

## Co-Curricular Model Design in Overcoming Bullying Practices in Phase F Students in Senior High School

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### ABSTRACT

The ongoing prevalence of bullying among phase F students, which affects their psychological and learning processes, motivates this research. The purpose of this research is to develop a co-curricular model based on Islamic religious education in the form of additional learning manuals to reduce bullying behavior and foster positive character in students. This research uses the research and development method (Research and Development) with the ADDIE model, which includes the stages of analysis, design, development, implementation, and evaluation. The research subjects are phase F students and Islamic Religious Education teachers, while the research object is in the form of co-curricular guidebook products. Data collection techniques include observation, interviews, questionnaires, and documentation, with qualitative and quantitative descriptive data analysis. The results of the study indicated that bullying practices in schools appeared in physical (hitting) and verbal (mocking and disruptive) forms. The co-curricular handbook products developed have undergone validity and practicality tests, yielding average results of 85.50% (very valid) and 87.50% (efficient), indicating that they are suitable for use. Thus, the development of an Islamic religious education-based co-curricular model can be an effective strategy for suppressing bullying practices while contributing to the formation of students' character and enriching Islamic educational literature.

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## 1. INTRODUCTION

Bullying is one of the fundamental problems in the world of education that globally continues to be a concern for academics, practitioners, and policymakers (Mahmoudi & Keashly, 2021; O'Higgins Norman et al., 2022; Yuliyanti & Juliangkary, 2023). This phenomenon is not just a problem of deviant behavior between students but has become a multidimensional issue related to the psychological, social, and academic aspects of students. Bullying can take the form of physical, verbal, and psychological bullying and is increasingly complex with the presence of digital media that allows the emergence of a new form of bullying, namely cyberbullying (Silva et al., 2018; Li et al., 2024; Anjani,

2024). Theoretically, the practice of bullying not only causes short-term impacts in the form of emotional distress or psychological trauma but also has a long-term impact on the development of students' self-identity, social relationships, and academic achievement (Putri, 2022). Thus, bullying prevention cannot be seen as a momentary effort; instead, it requires a systematic, integrated, and evidence-based approach to the right educational strategy.

In Indonesia, cases of bullying in schools are still showing alarming numbers. The Indonesian Child Protection Commission in 2024 recorded 573 cases of bullying in schools, including verbal, physical, psychological, and social bullying (Muthia, 2024). The national education system has not yet resolved the structural problem of bullying. This condition is even more worrying when it is associated with the function of schools as formal institutions that are supposed to provide a sense of security, comfort, and support for the optimal development of students (Putri & Hibana, 2024). If bullying is not handled seriously, then school can become an environment that is counterproductive to the goals of education itself.

Academic studies on bullying prevention and handling efforts have been widely conducted, both in national and international contexts. For example, Dahlan (2018) highlights the effectiveness of assertive counseling techniques in improving self-disclosure skills in students who are victims of bullying. This counseling approach has been proven to help students become more open in sharing their experiences, thereby reducing their psychological burden. Meanwhile, research Anwar et al. (2024) underlines the importance of developing extracurricular programs as a forum for developing students' talents and interests, which can indirectly reduce their involvement in bullying behavior. At the global level, several studies emphasize the importance of integrating character education and social skills as a preventive strategy (Vila et al., 2021; Liu & Wang, 2024; Mudiyanse et al., 2025). This indicates that research on bullying continues to focus primarily on counseling, extracurricular activities, or general approaches to character education.

However, a number of important gaps remain unresolved. First, although the Independent Curriculum policy in Indonesia emphasizes the importance of strengthening character through extracurricular activities, the concrete implementation of tackling bullying is still rarely studied in depth. Second, most previous research has focused more on remedial strategies or case resolution after bullying has occurred, while research emphasizing preventive design based on co-curricular learning is still very limited. Third, there are no practical guidelines available for teachers to use as a reference for systematically carrying out co-curricular activities as a means of preventing bullying. This gap highlights the need for research on co-curricular model design as a novel approach to addressing bullying in high school.

The Merdeka Curriculum, which is currently being implemented in Indonesia, provides a strong conceptual foundation for developing the strategy. According to Agung (2025), one of the main pillars is co-curricular activities designed through the Pancasila Student Profile Strengthening Project. In contrast to optional extracurricular activities, co-curricular activities are directly integrated with intracurricular learning and

aim to strengthen learning outcomes while shaping the character of students (Faizah & Suttriso, 2025; Wulandari et al., 2025). Permendikbud Number 23 of 2017 defines co-curricular activities as including material enrichment activities, scientific research, art teaching, cultural development, and social activities that support the development of soft skills (Menteri Pendidikan dan Kebudayaan, 2017). Under this framework, co-curricular activities offer significant potential as a strategic tool to prevent and overcome bullying practices.

