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Collaboration Between Islamic Religious Education Teachers And Counseling Guidance Teachers In Handling Bullying Behavior (Case Study Of Students Of Pgri 11 Palembang Middle School)

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Abstract

This study aims to describe verbal bullying behavior and the collaboration between Islamic Religious Education teachers and Guidance and Counseling teachers in handling verbal bullying at SMP PGRI 11 Palembang. This study employed a qualitative approach with a case study design. Data were collected through observation, interviews, and documentation. The informants consisted of Islamic Religious Education teachers, Guidance and Counseling teachers, the principal, vice principal for student affairs, homeroom teachers, perpetrators and victims of verbal bullying, and parents. The findings showed that verbal bullying occurred in the form of mockery, insults, negative labeling, and repeated humiliation. The impacts included declining self-confidence, anxiety, fear, and disruption of students' learning processes. Collaboration between Islamic Religious Education teachers and Guidance and Counseling teachers was carried out through communication and coordination, character and religious development, counseling services, student supervision, and follow-up actions in handling cases. Supporting factors included

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cooperation among teachers, school support, and parental involvement. Inhibiting factors included students' lack of awareness, peer environmental influences, and the assumption that verbal bullying was merely a joke.

Keywords: Collaboration, Islamic Religious Education Teachers, Guidance and Counseling Teachers, verbal bullying behavior.

INTRODUCTION

Bullying in educational settings remains a global problem that continues to increase and has serious impacts on the psychological, social, and academic development of students. One of the most common forms of bullying in schools is verbal bullying, which involves teasing, insulting, calling someone negative names, and belittling them physically or socially through words or verbal communication. Students often dismiss verbal bullying as a form of banter, even though it can lead to psychological trauma, low self-esteem, social anxiety, and decreased motivation to learn. According to the United Nations Educational, Scientific, and Cultural Organization, bullying in schools has become a serious threat to the creation of a safe and inclusive educational environment for students in various countries (UNESCO, 2021). Research by Dorothy L. Espelage also explains that verbal bullying is the most dominant form of bullying among school-age adolescents because it is easy to do and is often considered part of everyday social interactions (Espelage et al., 2021).

Globally, various studies have shown that verbal bullying has a significant impact on students' mental health. Victims of verbal bullying tend to experience emotional disorders such as stress, anxiety, depression, decreased self-confidence, and even a tendency to withdraw from social circles (Hinduja & Patchin, 2022). Research by Wang et al. (2023) states that an unsafe school environment due to bullying can reduce students' academic engagement and hinder the overall learning process. In the context of modern education, this condition demonstrates that verbal bullying is not just an individual behavior issue, but has become a social and educational issue that requires comprehensive treatment.

From the perspective of social learning theory proposed by Albert Bandura, bullying behavior can be formed through imitation and social reinforcement that individuals receive from their surroundings. Students tend to imitate the communication patterns and aggressive behaviors they frequently see in their social environments, whether at school, in their families, or on digital media (Bandura, 2021). The evolution of modern social behavior theory also shows that

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verbal bullying is influenced not only by individual factors but also by school culture, peer group interaction patterns, social control, and weak character education (Romera et al., 2021). Therefore, resolving bullying requires a multidimensional approach involving various parties within the school environment.

In the context of Indonesian education, verbal bullying is still frequently found at various levels, including junior high school. The environment of adolescents, who are in the process of discovering their identity, tends to lead to unstable emotions and to be easily influenced by peer groups. This situation increases the potential for teasing, insulting, and demeaning behavior among peers. Research by Huang and Chou (2022) explains that peer group influence is a dominant factor in the development of verbal bullying behavior in the school environment. Furthermore, students' low empathy and weak self-control also contribute to verbally aggressive behavior toward peers (Gaffney et al., 2023).

The phenomenon of verbal bullying was also found at SMP PGRI 11 Palembang based on initial observations and data from the Guidance and Counseling teacher. Forms of verbal bullying that occurred included physical teasing, negative nicknames, insults to family members, and demeaning jokes. Although some students considered this behavior to be a joke, in reality, several student victims showed behavioral changes such as becoming more withdrawn, lacking self-confidence, and avoiding social interactions. These conditions indicate that verbal bullying has a real impact on the psychological and social conditions of students at the school.

