



Islamic Education Approach in Addressing Cyberbullying Among Adolescents

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Abstract

Cyberbullying is one of the big challenges faced by teenagers in today's digital era. This issue can have a negative impact on the mental, emotional, and social health of adolescents. This study aims to explore the approach of Islamic education in dealing with the issue of cyberbullying among adolescents. Through a qualitative method with a literature study approach, this study finds that the values and principles in Islamic education, such as manners, noble morals, and social responsibility, can be a strong foundation to prevent and overcome cyberbullying behavior. Islamic education emphasizes the importance of maintaining the honor of oneself and others and encouraging the wise use of technology. The results of this study are expected to contribute to the development of more effective educational strategies in tackling cyberbullying among adolescents, by utilizing Islamic values as the basis for the approach.

Keywords: Cyberbullying, Pendidikan Islam, Remaja, Adab, Akhlak.

ABSTRAK

Cyberbullying merupakan salah satu tantangan besar yang dihadapi oleh remaja dalam era digital saat ini. Isu ini dapat berdampak negatif terhadap kesehatan mental, emosional, dan sosial remaja. Penelitian ini bertujuan untuk mengeksplorasi pendekatan pendidikan Islam dalam menangani isu cyberbullying di kalangan remaja. Melalui metode kualitatif dengan pendekatan studi literatur, penelitian ini menemukan bahwa nilai-nilai dan prinsip-prinsip dalam pendidikan Islam, seperti adab, akhlak mulia, dan tanggung jawab sosial, dapat menjadi landasan kuat untuk mencegah dan mengatasi perilaku cyberbullying. Pendidikan Islam menekankan pentingnya menjaga kehormatan diri dan orang lain serta mendorong penggunaan teknologi secara bijak. Hasil penelitian ini diharapkan dapat memberikan kontribusi bagi pengembangan strategi pendidikan yang lebih efektif dalam menanggulangi cyberbullying di kalangan remaja, dengan memanfaatkan nilai-nilai Islam sebagai dasar pendekatan.

Kata Kunci : Cyberbullying, Pendidikan Islam, Remaja, Adab, Akhlak

INTRODUCTION

The rapid development of information and communication technology has had a significant impact on daily life, especially among teenagers. One of the negative impacts that is increasingly appearing is the phenomenon of cyberbullying (Bukhori dkk., 2024; Mukherjee dkk., 2019). Cyberbullying is an act of bullying or harassment carried out through digital media, such as social media, instant messaging, and other online platforms (Hardiyanti & Indawati, 2023). This phenomenon can result in psychological distress, anxiety, depression, and even encourage the victim to commit more extreme actions, such as suicide.

In Indonesia, cyberbullying cases among teenagers continue to increase, along with the increasing ease of access to the internet and social media. Adolescents, as a vulnerable group, are often victims and perpetrators of cyberbullying, due to a lack of understanding of ethics in interacting online and low supervision from parents and the surrounding environment (Bukhori dkk., 2024; Wulandari dkk., 2020).

In this context, Islamic education has an important role in providing solutions to the problem of cyberbullying (Silna Rahmatika & Syahidin Syahidin, 2024). Islamic education teaches the values of manners, noble morals, and social responsibility that can be used as a foundation in forming the character of adolescents with good morals, including in the use of technology (Firdaus & Fauzian, 2020). Through Islamic education, adolescents are taught to maintain their own honor and others, respect differences, and stay away from actions that harm others, including through digital media.

This research proposes an approach that incorporates the principles of Islamic education, such as adab, morals, and social responsibility, as the basis for preventing and dealing with cyberbullying. This approach differs from the secular approach that has been used more often in previous studies, which usually focus on legal or psychological aspects.

In principle, classical and traditional Islamic teachings can be applied in modern contexts, especially in digital interactions that are an inseparable part of today's youth lives. This includes how Islamic values can be applied in the use of social media and information technology.

This research contributes to the

development of specific educational strategies designed to prevent cyberbullying by utilizing Islamic approaches. This can be a practical guide for educators, parents, and educational institutions in educating teens to behave well in cyberspace.

Although there have been several studies on cyberbullying, this research offers novelty by focusing on the context of Indonesia, where Islamic values are very strong and influential in daily life. This study will provide more specific insights into how Islamic education can be effectively applied in Indonesia's culture and society. Thus, this research not only enriches the literature on handling cyberbullying, but also provides a new perspective that is relevant to the context of Muslim society, especially in Indonesia.

RESEARCH METHODS

This study uses a qualitative approach with a library *research method* (Creswell, 2009; Sugiono, 2015). Primary data sources in this study use scientific writings such as books and journals related to the focus of research on Islamic education approaches in dealing with cyberbullying among adolescents. Meanwhile, the secondary data sources are taken from other writings such as magazines, news, articles that have information relationships with the focus of the research.