The application of the phase system in the Independent Curriculum also strengthens the relevance of this study. Phase F students, comprising students in grades XI and XII of high school/vocational school, are in a transitional period to adulthood. At this stage, they are building self-identity, independence, and social skills in a broader context (Saputri et al., 2025). This transition period is fraught with challenges, including vulnerability to bullying practices, both as victims and perpetrators (Nurhayati, 2025). Thus, systematic educational intervention through co-curricular activities becomes very strategic in forming attitudes of empathy, tolerance, and social skills in students during this crucial phase of development.

The results of observations and interviews conducted by the researcher show that the practice of bullying in phase F students is still rampant in verbal and physical forms, such as ridicule related to parents, skin color, posture, and physical threats. This condition suggests that schools, as formal educational institutions, are not always fully equipped to create an environment free from bullying. Meanwhile, the implementation of co-curricular activities in schools is generally still limited to five aspects of Islamic religious education: the Qur'an, faith, morals, worship, and history. Although these activities support intracurricular learning, there is no guidebook specifically designed to utilize co-curricular activities as a means of preventing bullying. Thus, teachers often lack systematic reference to direct co-curricular activities, which hinders their effectiveness in overcoming bullying.

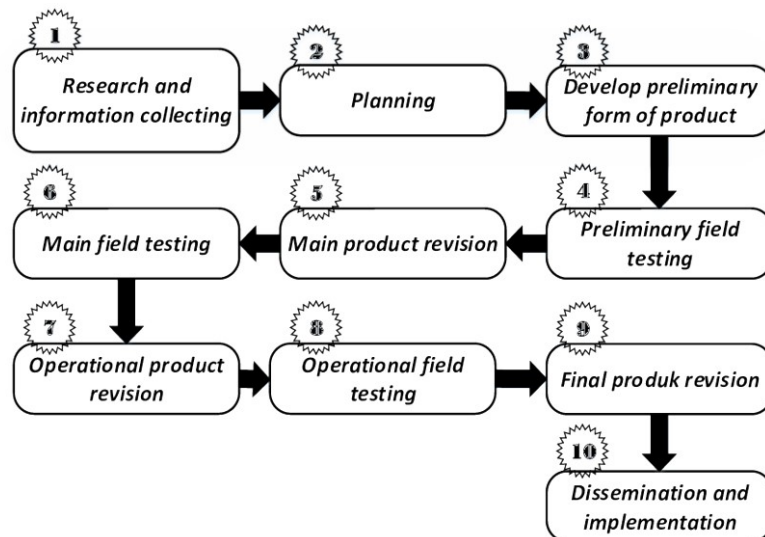
This condition points out the value of research. Theoretically, this study aims to expand the understanding of the relationship between co-curricular learning and bullying prevention, a field that remains minimally explored in academic literature. Empirically, this research will produce a concrete product in the form of a co-curricular model guidebook that teachers can use to design learning activities relevant to the needs of Phase F students, while also serving as a preventive strategy to reduce bullying practices. This study differs from previous research in that it integrates co-curricular approaches into the context of bullying prevention, rather than relying solely on counseling or extracurricular programs.

This research departs from the empirical conditions and research gaps related to bullying practices in phase F students. The purpose of this research is to design a co-curricular guidebook as an alternative strategy to counter bullying. The handbook is expected to not only support intracurricular learning but also build character, foster empathy, strengthen social skills, and create a safe and inclusive school environment. Theoretically, this study contributes to enriching the literature on coping strategies for cocurricular-based bullying, which remains a relatively under-researched area.

Practically, teachers can directly use guidebook products to design activities that effectively reduce bullying. Thus, this research is expected to support the national education goals in forming a generation that is intelligent, characterful, and prepared to face future social challenges.

## 2. METHOD

This research employs a research and development approach, with the primary goal of designing and producing a co-curricular model that can address bullying practices among Phase F students. The development process of adapting the model (Gustiani, 2019) Modified according to the research's specific needs. The stages passed include (1) preliminary study, which includes needs analysis and literature review; (2) initial model design; (3) product development and validation through expert assessment; (4) limited trials; and (5) product revision and improvement based on input from test results. The following is a flowchart of the Borg and Gall R&D model in Figure 1.



