The committee understands that bullying undermines children's happiness, which in turn disrupts their engagement in the learning process and impedes their development (Wolke & Lereya, 2015). On that basis, the Kaffah Islamic School committee as an advisory agency provides advice to schools to promote child-friendly, anti-bullying school programs. The suggestion was then immediately approved by the principal with the consequence that the committee is actively involved in the program. This is in line with

the opinion of Pandjastuti and Renani (2008) who stated that basically the school committee is an important element that must be involved in formulating school policies. The school committee as a working partner of school management in practice contributes ideas, concepts, and policy considerations to create a comfortable school ecosystem as a place of learning for students (Syam et al., 2017).

Educational Interventions

The role of the SDIT Kaffah Islamic School committee in realizing a school environment that is safe from bullying are also carried out through the implementation of its role as a supporting agency. In carrying out this role, the school committee plays a role in raising and providing resource support to the school, both in the form of finance, ideas and manpower in organizing the education process at school (Sadewa & Yuniningsih, 2016). The form of support provided by the Kaffah Islamic School committee is in the form of providing resources in the context of implementing the anti-bullying program and the anti-bullying program. These two programs are carried out using three approaches, namely education program, advocacy and regulation.

Education program is carried out to provide comprehensive knowledge related to bullying, starting from general knowledge, to how to protect yourself from bullying and being bullied. This education is not only carried out for students, but also for students, teachers and parents. This education program can be carried out simultaneously at school or at home (Jiménez-Barbero et al., 2016). The first education program is carried out for teachers. The role of teachers in preventing

bullying is not only to provide counseling and guidance on rules (Yuliza et al., 2023), but also to increase awareness and build effective communication in the classroom (Abed, 2023). The material provided in education to teachers is how to build effective communication and early detection of bullying in the classroom. This ability can be done if the teacher has good intuition regarding bullying behavior (Gallo et al., 2023). Other materials given to teachers are introducing forms of bullying and how to teach empathy, respect and obedience to school rules to students (Espelage et al., 2023). Through the materials taught to teachers, it is hoped that they can provide the same perception of bullying so that there is no bias in preventing and overcoming bullying in schools (Gul, 2022). Therefore, bullying education program is a preventive step to build awareness and is expected to increase the capacity and motivation of teachers to carry out preventive measures against bullying behavior that occurs in schools.

The next education program is carried out targeting the parents of students. The problem of bullying in schools cannot deny the influence of parenting patterns, processes within the family, and parental support (Axford et al., 2015). Parents play a full role in children's behavior, therefore parents need to be committed to providing good parenting, communication and role models as a way to prevent bullying in children (Axford et al., 2015; Christiana, 2023). In addition to commitment, the relationship between parents and children is also important to prevent children from becoming perpetrators of bullying and victims of bullying (Özada &

Duyan, 2018). Given the importance of these things, the committee also provides education to parents, to align perceptions regarding bullying behavior.

To achieve maximum role, educational materials for parents emphasize strengthening parenting patterns in the family such as avoiding authoritative parenting patterns (Georgiou et al., 2017), implementing effective communication (Shane R. Jimerson, Susan M. Swearer, 2009), good emotional management, including how to build self-esteem (Giese et al., 2022), and how to be a role model (Bjereld et al., 2017), and actively monitoring children's activities outside the home. Through this education, parents are expected to be able to detect bullying behavior in children and recognize parenting patterns that have the potential to cause children to become bullies and prevent children from becoming victims of bullying. In addition, in educational activities for parents, the School Committee asks parents to commit and work together in preventing and overcoming bullying problems at school. Parents are also asked to commit and be open to school regulations if their children become perpetrators or victims of bullying ((Cornell & Bradshaw, 2015).

The final education program is habituated to students, which emphasizes that children recognize bullying behavior so that they can recognize themselves regarding potential behaviors that can make them involved in bullying behavior (either as a perpetrator or a victim), as well as the actions that need to be taken when they become victims or when they see friends becoming victims of bullying. This is done in order

that children understand and are able to protect themselves from bullying behavior (Erez, 2013). The emphasis of education on students is not just information related to bullying, but also emphasizes that every human being is created differently, therefore it is important for humans to appreciate differences and empathize with others. As in the study Walczak-Człapińska (2022; Munir & Warmansyah (2023) which mention the importance of fostering empathy among peers to prevent bullying from occurring.