The problem of verbal bullying in schools cannot be resolved through punishment or discipline alone. Handling bullying requires an educational, preventive, and collaborative approach to ensure sustainable changes in student behavior. In this context, Islamic Education and Guidance and Counseling teachers play a strategic role in building student character while providing psychological support to both perpetrators and victims of verbal bullying. Islamic Religious Education teachers play a role in instilling moral values, ethics, and religious-based character education, while Guidance and Counseling teachers function in counseling services, behavioral assessments, and psychological development for students. Collaboration between these two parties is crucial to creating a safe and conducive school environment.

Several previous studies have examined how bullying can be addressed through counseling services and character education. Research by Rahman et al. (2023) explains that collaboration between teachers and school counselors can increase the effectiveness of bullying prevention programs because students receive academic and psychological support. Research by Sari et al. (2024) also states that religious education plays a significant role in developing empathy, self-

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control, and positive social behavior in students. However, most previous studies have primarily addressed bullying from a psychological perspective or solely through counseling services, while studies on collaboration between Islamic Religious Education teachers and Guidance and Counseling teachers in addressing verbal bullying are still relatively limited, particularly at the junior high school level.

Furthermore, previous research has differing views regarding the effectiveness of religious approaches in addressing bullying. Some studies suggest that religious-based character education can increase students' moral awareness and reduce aggressive behavior (Alserhan et al., 2022). However, other studies indicate that religious approaches are ineffective without ongoing counseling services and comprehensive school support (Wang et al., 2023). This debate suggests that addressing bullying requires an integrative approach that simultaneously combines character education, religious guidance, and counseling services.

Based on a review of previous research, there is a research gap in the study of collaboration patterns between Islamic Religious Education teachers and Guidance and Counseling teachers in handling verbal bullying in schools. Most previous studies have focused only on the individual role of guidance and counseling teachers or character education in general, while research examining concrete forms of collaboration between Islamic Religious Education teachers and guidance and counseling teachers is still very limited. Furthermore, research related to verbal bullying in the context of public-based private schools such as SMP PGRI 11 Palembang is also rarely found in reputable scientific publications. Therefore, this study has novelty in focusing on the collaboration model of Islamic Religious Education teachers and Guidance and Counseling teachers in handling verbal bullying behavior in an integrated manner through a moral, religious, and psychological approach.

This research used a qualitative approach with a case study design to gain an in-depth understanding of the forms of verbal bullying, the collaborative process between Islamic Religious Education (PAI) and Guidance and Counseling (BK) teachers, and the supporting factors and obstacles in addressing verbal bullying in schools. The case study approach was chosen because it allows researchers to understand social phenomena contextually and in-depth, reflecting real-world conditions (Yin, 2023). Furthermore, this study also maps communication patterns, forms of guidance, and collaborative strategies implemented in addressing verbal bullying behavior in students.

The urgency of this research lies in the importance of developing a model for handling verbal bullying that is not solely oriented towards punishment but also emphasizes character

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development, strengthening religious values, and psychological support for students. The results of this study are expected to provide theoretical contributions to the development of character education studies and counseling services in schools. Practically, this research is expected to serve as a reference for schools in developing a bullying management system based on collaboration between teachers, counselors, and religious educators, thus creating a safe and comfortable educational environment that supports optimal student social development.

RESEARCH METHODS

This research methodology uses a qualitative approach with a case study design to gain an in-depth understanding of the collaboration between Islamic Religious Education teachers and Guidance and Counseling teachers in addressing verbal bullying behavior among students at SMP PGRI 11 Palembang. The qualitative approach was chosen because this research focuses on understanding social phenomena, the experiences of research subjects, and the interaction processes that occur naturally in the school environment. The case study design was used because the research is focused on a particular location with specific characteristics, allowing researchers to understand the phenomenon in depth and contextually. According to John W. Creswell, qualitative research aims to understand social phenomena through the perspective of participants by emphasizing the meaning, experience, and interaction processes within a specific context (Creswell & Poth, 2023). The case study approach is also considered effective for exploring educational phenomena that require in-depth studies of social processes and human behavior in real environments (Yin, 2023).