**Figure 1.** Flowchart Borg and Gall R&D Model

The research subjects comprise phase F students at the high school level and teachers who play a role in implementing co-curricular activities. The selection of subjects was purposive, considering their direct involvement in learning practices and the relevance of their experiences to the phenomenon of bullying. To obtain comprehensive data, this study employs a range of data collection techniques, including observation, interviews, document analysis, and questionnaires. Observations were used to identify forms of bullying that occurred in the school environment. At the same time, interviews were conducted with teachers and students to gain a deeper understanding of their experiences, perceptions, and needs related to bullying countermeasures. Documentation studies are used to review relevant school regulations, curricula, and documents, while questionnaires are used in the validation and product testing stages to obtain input from validators and users.

The research instruments used included observation sheets, interview guidelines, expert validation guidelines, and questionnaires for student and teacher responses. Observation sheets are designed to systematically record behaviors or events related to bullying practices. The interview guidelines are used to gather in-depth information about perceptions, experiences, and strategies that schools have implemented to overcome bullying. Meanwhile, expert validation guidelines are provided to education experts, psychologists, and curriculum experts to assess the content, language, and presentation feasibility of the developed product. The student and teacher response questionnaires were used to determine the extent to which this co-curricular handbook is perceived as practical, attractive, and valuable for bullying prevention efforts.

The collected data was analyzed using qualitative and quantitative analysis techniques. Qualitative data, obtained through observation and interviews, were analyzed by the stages of data reduction, data presentation, and conclusion drawing. (Huberman & Miles, 2002). Meanwhile, quantitative data, in the form of expert validation scores and response questionnaires, were analyzed using quantitative descriptive techniques, which were presented as percentage averages and categorized by eligibility. The results of the analysis serve as a basis for revising and refining the co-curricular model to meet the needs of students and the school context.

### 3. RESULTS AND DISCUSSION

#### Results

##### Forms of Bullying in Phase F Students

**Table 1.** Forms of Bullying Found

Types of Bullying	Forms of Behavior	Information
Physical	Hit	Generally, it is done after school, outside of the teacher's supervision
Verbal	Mocking (skin color, posture, parents' names)	It often occurs during break hours, which are considered reasonable by some students.
Verbal	Disturbing (poking, teasing while studying)	Disrupting students' concentration, impacting social exclusion
Social	Threats, exclusion	Making the victims feel uncomfortable and depressed

##### Design of Co-curricular Models to Overcome Bullying

The co-curricular model developed in this study is outlined in the form of an additional learning guidebook. This guide serves as a tool to facilitate teachers in conducting co-curricular activities based on Islamic Religious Education, aiming to reduce bullying practices among students.

**Table 2.** Co-curricular Model Design

Component	Description
Product Shape	Co-Curricular Handbook based on Islamic Religious Education

Component	Description
Focus of Material	- Al-Qur'an - Faith - Morals - Worship - History of Islam
Purpose	- Reduce bullying practices - Build positive character - Foster empathy and cooperation between students
Approach	- Reflective (reflecting on Islamic values) - Collaborative (group learning) - Project-based learning according to P5 of the Independent Curriculum)
Activities	- Discussion of moral values in the story of the Qur'an - Care-based social projects - Joint religious activities (e.g., tadarus, joint prayer, social service)

The creation of a draft guidebook involves combining all the results of previous product designs to create a comprehensive guidebook. Here are the results in Figure 2 and Figure 3.



**Figure 2.** Product Front Cover, Product Introduction, Learning Objectives, and Learning Flow



**Figure 3.** Learning Contents, Glossary, and Bibliography

### Results of Validity and Practicality of Co-Curricular Model

The co-curricular handbook products developed have undergone validity tests by experts and practicality tests by teachers and students. The test results showed that the product fell into the category of very valid and very practical, making it suitable for use

as a learning tool to reduce bullying practices among Phase F students. The validity test was carried out by two expert validators (design experts and linguists).

**Table 3.** Product Validation Results

Validator	Aspects Assessed	Average Score (%)	Category
Design Expert	Appearance, layout, and design suitability with the material	86%	Highly Valid
Linguist	Clarity of language, neatness, ease of understanding	85%	Highly Valid
	Total Average	85,50%	Highly Valid

The practicality test was conducted by involving Islamic Religious Education teachers and Phase F students as product users.