Data is collected through observation and documentation. Data is collected, selected and sorted according to needs, then processed and analyzed to produce the results of the required research analysis. Then, the data was analyzed using qualitative data analysis.

RESULTS AND DISCUSSION

Most of the adolescents who were the subjects of the study had a limited understanding of cyberbullying, especially in relation to the teachings of Islam. Teenagers tend to see cyberbullying as bad behavior, but not many realize that it goes against Islamic principles such as maintaining the honor of themselves and others, as well as the prohibition of hurting fellow Muslims, both physically and verbally.

The Effectiveness of Islamic Education in Preventing Cyberbullying shows that Islamic education approaches can be effective in

preventing cyberbullying (Budiman & Ismatullah, 2015). Adolescents who are given intensive Islamic education, both through school and family environment, tend to be better able to control their behavior in cyberspace (Wulandari dkk., 2020). They are also more aware of the moral and spiritual consequences of cyberbullying, such as guilt and its impact on social relationships (Arung Triantoro, 2019).

The role of parents and teachers is crucial in educating adolescents about the dangers of cyberbullying from an Islamic perspective. Adolescents who received regular guidance from parents and teachers regarding internet ethics, including integrating Islamic teachings in the use of technology, showed a lower tendency to engage in cyberbullying. This shows that continuous education based on religious values can serve as an effective deterrent.

Integration of Islamic Values in Anti-Cyberbullying Education

Islamic values in education include ethical and moral principles rooted in the teachings of Islam, which aim to form individuals of noble character, knowledge, and responsibility (Arlina dkk., 2023; Rifa, 2016). Manners include polite behavior, respect for others, and acting with integrity. In Islamic education, *adab* is taught as the basis for interacting with fellow humans, both in daily life and in the learning process (Novita, 2023).

Noble morals involve the development of good character, such as honesty, justice, patience, and compassion (Firdaus & Fauzian, 2020). Islamic education emphasizes the importance of having good morals as a reflection of faith and to live a life that is beneficial to oneself and others. Islam encourages its people to seek knowledge and wisdom (*wisdom*). Education in Islam emphasizes the importance of lifelong learning and seeing knowledge as a means to get closer to Allah and understand His creation.

Islamic education teaches that every individual has a social responsibility, namely to contribute to society, help those in need, and

maintain justice and general welfare (Aladdiin, t.t.). This includes the concept of *zakat*, alms, and working for the benefit of the community (al-Maburok & Buchori, 2020). Sincerity in intention is one of the important principles in Islam. In education, this sincerity means learning and teaching with a sincere intention to seek the pleasure of Allah, not for praise or worldly gains alone.

Islam teaches the responsibility to take care of and care for the earth. Islamic education instills the values of caring for the environment and teaches the importance of protecting nature as part of the mandate that Allah has given to humans. These values not only aim to form knowledgeable individuals, but also to create a harmonious, just, and civilized society, in accordance with Islamic principles (Umam, 2020).

Meanwhile, the problem of cyberbullying in society, especially among teenagers, is getting more and more vibrant. Cyberbullying perpetrators often take advantage of the anonymity provided by the internet to intimidate or harass their victims without having to face them in person. Harmful messages, images, or videos can quickly spread to many people, making their impact wider and difficult to control.

Unlike traditional bullying that usually occurs in a school or a specific place, cyberbullying can happen at any time, even when the victim is at home. Content that has been published on the internet is difficult to remove completely, which makes the effects of cyberbullying can last for a long time. The perpetrator sends messages that insult or demean the victim, either through comments on social media, direct messages, or public forums.

Perpetrators stalk victims online, often with the intention of scaring or intimidating (Barlett dkk., 2021; Foody dkk., 2019). The perpetrator pretends to be someone else to spread damaging or embarrassing content on behalf of the victim. Victims of cyberbullying may feel isolated, lose friends, or withdraw from social activities. They can also have difficulty

trusting others and developing healthy social relationships.

It is very important to integrate Islamic values in Anti-Cyberbullying Education, especially among adolescents. The integration of Islamic values in anti-cyberbullying education can be an effective approach to prevent and deal with the problem of cyberbullying among adolescents. Islamic values that include ethics, morality, and social responsibility can provide a strong foundation to shape the character of teenagers so that they are wiser and more responsible in interacting in cyberspace.

In Islam, manners or manners are highly emphasized, including in communication and social interaction. Education about manners in communicating in cyberspace can help teenagers understand the importance of maintaining honor and not hurting others, either directly or indirectly. Educational programs can emphasize noble moral values such as honesty, patience, and kindness, all of which are at odds with cyberbullying. For example, the teaching on the prohibition of wrongdoing (tyranny) can be applied in the context of avoiding hurting others online (Bork-Hüffer dkk., 2023; Carlson, 2021; Wulandari dkk., 2020).