The research subjects consisted of Islamic Religious Education teachers, Guidance and Counseling teachers, homeroom teachers, principals, vice principals for student affairs, students who were verbal bullies, students who were victims of verbal bullying, and parents. Subject selection was carried out using a purposive sampling technique, taking into account the informants' direct involvement in the process of handling verbal bullying at school. The purposive technique was used to obtain relevant and in-depth data according to the research focus (Ames et al., 2023). In this study, Islamic Religious Education teachers played a role in providing moral guidance and strengthening religious values to students, while BK teachers played a role in counseling services, problem identification, psychological support, and monitoring student behavioral development. The involvement of homeroom teachers, parents, and the school is also an important part in supporting the collaborative process of handling verbal bullying on an ongoing basis.

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Data collection was conducted through in-depth interviews, observation, and documentation. Interviews were used to obtain information on forms of verbal bullying, the collaborative process between Islamic Religious Education (PAI) teachers and guidance counselors, supporting and inhibiting factors in handling verbal bullying, and the impact of bullying behavior on students. Direct observations of student activities and social interactions within the school environment were conducted to assess forms of verbal bullying behavior and the implementation of teacher guidance. Documentation was used to supplement the research data through guidance counselors' case records, school anti-bullying programs, teacher data, school organizational structures, and various other supporting documents. The use of multiple data collection techniques was carried out to strengthen the depth of data and enhance the validity of the research results (Flick, 2022).

The data sources in this study consisted of primary and secondary data. Primary data were obtained directly through interviews with Islamic Religious Education (PAI) teachers, guidance counselors, students, homeroom teachers, the principal, the vice principal for student affairs, and parents of students involved in verbal bullying cases. Secondary data were obtained through school documents, guidance counselors' casebooks, school administrative archives, anti-bullying activity programs, and various scientific articles relevant to the research on verbal bullying, teacher collaboration, and character education. The use of diverse data sources was carried out to support data triangulation, thus enhancing the credibility of the research results (Patton, 2021).

Secondary data was obtained through school documents, guidance and counseling casebooks, student casebooks, guidance and counseling service records, school regulations related to bullying, anti-bullying program activities, character development reports, school administrative archives, research documentation, and various scientific articles and journals relevant to the research on verbal bullying, teacher collaboration, and character education. The use of secondary data was carried out to support data triangulation so that the research results were more valid and credible (Nowell et al., 2023).

The data analysis in this study used the interactive analysis model proposed by Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, which includes data reduction, data presentation, and drawing conclusions continuously throughout the research process (Miles et al., 2022). Data reduction was carried out by sorting data relevant to the research focus, while the data was presented in descriptive narrative form to facilitate understanding of the relationships between findings. Furthermore, conclusions were drawn through interpretation of the results of interviews, observations, and documentation to obtain an overview of the form of collaboration

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between Islamic Religious Education (PAI) teachers and guidance counselors in handling verbal bullying behavior. To maintain data validity, this study used source triangulation and technical triangulation by comparing data from interviews, observations, and documentation to obtain valid and objective data (Nowell et al., 2023).

This research also references various recent scientific studies explaining that handling bullying in schools requires a collaborative approach between teachers, counselors, and the school community to effectively develop student character (Huang & Chou, 2022; Gaffney et al., 2023). Furthermore, religious education and counseling services play a crucial role in building empathy, self-control, and positive social behavior in students, thus helping to prevent verbal bullying in the school environment (Rahman et al., 2023; Sari et al., 2024).

RESULTS AND DISCUSSION

Results

The results of the study indicate that verbal bullying behavior at SMP PGRI 11 Palembang still frequently occurs in social interactions between students. Forms of this behavior include teasing, insults, giving negative nicknames, comments that attack physical conditions, insults about family backgrounds, and comments that demean students' economic conditions. Based on the results of interviews, observations and documentation, verbal bullying generally occurs when students are joking, interacting in groups of friends, during recess or when teacher supervision is reduced. Most of the students who perpetrate this behavior consider this behavior as ordinary jokes so they do not realize that this action is a form of verbal bullying that can have a psychological impact on the victim.

Research findings indicate that the most prevalent form of verbal bullying is teasing and teasing students about their physical appearance or specific habits. Other forms of bullying that occur quite frequently include negative nicknames and insults about students' family and economic circumstances. Observations indicate that these behaviors occur not only in the classroom but also outside of it when students interact informally with peers. This demonstrates that verbal bullying has become part of everyday communication patterns in the school environment.