**Table 4.** Product Practicality Results

Respondents	Aspects Assessed	Average Score (%)	Category
Teacher	Appearance, content/material, relevance to learning	88%	Very Practical
Student	Attractiveness, ease of understanding, and usefulness	87%	Very Practical
	Total Average	87,50%	Very Practical

The results of the study show that the co-curricular handbook developed is very feasible to use. In terms of validity, the product meets content, language, and design standards. In terms of practicality, teachers and students consider this product to be easy to use, visually appealing, and capable of supporting learning activities that help prevent bullying. This emphasizes that the development of a co-curricular model based on Islamic religious education is a strategic solution in shaping student character and suppressing bullying practices in schools.

## Discussion

### *Forms of Bullying in Phase F Students*

The study's findings indicate that bullying practices in phase F continue to manifest in a variety of forms, with physical bullying and verbal bullying being the two most prevalent. Physical bullying is typically demonstrated through acts of aggression, such as striking, that occur after school hours have concluded and are typically conducted without the teacher's supervision. In many cases, the school is unable to explicitly identify instances of physical bullying unless the victim reports the incident or the injuries are visible. At the same time, verbal bullying is more prevalent in the school setting, manifesting as disruptive behavior during the learning process, derogatory name-calling based on physical appearance and skin color, and derision. This verbal behavior is frequently regarded as commonplace by both perpetrators and victims,



resulting in its neglect, despite the fact that it can induce feelings of social isolation, inferiority, and unease in the victim.

These results are in agreement with numerous prior investigations. Olweus (2025) this study's findings are consistent with the assertion that verbal bullying, such as taunting and name-calling, is the most prevalent form of bullying in high school. Additionally, Smith et al. (2008) the research conducted in the United Kingdom revealed that male students were more likely to engage in physical bullying, while female students were more likely to experience verbal bullying. This finding supports the notion that physical bullying is more prevalent among students who possess greater physical strength. Gaffney et al. (2021) It demonstrates that bullying frequently takes place in areas that are not under the supervision of instructors, particularly in less supervised areas, as evidenced by the prevalence of beatings that occur after school. In the context of Indonesia, Hidayati and Amalia (2021) discovered that physical-based insults, such as "fat," "black," or "thin," were the most prevalent forms of verbal bullying. Additional investigations conducted by Dahlia et al. (2025) Underscoring the significant influence of bullying on the psychological well-being of students, such as the development of anxiety, low self-esteem, and depression, This is also observed in students who are subjected to bullying at research institutions and experience feelings of anxiety and depression as a result of the behavior of their peers.

The results of this study can be interpreted from a theoretical perspective in terms of the theory of social aggressive behavior, which posits that bullying is the result of a social power imbalance and a lack of self-control on the part of the perpetrator. There is a tendency for students who are physically and socially stronger to leverage their advantages to exert pressure on other students who are perceived as inferior. Furthermore, ecological theory (Bronfenbrenner) additionally is pertinent because it illustrates that several strata of the environment, including the school, have an impact on student behavior (El Zaatari & Maalouf, 2022; Navarro & Tudge, 2023). The school ecosystem continues to contain loopholes that enable such behaviors to emerge, as evidenced by the fact that bullying frequently occurs when instructors fail to supervise students.

### ***Designing co-curricular models to overcome bullying***

The study's results indicate that the design of the co-curricular model to address bullying practices is outlined in the form of an additional learning guidebook based on Islamic Religious Education. This guidebook serves as a practical instrument that guides teachers in carrying out co-curricular activities systematically. The guidance structure is designed to integrate the spiritual, moral, and social aspects of students through the Qur'an, Faith, Morals, Worship, and Islamic History materials. The selection of the material is based on the need to develop a positive character while fostering empathy, care, and cooperation among students as a preventive measure against bullying behavior.

The design of this model uses a reflective, collaborative, and project-based learning approach. The reflective approach emphasizes the process of meditating on Islamic



values contained in the Qur'an and hadith, enabling students to internalize spiritual meaning into their daily lives. The collaborative approach provides students with the opportunity to work together in groups, thereby reducing the social distance that often contributes to bullying. Meanwhile, the project-based approach aligns with the concept of the Pancasila Student Profile Strengthening Project of the Independent Curriculum, ensuring that co-curricular activities are in line with the direction of national education policy. The activities offered also vary, ranging from discussions of moral values in the story of the Qur'an to care-based social projects and joint religious activities, such as tadarus, joint prayer, and social service. This variety of activities allows students to be actively involved, practice social skills, and foster collective awareness in creating a conducive school climate.