Islam teaches social responsibility, which means that each individual is responsible for the impact of his actions on others. Anti-cyberbullying education can integrate these teachings by emphasizing that online actions must also be responsible and consider the well-being of others. Ihsan, or doing something as well as possible, can be applied in the use of technology. Teens are taught to use technology and social media wisely and positively, ensuring that they do not use the platform to harm or harm others.

Schools can form a culture that emphasizes caring and compassion for fellow students. This can be realized through mentoring programs or religious activities that promote *ukhuwah* (brotherhood) and solidarity. Conducting anti-cyberbullying campaign activities that integrate Islamic values, such as discussions, lectures, or seminars on internet

manners in accordance with Islamic teachings (Prastowo & Setyowati, 2022). Sanctions for cyberbullying perpetrators can be designed to educate, not just punish, with an Islamic approach. For example, sanctions can be in the form of an obligation to learn more about manners and morals, or to perform acts of kindness to make amends.

For victims and perpetrators, schools can provide rehabilitation programs that include counseling and spiritual guidance to repair relationships and cope with the negative impact caused. By integrating Islamic values in anti-cyberbullying education, we not only address behavioral problems but also form strong, ethical, and responsible adolescent characters in the digital age. This approach can help create a safer, harmonic, and more compliant online environment with Islamic principles.

Collaboration between Family, School, and Community

Parents are invited to play an active role in supervising their children's online activities, by providing education and guidance in accordance with Islamic teachings (Arlina dkk., 2023; Purwaningsih & Syamsudin, 2022). They can also be role models in the responsible use of technology. Schools can provide specialized tutoring programs that focus on integrating Islamic values into the digital lives of adolescents, including training for teachers so that they can teach online ethics from an Islamic perspective.

Collaboration between families, schools, and communities is an important key to effectively addressing the problem of cyberbullying (Afuadda & Rahman, 2022). By working together, these three elements can create a supportive environment and provide protection for adolescents from the threat of cyberbullying. Parents have a major role in keeping an eye on their children's online activities. They must monitor the use of digital devices and social media, as well as provide guidance on internet ethics. Regular discussions about the dangers of cyberbullying and how to deal with such situations are essential.

Parents need to build open and trusting communication with their children. As such, children feel comfortable reporting if they experience or witness cyberbullying. Parents can instill strong moral and religious values in their children, such as manners, honesty, and responsibility. These values will help children avoid behaviors that harm others, both in person and online.

Schools need to have a clear and firm policy regarding cyberbullying. This includes reporting procedures, sanctions for perpetrators, and support for victims. Schools must ensure that all students, teachers, and staff understand this policy. Schools can organize educational programs that focus on digital ethics and the impact of cyberbullying. This can be seminars, workshops, or learning materials that teach students about the responsible use of technology.

Schools can hold regular meetings with parents to discuss the problem of cyberbullying and ways to prevent it. This can be a socialization session or a workshop that educates parents on how they can help overcome cyberbullying at home. The public can play an important role in raising awareness about cyberbullying through public campaigns. This can be done through local media, community organizations, or religious institutions that hold socialization activities about the dangers of cyberbullying.

The community can form support groups or networks that provide assistance to victims of cyberbullying. This group can consist of volunteers, counselors, and community leaders who are ready to provide moral, psychological, and even legal support if needed. The community can work closely with law enforcement to ensure that cyberbullying cases are taken seriously and that perpetrators are sanctioned accordingly. It can also include training for law enforcement officers on how to deal with cyberbullying effectively.

Local organizations or communities can develop programs that encourage positive and responsible use of the internet. This can include technology training, digital ethics seminars, and

activities that promote empathy and friendship among teens.

In addition to the above, it is very important to create a discussion forum or regular meeting between parents, teachers, and community members can help in sharing information and strategies to prevent and deal with cyberbullying. This coordination is important to ensure that all parties are working towards the same goal. Schools, families, and communities can develop collaborative projects such as mentoring programs or extracurricular activities that promote positive behaviors and reduce the risk of cyberbullying. It can also involve student involvement in social activities that reinforce the values of togetherness and social responsibility. Then it ends by creating a reporting mechanism that can be accessed by students, parents, and the community to report cyberbullying cases. These mechanisms should be accessible, secure, and ensure quick and appropriate follow-up.

With effective collaboration between families, schools, and communities, cyberbullying can be addressed more thoroughly. These three elements complement and support each other in creating a safe, educational, and loving environment for adolescents, both in the real world and in the virtual world.