This bullying education is the main stage to align students' perceptions regarding the dangers of bullying and anticipate bullying in schools. However, in this activity, not only education is emphasized to students, in this activity students are also given the opportunity to learn to commit by signing an anti-bullying declaration. Through this declaration, it is hoped that students can understand the importance of maintaining a conducive and comfortable school climate. In addition, this activity is a form of implementation of citizenship education (Pantjastuti & Renani, 2008) which teaches students to respect differences.

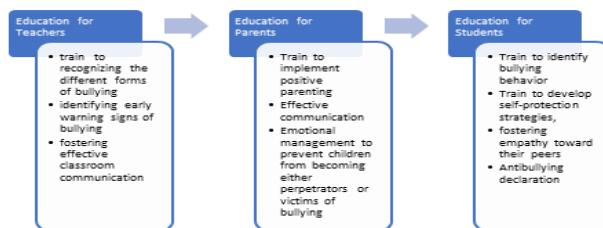


Figure 1. Scheme of antibullying educational program

Advocacy and Regulation

The second step taken by the committee in the anti-bullying program is to

provide advocacy to victims and perpetrators of bullying. The committee realizes that cases of bullying in children have a long-term impact on both the perpetrator and the victim (Healy et al., 2015). The advocacy in question is to provide assistance in handling bullying cases, as well as maintaining the privacy of the identities of victims and perpetrators of bullying at school. Furthermore, the third step taken by the SDIT Kaffah Islamic School committee as a supporting agency in the anti-bullying program is to encourage schools to create regulations that can be used as a reference in handling bullying. The regulation is in the form of an explanation of bullying, as well as handling bullying including how to accompany victims of bullying and the punishments given to perpetrators of bullying. The regulation is also expected to be agreed upon by parents. Because in essence, in organizing child-friendly schools, anti-bullying requires not only school commitment, but also parental commitment (Nasir, 2018). In addition, the committee also provides suggestions for a peer support program (peer-partner) as an effort to foster peer brotherhood to develop a sense of mutual respect, love and care for peers (Pappas, 2023).

In realizing the anti-bullying program, it is very important for schools to develop active communication with parents regarding bullying issues. In handling bullying cases, schools sometimes deny the existence of bullying, and often even cover up bullying cases (Sejiwa, 2008), so that the problem often drags on. To overcome this, the Kaffah Islamic School committee created a communication channel called Kaffah

Islamic School Care (KIS Care) which utilizes the Google Form application to accommodate various complaints from parents of students ranging from school facilities, learning activities, implementation of school programs to bullying cases. The development of KIS Care is a manifestation of the Kaffah Islamic School - committee as a mediator agency in handling bullying in schools.

KIS Care is designed to streamline and facilitate communication between schools and parents. KIS Care management is divided into two channels, namely the class channel and the school channel. The class channel is used to handle class problems, such as bullying cases where the perpetrator and victim are in the same class. In class channel complaints, the committee works with the class coordinator team to help handle class channel problems. In cases of class-based bullying, the case is usually immediately delegated to the homeroom teacher to be handled immediately while still involving the principal and committee as the controlling agency. Complaints through the school line, in cases of bullying, are problems where the perpetrator and victim are in different classes. This case is directly handled by the committee and the principal so that it can be followed up immediately in accordance with existing regulations. In addition to being involved in handling bullying cases as a controlling agency. The Kaffah Islamic School committee also routinely evaluates the implementation of the anti-bullying program by distributing google forms to parents and teachers. For parents, the evaluation is intended to assess the service of the anti-bullying program. While

for teachers to measure the frequency of bullying cases in schools.

Program Evaluation and Outcome

During the program, parents gave positive and quite good responses. Positive responses were seen from parents who were quite enthusiastic in educational activities about bullying provided by the committee and school. Parental involvement in bullying education seminars that were attended online and offline reached 80% of the total 380 parents of students. In addition, based on a survey of the assessment of the activity, it was found that 85% of parents of students gave a very good rating, and 10% gave a good rating, and 5% gave a fairly good rating for the implementation of activities and educational materials on bullying given to parents and students. This shows that this activity gives a good impression of parental participation in creating a safe and comfortable environment away from bullying.