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Table 1. Forms of Verbal Bullying at PGRI 11 Middle School, Palembang

No	Forms of Verbal Bullying	Forms of behavior
1	Mockery or Ridicule	Mocking a student's physical appearance, name, or habits
2	Insult	Insult directly or indirectly
3	Negative Nicknames	Giving someone a nickname they don't like
4	Personal Attacks	Touching on family, physical and economic
5	Excessive Jokes	Jokes with condescending elements

Based on Table 1, verbal bullying behavior in schools is dominated by teasing and jokes containing elements of insult. This finding indicates that some students do not understand the line between joking and verbal bullying. According to interviews with guidance counselors, this behavior often occurs because students are accustomed to using harsh language in everyday social interactions. Furthermore, peer influence and the culture of joking in the school environment also contribute to the emergence of verbal bullying behavior.

The results of this study align with research conducted by Dorothy L. Espelage, which explains that verbal bullying is the most common form of bullying found in schools because it is considered part of adolescent social dynamics (Espelage et al., 2021). Other research also suggests that students' low awareness of the impact of their speech is a major factor in verbal bullying in schools (Gaffney et al., 2023).

In addition to verbal bullying, this study also found that the frequency of verbal bullying in schools is quite high. Based on documentation from the guidance and counseling casebook over the past year, teasing and insults were the most frequently reported forms of verbal bullying. This frequency indicates that verbal bullying is not merely incidental behavior, but occurs repeatedly among certain students.

Table 2 Frequency of Verbal Bullying at SMP 11 Palembang

No	Forms of Verbal Bullying	Forms of behavior
1	Mockery or Ridicule	15 times
2	Insult	12 times
3	Negative Nicknames	10 times

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4	Personal Attacks	8 times

Based on Table 2, teasing or teasing is the form of verbal bullying with the highest frequency, with 15 cases per year. This frequency indicates that teasing has become a fairly common interaction pattern in the school environment. Observations show that this behavior usually occurs when students are joking with their peers or when minor conflicts arise between students. These findings suggest that students' low self-control in communication is a primary cause of verbal bullying.

Interviews with student victims revealed that verbal bullying has serious psychological impacts. Victims feel sad, embarrassed, hurt, lack self-confidence, and tend to withdraw from social settings. Some students also reported becoming quieter and less active in learning activities after experiencing repeated verbal bullying. The guidance counselor explained that some student victims even have difficulty interacting with peers due to fear of being teased or insulted again.

Table 3 The Impact of Verbal Bullying on Students

Impact Aspects	Impact Form	Indicator
Emotional	Sad, ashamed, hurt	Moody, easily offended
Psychological	Low self-esteem, anxiety	Lack of self-confidence
Behavior	Quiet and passive	Inactive in class
Social	Withdraw	Avoid socializing

Based on Table 3, verbal bullying has a significant impact on students' emotional, psychological, behavioral, and social well-being. The emotional impact is evident in the feelings of sadness and shame among victims. Psychologically, victims experience decreased self-confidence and anxiety when interacting with friends. Meanwhile, socially, victims tend to avoid social circles and prefer solitude. These findings indicate that verbal bullying is not just a matter of ordinary communication, but can also impact students' social and psychological development.

The findings of this study support the research of Sameer Hinduja and Justin W. Patchin, which states that verbal bullying can cause emotional distress, low self-esteem, and decreased social relationships in students if it occurs repeatedly (Hinduja & Patchin, 2022). Furthermore,