Development of Curriculum and Special Education Materials

It is very important to develop a curriculum that specifically teaches digital ethics based on Islamic values (Mafudah & Asrori, 2016; Mansir, 2020). This can include topics such as respecting the privacy of others, not spreading false information (slander), and maintaining good manners in communicating online. One example is using stories from the life of the Prophet Muhammad PBUH and his companions who emphasize the importance of maintaining speech and behavior in interacting, both directly and indirectly, can be used as a means to teach digital ethics.

The development of special curricula and educational materials aimed at addressing

cyberbullying is an important step in equipping students with the knowledge, skills, and attitudes necessary to face challenges in the digital world. The curriculum should aim to increase students' awareness of what cyberbullying is, its various forms, and its impact on victims and perpetrators.

Students are taught about the ethics of using technology and the internet, including the importance of respecting the rights and privacy of others in cyberspace. The curriculum should provide students with practical skills on how to protect themselves from cyberbullying, how to report it, and how to support a friend who is a victim. The curriculum begins with an introduction to cyberbullying, including its definition, its types (such as online insults, rumor spreading, impersonalization), and the platforms on which it usually takes place (social media, messaging apps, online games).

The curriculum should cover topics such as manners in communicating online, respecting digital privacy, and responsibility for actions in cyberspace (Rochman, t.t.). It can be integrated with relevant religious or moral values. Part of the curriculum should focus on developing social and emotional skills, such as empathy, conflict resolution, and self-control. Students are taught how to deal with social pressures and act wisely in cyberspace. The curriculum should include prevention strategies, such as how to create safe social media profiles, recognize signs of cyberbullying, and steps to take if you become a victim or witness of cyberbullying.

The curriculum teaches students about the safe use of technology, including privacy management, security settings on digital platforms, and how to protect personal information. Modules that contain comprehensive information about cyberbullying, including case examples, statistics, and guides for students, teachers, and parents. This module can be a book, e-book, or interactive multimedia content. It's also important to have a guidebook or worksheet that teaches digital ethics, including how to interact well online, manage your digital footprint, and understand the consequences of online actions.

In addition to the above media, digitalization is increasingly directed towards positive things (Adnas & Anjastri, 2022; Atay, 2017). One of them is a short video or animation that describes the situation of cyberbullying and how to deal with it. It can be used as a learning material in the classroom or disseminated through digital platforms for wide access. In addition, the learning material also involves workshops or simulations of cyberbullying cases. Students can be involved in role-playing to understand the perspectives of victims, perpetrators, and witnesses.

The topic of cyberbullying can be integrated into citizenship and Pancasila subjects, emphasizing national values, social justice, and human rights (Prastowo & Setyowati, 2022). Ethical values in internet access and the importance of maintaining the honor and dignity of others can be incorporated into religious education, by teaching students about Islamic manners or other religious values

ICT subjects can cover the technical aspects of safe internet use, including privacy settings, recognizing phishing, and other digital security practices. Integration in counseling guidance programs, where counselors can provide specialized sessions on cyberbullying, offer psychological support to victims, and provide guidance for students who want to report incidents.

Teachers should be provided with specific training on how to identify the signs of cyberbullying, how to handle cases in the classroom, and how to support victims. This training can also include the use of educational technology that helps in monitoring students' online behavior. Hold outreach sessions for parents on how to detect signs of cyberbullying, safe use of technology at home, and how to provide emotional support to their children. Curriculum assessments can be project-based, where students are asked to develop an anti-cyberbullying campaign or make a presentation on digital ethics.

With the development of a comprehensive curriculum and special education materials, schools can play a

proactive role in preventing and addressing cyberbullying. This will help build a safe and supportive learning environment, where students feel protected and educated to be wise and responsible users of technology.

CONCLUSIONS

The approach of Islamic education has great potential in dealing with the issue of cyberbullying among teenagers. Islamic values such as manners, noble morals, and social responsibility provide a strong moral foundation for teenagers to understand and avoid behaviors that harm others in cyberspace. Islamic education, which emphasizes the importance of maintaining the honor of oneself and others, can help adolescents to use technology wisely and responsibly. The role of parents and teachers is very important in implementing this approach. By providing consistent education based on Islamic values, adolescents can better understand the negative impact of cyberbullying and be motivated to stay away from such behavior. This research recommends the development of more structured and specific educational curricula and programs, which integrate Islamic values in addressing the problem of cyberbullying. Closer collaboration between families, schools, and communities is also needed to create an environment that supports the application of Islamic teachings in the digital lives of adolescents. With proper implementation, the Islamic education approach can be an effective strategy in preventing and handling cyberbullying among adolescents, helping them to build a strong and responsible character in the digital era.

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