Table 1. Parent evaluation on anti-bullying programs implemented

Parent assessment	Percentage
very good	85%
good	10%
fair	5%
bad	0%

We conducted another survey to find out the response and assessment of parents to the advocacy program and KIS Care. The survey results showed that 75% of parents of students stated that they were very satisfied with the implementation of these programs, 20% of parents stated that they were quite satisfied while 5% of parents were dissatisfied with the implementation of these

activities, in the survey results parents also wrote that the reason for the dissatisfaction they felt was because the committee had not been optimal in carrying out the advocacy process when there were problems between students, which could potentially become cases of bullying. Based on the results of this survey, we see the need for emphasis, boundaries, what behaviors are included in bullying, so that small "frictions" between students are not immediately identified as cases of bullying. And vice versa (Aldhalaan, 2020)

Table 2. Parents satisfaction level on advocacy program and KIS Care

Parent satisfaction level	Percentage
Very satisfied	75%
Satisfied	20%
Dissatisfied	5%
Very dissatisfied	0%

Although the maximum results have not been seen, this program has been able to reduce cases of bullying and increase responsibility and compassion among students. In addition, a good relationship has begun to be built between parents and schools in maximizing the potential for child development. Because in reality, the child-friendly school program, anti-bullying that is carried out will not be maximized without the support and involvement of many parties. Teachers, parents, and students and school employees must participate in overseeing this program with active participation. The active participation in question is by implementing the applicable roles according to their place and proportion, and building communicative and effective teacher-parent relationships in organizing education both at home and at

school (Talts et al., 2017). By implementing a comprehensive approach like this, it is hoped that it can provide significant progress in implementing the anti-bullying program.

The involvement of the committee in organizing child-friendly anti-bullying schools is also a form of community responsibility in carrying out educational responsibilities. This is in line with the concept of the Tripusat Pendidikan echoed by Ki Hadjar Dewantara that schools, families and communities are the main pillars of education that support each other. The active involvement of the committee not only has a positive impact on school management but also increases the active participation of families and the community in running the school.

Based on feedback from parents, it was noted that while the overall response to the anti-bullying program was positive, there were concerns regarding the committee's approach to advocacy. Some parents felt that the committee could have been more proactive in addressing potential bullying situations and in providing clearer guidelines on what behaviors qualify as bullying, as opposed to minor conflicts between students. This feedback suggests a need for further clarification and more defined boundaries in addressing bullying cases, ensuring that smaller issues are not misclassified, while also reinforcing that serious bullying behaviors are appropriately addressed. Therefore, emphasizing the importance of early intervention and clearer definitions of bullying will help improve the committee's advocacy process and ensure a more effective response to all situations.

Discussion

The Kaffah Islamic School's committee involvement in tackling bullying signifies new trend in the relation to the way educational institutions deal with the problem. In the past, anti-bullying programs have been limited only to the head teachers of the school and certain teachers without much input from other interested parties including the parents and members of society. This study establishes the new changing role of school community committees as intermediaries between the schools and the communities in an organized, comprehensive and systematic manner of preventing bullying. The conduct of the committee which focuses on education, characteristic of advocacy and regulation, not only solves the problem of bullying at the spot but also seeks to bridge the cultural and structural gaps that allow such unwholesome behavior to exist in the school.

The primary contribution of this work to the literature is integrated stakeholders' participation with the school committee at its fore. Rather than following traditional methods that look at stand alone methods teacher development approaches or student support programs, this scheme seeks to harness the power of every stakeholder, namely, teachers, parents and students, to fight escalated bullying. Teachers, as the first line of defense, received focused training to develop observational and intuitive skills which were crucial for early detection of bullying and promotion.

The efforts directed by the school committee in advocacy should be viewed as another layer in the multi-dimensional perspective of this whole approach. The retaliatory procedures entailed emotional and practical assistance to Bully Victims as well as to Bully Offenders while protecting their feelings. The committee had removed certain approaches which only emphasized punishment by adopting a more comprehensive view towards ending bullying including resolving the causes of such behavior

and fostering peace. Such expectations are valid as this way of addressing problems impacts greatly on the distribution of incentives so that recidivism, if not eliminated is likely to be reduced greatly.

In the same light, the committee formulated regulations that were useful in structuring the procedures aimed at combating bullying. Effective policies were drafted which included defining the behaviors regarded as bullying, outlining the steps that were to be implemented, and dealing with aggression and aggression perpetrators. These were parents driven regulations which enhanced stakeholder engagement and participation. By winding up the guidelines, the committee created a mechanism that was systematic and effective in dealing with cases of bullying.

A new step forward in addressing communication and reporting in the community is the introduction of Kaffah Islamic School Care (KIS Care). With this platform, KIS Care administrators have put in place an efficient system of responding to cases of bullying by offering parents an opportunity to complain, track the matter, and provide reports. This platform is organized along class and school channels and such sophisticated structures allow for appropriate responses to bullying depending on the size and type of the bullying event. The major limitation of schools, where students or parents don't report issues for fear of being stigmatized or for fear of receiving no action, is made less pronounced by KIS Care.