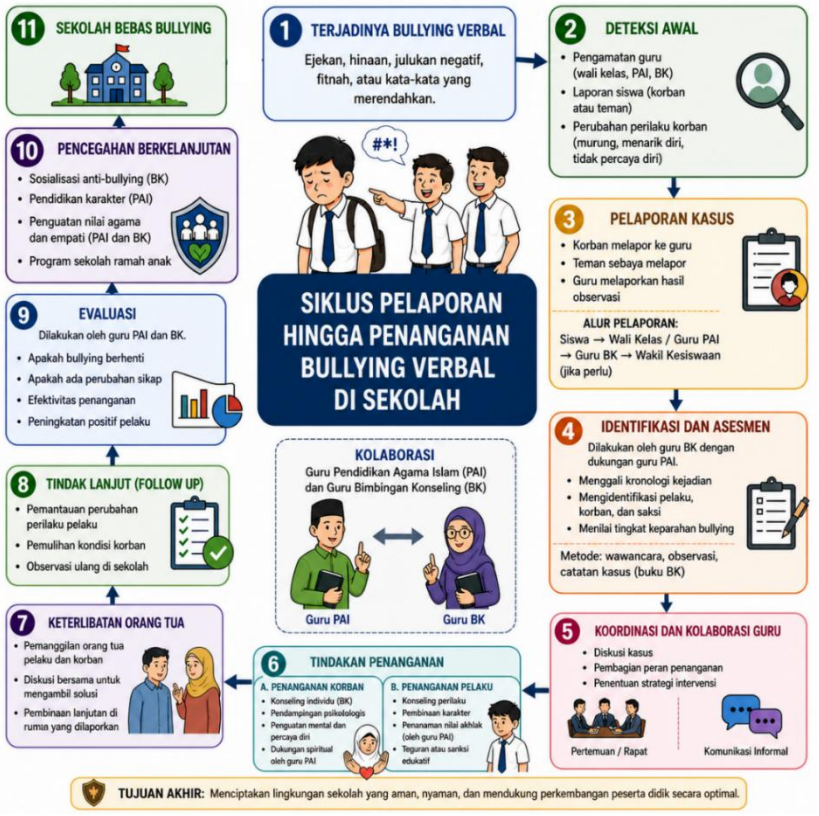
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research by Huang and Chou (2022) also explains that victims of verbal bullying tend to experience social anxiety and decreased participation in school activities.

Based on the research results, the handling of verbal bullying at SMP PGRI 11 Palembang was carried out through collaboration between Islamic Education teachers and Guidance and Counseling teachers. This collaboration was carried out through communication, coordination, role allocation, counseling services, moral development, and parental involvement. The guidance and counseling teachers played a role in identifying problems, assessing, and providing counseling services to students who were both perpetrators and victims of verbal bullying. Meanwhile, the Islamic Religious Education teachers played a role in providing moral development and strengthening religious values so that students understood the importance of being mindful of their words and respecting others.

Figure 1. Cycle of Reporting to Handling Verbal Bullying in Schools



Based on Figure 1, the process of handling verbal bullying in schools is carried out through several interrelated stages and involves collaboration between Islamic Religious Education

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teachers, Guidance and Counseling teachers, homeroom teachers, parents, and the school. These stages begin with the occurrence of verbal bullying behavior in the form of teasing, insults, negative nicknames, slander, or derogatory remarks about other students. Next, initial detection is carried out through teacher observations and student reports. The case is then reported to the Guidance and Counseling teachers and Islamic Religious Education teachers for identification and assessment of the perpetrators and victims.

After the assessment process is completed, Islamic Religious Education (PAI) teachers and guidance counselors coordinate to determine appropriate treatment strategies tailored to the student's condition. Treatment includes moral development, strengthening religious values, counseling services, psychological support, and monitoring student development. Parents are also involved in this process to assist with student guidance at home. Follow-up and evaluation are conducted to determine changes in student behavior after treatment. In addition, the school implements ongoing prevention through character education, anti-bullying outreach, and child-friendly school programs.

Thus, the cycle diagram shows that collaboration between Islamic Religious Education teachers and Guidance and Counseling teachers in addressing verbal bullying is carried out systematically, purposefully, and sustainably. This collaboration focuses not only on resolving verbal bullying cases but also on prevention efforts and character building for students, creating a safe, comfortable, and bullying-free school environment.

Observations show that direct communication between Islamic Religious Education (PAI) and Guidance and Counseling (BK) teachers occurs when students are identified as engaging in verbal bullying. The BK teachers typically convey the results of their problem identification to the PAI teachers, who then provide guidance through a religious approach. This collaboration also involves homeroom teachers and parents to ensure ongoing guidance, both at school and at home.

The research results showed that collaboration between Islamic Religious Education (PAI) teachers and guidance counselors had a positive impact on student behavior. Based on observations, several students began to show behavioral changes, such as speaking more politely, reducing teasing of peers, and increasing respect for others. The PAI teacher explained that familiarizing students with religious values and character education helped them understand that insulting and teasing behavior contradicts Islamic moral values. Meanwhile, the guidance counselor stated that counseling services helped students understand the impact of their words and behavior on others.