The design of this model aligns with the findings of previous studies. [Hanapi et al. \(2025\)](#) Emphasizing that value-based learning, rooted in religious values, is an effective way to foster empathy and solidarity among students. Research [Hikmah \(2025\)](#) shows that the use of project-based methods in religious education can improve social skills while reducing conflicts between students. Findings [Raikhan \(2023\)](#) strengthening co-curricular programs based on Islamic religious education can be a means of preventing verbal and physical violence in secondary schools. Moreover, [Hidayatullah \(2024\)](#), it was discovered that engaging in reflective and collaborative activities fosters a heightened moral awareness among students, thereby reducing discriminatory practices.

From a theoretical perspective, the development of this model can be explained by the theory of constructivism ([Vygotsky, 2012](#); [Shah, 2022](#)). This underscores the significance of social interaction in molding students' knowledge and attitudes. Through collaborative activities and social projects, students develop a shared understanding of Islamic moral values while learning to apply them in real-life situations. In addition, the theory of humanistic learning proposed by [Dasein \(2017\)](#) is relevant to this discussion. It is also relevant because meaningful experiential learning helps students discover their identity and increase sensitivity to others. Thus, this co-curricular handbook is not only a practical instrument but also has a strong theoretical foundation in supporting the transformation of student behavior.

### **Results of Validity and Practicality of Co-Curricular Model**

The study's results indicate that the product, in the form of a co-curricular guidebook based on Islamic Religious Education, was deemed highly valid by experts and highly practical by teachers and students. The validity test, conducted by design experts, resulted in a score of 86%, and linguists achieved 85%, with an average of 85.5%, which falls within the very valid category. These results confirm that the product exhibits satisfactory display quality, layout, and language use, aligning with learning needs. Meanwhile, the practicality test involved teachers and students, with an average score of 87.5%, indicating that the product is straightforward to use, engaging, and relevant to learning activities. This result confirms that co-curricular handbooks are not only theoretically well-designed but also practically applicable in a school setting.

The interpretation of these results indicates that the development of a co-curricular model based on Islamic religious education can address the needs of schools in combating bullying. The high validity of the design and language aspects shows that the instrument has met academic and pedagogical standards, making it suitable as an additional learning medium. Meanwhile, the high practicality confirms that teachers and students consider this guide advantageous. Teachers can use it as a guideline for organizing structured co-curricular activities, allowing students to experience more intriguing and meaningful learning. Thus, these products contribute to creating a conducive and safe learning environment, which ultimately reduces bullying practices in schools.

The results of this study align with those of several previous studies. [Adams & Wieman \(2011\)](#) found that the validity of learning instruments is a key requirement for the product to be widely used in schools, and validation by experts improves the quality of the product. [Lubis et al. \(2023\)](#) the study underscored the significance of incorporating simple and communicative language aspects into the development of learning media, ensuring their effective reception by students. Research [Rukayah et al. \(2025\)](#), it indicates that the practicality of religious-based learning media has a significant influence on student involvement in the learning process. Meanwhile, [Yeo et al. \(2023\)](#) found that teachers prefer learning instruments that have clear and systematic guidance because it makes it easier for them to organize co-curricular activities.

Theoretically, these findings can be understood through the perspective of the validity of educational instruments ([Maravelakis, 2019](#)). This emphasizes that an instrument is considered valid if, in terms of content, construction, and language, it can accurately measure its intended purpose. This co-curricular handbook meets these criteria because it is validated by design and language experts and tested for practicality by direct users. In terms of learning implementation theory [Jenri and Pitri Solida \(2023\)](#), high practicality is an indicator of the success of an educational innovation in being widely adopted. This means that these co-curricular guidelines can be applied in schools facing similar issues, not just the ones where the research is conducted. This research contributes by presenting a co-curricular model based on Islamic religious education as a bullying prevention strategy for phase F students. Theoretically, this study enriches the study of value education by drawing on the foundations of constructivism, humanistic learning, and Bronfenbrenner's ecology.

#### 4. CONCLUSION

This study found that the practice of bullying in phase F students is still rampant, both physically and verbally, and impacts the psychological and learning processes of students. As a solution, a co-curricular guidebook based on Islamic Religious Education was developed, emphasizing a reflective, collaborative, and project-based approach. The results of the validity and practicality tests indicate that this product is highly suitable for use as a learning tool to prevent bullying practices while promoting a positive character in students.

As a follow-up, this study suggests that schools can implement these co-curricular guidelines on an ongoing basis and adapt them to the needs of students. Islamic religious education teachers and teachers of other subjects can integrate Islamic values into co-curricular activities, making character strengthening more comprehensive. Further research is expected to develop a similar model with a broader scope, including the integration of digital technologies, to enrich bullying prevention strategies within the context of Islamic education.

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