The achievement targets of the program appear to show great improvement particularly based on the surveys conducted among parents. As many as 85% of parents responded to the anti-bullying education program labeling this as very good, 10% labeled it good, and 5% fair. Parents' feedback on the rough campaigning and KIS Care satisfaction trailer suggested that all thanks to 75 %

of parents who were very satisfied, 20 % were satisfied and only 5 % of them were dissatisfied. Bullying in educational establishments received an overall positive response; however, some responses were concerning the explanation of what constituted bullying as there were some cases which were more like a squabble than a bullying. With this, the lessons learnt emphasizes the need to improve the program's instructions for purposes of proper targeting and successful intervention.

The study's results have useful applications in the fields of education and formulation of policies. The study's model demonstrates how teachers, parents and students can be integrated into bullying prevention efforts in a school committee approach. Such models can be extended to other schools to improve safety and security in the schools. It is also imperative that there are clear policies, an implementation plan, relevant resources, and all stakeholders involved in anti-bullying initiatives at school.

This model's ease of modification or adaptation is another major contribution. Though the strategies were created to apply at Kaffah Islamic School, advocacy, collaboration and engagement of stakeholders are principles, which can be used in different education settings. An inclusive model of this kind may be relevant to schools in urban and rural locations, as well as schools with limited means, where existing resources, such as parent-teacher associations, already exist. The proper use of technology, through KIS Care, will create better communication and enabling environments for accountability to address cases of bullying in schools.

CONCLUSION

Education is a fundamental effort to improve the quality of life of all citizens and its success relies on the synergy of the main centers of education (family, school, and community). The school committee as a

"bridge" connecting for uniting the three centers of education can play a strategic role in promoting educational services such as counseling, learning support, providing a conducive learning environment, pedagogical management, and overcoming bullying in schools.

Bullying is a violent behavior that occurs when someone has more power than others and acts aggressively. Bullying behavior not only has a negative impact on the victim but also on the perpetrator and students who witness it. Bullying can cause trauma and can cumulatively even damage the nation's generation. The SDIT Kaffah Islamic School committee focuses on preventing bullying and promoting a healthy and safe learning environment. This committee provides support to schools by implementing anti-bullying programs and promoting a supportive environment for learning activities. The committee also collaborates with other school policy makers to implement policies and strategies to create a healthy learning ecosystem. Through the involvement of the school committee, school management is expected to play an important role in promoting a healthy learning environment for students. By addressing bullying and promoting a safe environment, schools can create a more positive and productive learning environment for their students.

The analysis of this research indicates that parents should be involved in development of anti-bullying policies and in support of programs of the school in relation to positive overall school climate. Through implementing prevention programs, advocating for policies, and forming and fostering partnerships, school committees have significant functions in providing responses to bullying and improving the school environment. This not only guarantees

safety of children and their well-being, but improves how children actively participate in school, as well as helps develop them, thus more peaceful and productive environments for learning are created.

The implications of these findings point towards the need for all educational stakeholders to work within a system to be able to deal with bullying effectively. Schools should give an emphasis on devising policies that are all inclusive with regard to bullying, and this should be backed by the committees of the schools. In addition, the parents' and the community involvement of families is still relevant to building a single and consistent strategy for the bullying prevention and on the students' broad-based development.

To enhance the article, future research could be suggested to explore the long-term effects of the anti-bullying program, particularly in terms of its sustained impact on both students and the school environment over time. Additionally, examining the role of the school committee in various educational contexts would provide valuable insights into how such committees can effectively support different types of schools and communities in combating bullying and fostering a positive learning atmosphere. This would offer a broader perspective on the potential scalability and adaptability of the anti-bullying initiatives implemented by the committee in diverse educational settings.

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safety of children and their well-being, but improves how children actively participate in school, as well as helps develop them, thus more peaceful and productive environments for learning are created.

The implications of these findings point towards the need for all educational stakeholders to work within a system to be able to deal with bullying effectively. Schools should give an emphasis on devising policies that are all inclusive with regard to bullying, and this should be backed by the committees of the schools. In addition, the parents' and the community involvement of families is still relevant to building a single and consistent strategy for the bullying prevention and on the students' broad-based development.

To enhance the article, future research could be suggested to explore the long-term effects of the anti-bullying program, particularly in terms of its sustained impact on both students and the school environment over time. Additionally, examining the role of the school committee in various educational contexts would provide valuable insights into how such committees can effectively support different types of schools and communities in combating bullying and fostering a positive learning atmosphere. This would offer a broader perspective on the potential scalability and adaptability of the anti-bullying initiatives implemented by the committee in diverse educational settings.

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