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These findings align with research by Rahman et al. (2023), which explains that collaboration between subject teachers and guidance counselors can increase the effectiveness of bullying management in schools because students receive psychological, moral, and spiritual guidance. Research by Sari et al. (2024) also states that religious approaches and counseling have a positive influence on developing empathy and self-control in students.

In addition to supporting factors, this study also identified several inhibiting factors in the collaboration between Islamic Religious Education (PAI) teachers and guidance counselors. One major obstacle is the continued difficulty of students opening up during counseling. Some students feel embarrassed or afraid to share their problems, requiring teachers to take a gradual approach to encourage them to share. Furthermore, some students still view teasing and insults as ordinary jokes, thus failing to recognize the negative impact of such behavior.

Despite this, the collaboration continued to run smoothly thanks to adequate school facilities, teacher commitment, principal support, and the school's anti-bullying program. This program encompassed anti-bullying outreach, character development, and the strengthening of religious education for students. Observations showed that these activities helped raise students' awareness of the importance of being mindful of their language and respecting their peers.

Overall, the research results indicate that verbal bullying at SMP PGRI 11 Palembang still occurs in various forms and has a significant impact on students' psychological well-being. Handling verbal bullying through collaboration between Islamic Education teachers and Guidance and Counseling teachers has been proven to help reduce verbal bullying behavior through counseling approaches, character building, and strengthening religious values. This collaboration also shows that handling verbal bullying requires cooperation from all school officials and parents to create a safe, comfortable, and bullying-free educational environment.

DISCUSSION

The results of the study indicate that verbal bullying behavior at SMP PGRI 11 Palembang remains a fairly serious problem in student social interactions. The forms of verbal bullying found include teasing, insults, negative nicknames, comments that attack physical conditions, insults against families, and even demeaning students' economic conditions. These findings indicate that verbal bullying can no longer be viewed as a form of ordinary jokes, but has developed into a social behavior that impacts the emotional, psychological, behavioral, and social conditions of students. In the context of education, this condition indicates that the school environment is not yet completely free from unhealthy communication practices between students.

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Theoretically, the findings of this study reinforce Dorothy L. Espelage's view that verbal bullying is the most common form of bullying in schools because it is easy to do and is often considered part of adolescent social interactions (Espelage et al., 2021). This research also aligns with the results of research by Gaffney et al. (2023) which stated that low self-control and weak social awareness in students are the main factors in the emergence of verbal bullying behavior in schools. In this study, most student perpetrators considered teasing and insulting behavior as a form of joke, so they did not understand the psychological impact it can have on the victims. This indicates the normalization of verbal bullying behavior in students' daily communication culture.

From a social psychology perspective, verbal bullying behavior that occurs in schools can be explained through Albert Bandura's social learning theory. This theory explains that a person's behavior is formed through the process of observing and imitating the surrounding social environment (Bandura, 2021). In the context of this study, students tend to engage in teasing and insults because they see these behaviors repeated within their friendship groups. As a result, these behaviors are considered normal and become part of everyday communication patterns. This finding is similar to the research of Huang and Chou (2022), which states that peer influence plays a significant role in the formation of verbal bullying behavior in middle school environments.

In addition to social environmental factors, this study also shows that students' weak emotional literacy contributes to high rates of verbal bullying. Some students are unable to understand others' feelings and lack empathy when interacting with peers. This condition leads to students tending to use harsh words or insults without considering the impact on the victim. This finding aligns with research by Romera et al. (2021), which found that low empathy and low social skills significantly correlate with high rates of verbal bullying in schools.

This study also shows that verbal bullying has a significant impact on the emotional and psychological well-being of student victims. Victims experience shame, sadness, low self-esteem, anxiety, and even social withdrawal. In some cases, students become less active in learning activities and experience decreased self-confidence when interacting with peers. These findings support the research of Hinduja and Patchin (2022), which explains that victims of verbal bullying tend to experience psychological disorders such as social anxiety, decreased self-esteem, and impaired interpersonal relationships if the bullying behavior occurs repeatedly.

From an educational perspective, this situation has serious implications for student development. A psychologically unsafe learning environment can hinder students' learning and social development. According to Wang et al. (2023), verbal bullying can lead to decreased learning motivation, lower student participation in learning, and disrupted social relationships

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within the school environment. The findings of this study indicate that victims of verbal bullying tend to become quieter and more passive in classroom activities. This suggests that verbal bullying not only impacts students' mental health but also impacts the overall quality of the educational process.

One of the important findings of this study is the collaboration between Islamic Education teachers and Guidance and Counseling teachers in addressing verbal bullying. This collaboration is carried out through communication, coordination, character development, counseling services, and parental involvement. The guidance and counseling teachers play a role in identifying problems, assessing, and providing psychological support to students, while the Islamic Religious Education teachers reinforce religious values and foster moral development. This collaborative approach demonstrates that addressing verbal bullying requires not only a psychological approach but also a moral and spiritual one.

These findings are similar to research by Rahman et al. (2023), which states that collaboration between subject teachers and guidance counselors can increase the effectiveness of bullying management in schools because students receive comprehensive guidance, both psychologically and morally. Furthermore, research by Sari et al. (2024) also explains that religious education plays a significant role in developing empathy, self-control, and positive social behavior in students. In this study, Islamic Religious Education teachers play a role in instilling values of mutual respect, being mindful of one's words, and avoiding hurtful behavior through a religious approach. This is the main difference between this study and several previous studies that have focused solely on counseling approaches.

This study demonstrates that a religious approach plays a strategic role in preventing and addressing verbal bullying in schools. From an Islamic perspective, being mindful of one's words and respecting others are essential moral values that must be applied in everyday life. Therefore, integrating counseling services with religious education is an innovative way to address verbal bullying in schools. These findings support research by Alserhan et al. (2022), which explains that a spiritual values-based approach can increase students' moral awareness and help reduce aggressive behavior in schools.

In addition to providing theoretical contributions, this research also has practical benefits for the world of education. First, the results can serve as a basis for schools in developing collaborative bullying prevention programs between subject teachers and guidance counselors. Second, this study demonstrates the importance of character education and strengthening religious values in building a healthy and safe school culture. Third, the results can serve as a

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reference for teachers and parents in understanding the impact of verbal bullying and the importance of building positive communication with students.

However, this study has several limitations. It was conducted in only one school, so the results cannot be generalized to other schools with different social contexts. Furthermore, this study focused primarily on verbal bullying, thus not examining other forms of bullying, such as physical, social, or cyberbullying. Another limitation lies in the use of a qualitative approach that emphasizes data depth, making the results more contextual than statistical generalizations.

Based on these limitations, future research is recommended to expand the study location to several schools with different characteristics to obtain a more comprehensive picture of bullying management patterns in educational settings. Future research could also employ a mixed methods approach to combine qualitative and quantitative data for stronger and more objective results. Furthermore, further research could develop intervention models based on character education, counseling, and digital technology to prevent verbal and cyberbullying in schools.

Overall, this study shows that verbal bullying is a social problem that has a significant impact on students' emotional, psychological, and social development. Addressing verbal bullying requires a collaborative approach involving Islamic Education teachers, guidance and counseling teachers, homeroom teachers, parents, and school officials on an ongoing basis. This collaboration has been shown to help build students' awareness of the importance of being mindful of their language, respecting others, and creating a safe and conducive school environment for student development.

CONCLUSION

Based on the research results, it can be concluded that verbal bullying behavior among students at SMP PGRI 11 Palembang still occurs in various forms such as teasing, insults, giving negative nicknames, and comments that demean students' physical and social conditions. This behavior has an impact on the emotional, psychological, and social conditions of the victims, such as decreased self-confidence, the emergence of anxiety, and a tendency to withdraw from friendships. This study also shows that collaboration between Islamic Religious Education teachers and Guidance and Counseling teachers has an important role in handling verbal bullying behavior through moral development, strengthening religious values, counseling services, student mentoring, and coordination with homeroom teachers and parents. This collaboration helps increase students' awareness of the importance of being mindful of their words, respecting others, and creating a safer and more conducive school environment.

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Based on the research findings, it is recommended that schools strengthen bullying prevention programs through more intensive collaboration between Islamic Religious Education (PAI) teachers, guidance counselors, homeroom teachers, and parents. Schools also need to continuously improve character education and strengthen religious values so that students have better social awareness and self-control in interacting with peers. Furthermore, further research is expected to develop studies on handling bullying with a broader scope, both on other types of bullying and at different educational levels, so that a more comprehensive understanding of strategies for preventing and handling bullying in educational environments is obtained.

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