

EMPATHY-BASED STORIES OF BULLYING AT BOARDING SCHOOL: STUDENTS' PERCEPTIONS AND EXPECTATIONS

Thesis

**Submitted to meet the Graduation Requirements of
Master's Degree (M.A. in Education)**



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ABSTRACT

Bullying in Indonesian boarding schools is like an invisible iceberg. The Indonesian Child Protection Commission reports 30 to 60 incidents annually, with 226 cases in 2022 alone. However, the actual numbers may be higher. Despite numerous bullying studies, none have utilized the method of empathy-based stories for data collection. The study aimed to use empathy-based stories to comprehend bullying at Boarding School X in Bogor, West Java. By Qualitative approach, the fictional narratives were used to be effectively capturing emotions and situations. There were 20 students were engaged as the primary source. Along with observations and interviews, three inquiries delved into bullying dynamics, students' expectations, and the method's effectiveness. The findings show boarding school bullying is more distressing than in public schools due to close interactions and limited parental contact. Those involved in bullying experience fear and sadness. Students seek supportive relationships with parents and the school, and friends offer them a safe outlet to express themselves. This study shed a light how the empathy-based stories create a secure space for students to share emotions, preserving self-esteem and amplifying their voices. While the study has limitations due to exam schedules, the effective method holds promise for future applications due to its success and lack of use in Indonesian research data collection.

Keywords: *boarding school, bullying, empathy-based stories, students' expectations, students' perceptions.*

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Dear Mom, I still vividly remember the moment you dropped me off on my very first day of school. I was not even six years old, unable to read or write, filled with confusion and fear, having never interacted with anyone beyond our loving family. Yet, I had to face this new world alone. As tears welled up in my eyes, you gently wiped them away and spoke these profound words: "Fikar, my dear, don't cry. Fikar must go to school. Mom cannot accompany you, but we have divided our roles. Fikar will go to school and learn to be clever. Mom will work hard to provide for us. Remember to respect your teachers and stay out of trouble." Time passed swiftly, almost unnoticed, until I finally completed my undergraduate education. Our roles remained unchanged, with me pursuing knowledge and you tirelessly earning a living. Despite your own limitations, you persevered to provide for me and my siblings. You often expressed that it was enough for you to have yet to experience education yourself. Even when I started working and had my own income, you never asked for anything. You always insisted, "It is enough for you, my child. Your happiness is all that matters to me." Mom, words fail to capture the depth of my gratitude for having extraordinary parents like you, my first teachers. Now, speaking of my master's degree, you know my deep passion for education, and I didn't want to "burden you" any further. However, through the power of prayer and your unwavering faith in me, I have successfully completed this master's program. Thank you for believing in me. In truth, I am an extension of you, and you are an integral part of me. Therefore, this achievement belongs to all of us and is a testament to your guidance and Dad's support.

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GLOSSARY AND ABBREVIATIONS

Amal ma'ruf nahi mungkar: It is the Arabic language taken from the Quran, which means telling people to do good and prohibiting people from doing evil.

Badan Pusat Statistik: Central Agency on Statistics.

BAN S/M: Badan Akreditasi Nasional Sekolah/Madrasah (School/Madrasah National Accreditation Board)

BK: Bimbingan Konseling (counselling guidance teacher)

Fajr prayer: Subuh prayer or *Fajr* prayer is one of the obligatory prayers of the five daily prayers performed at dawn until sunrise.

Halaqah: In Arabic, the meaning of *halaqah* is a circle. Regarding Islam, *halaqah* is often defined as a religious activity or meeting to study Islam and the Quran. Usually, in *halaqah* activities, one or several main speakers present certain topics, and several listeners sit in a circle listening to the material.

Idhof: *Idhof* is additional learning at the boarding school. *Idhof* is usually done in the afternoon or evening.

Isya prayer: is one of the five prayers performed after the red cloud on the western horizon disappears until the sun rises.

KPAI: Komisi Perlindungan Anak Indonesia (The Indonesian Child Protection Commission)

MEBS: Method of empathy-based stories

Pesantren/Pondok pesantren: is an educational institution Islamic religious education institution that grows and is recognized by the surrounding community, with a dormitory system whose students receive religious education through a recitation system and madrasah, which is fully under the sovereignty and leadership of a kyai.

Qiyamullail: Qiyamullail means standing at night. That is, *qiyamul lail* is a night prayer performed after the evening prayer until dawn or dawn breaks.

Santri/student: *Santri* is a term for someone who follows Islamic religious education in *pesantren*.

Study Banding: Simply put, "*study banding*" involves comparing various aspects of teaching and learning activities. This activity offers numerous significant benefits for students.

Ustadz: In addition to its honorific use, *Ustadz* is also commonly used in its literal sense to refer to a teach.

CHAPTER I: INTRODUCTION

“A variety of positive and adverse events characterize the human experience. Each individual possesses a unique narrative and function within society. At times, individuals may encounter challenges and hardships in their lives. If there is mutual understanding between the parties involved in a communication exchange, any potential issues will likely be manageable. The human experience is often fraught with difficulties and obstacles. However, the capacity for empathy can serve as a valuable tool in navigating these challenges and easing the burden of daily life.” – Zulfikar, 2023.

This chapter explains the motivation behind the research endeavour, as encapsulated in the research background. Moreover, three research questions were posed and addressed. Additionally, the chapter elucidates the significance of the research.

1.1. Research Background

The issue of school bullying in Indonesia continues to be a prevalent concern (Borualogo et al., 2022). The Indonesian Child Protection Commission (KPAI) has recorded an annual average of 30 to 60 bullying incidents across elementary, junior high, and senior high schools (KPAI, 2022). According to the report by KPAI (2022), 226 incidents of physical and psychological assaults, encompassing bullying, were documented in 2022. As per the data provided by Badan Pusat Statistik (2022), the recorded incidence of bullying in Indonesia appears to be relatively small compared to the total number of pupils enrolled in the country. However, as the KPAI (2022) suggests, it is crucial to remember that the actual number of bullying cases might be significantly higher than the recorded figures. As per the Program for International Student Assessment (PISA) findings conducted in 2022, a considerable proportion of children and adolescents in Indonesia have reported experiencing various forms of bullying. In particular, 15% of the participants reported experiencing bullying, 19% reported exclusion, 22% reported insults, 14% reported threats, 18% reported physical assault by their peers, and 20% reported being victims of rumour-mongering. According to the United Nations

International Children's Emergency Fund (UNICEF) report of 2020, Indonesia exhibits a comparatively higher incidence of child abuse than other Asian countries such as Vietnam, Nepal, and Cambodia.

Bullying is the most common form of school violence (Ahmed, Ahmed, & Hiramoni, 2021). According to KPAI, bullying is a form of violence in schools that includes student brawls, complaints of class discrimination, and extortion. Nonetheless, bullying can occur directly and indirectly, both physically and verbally (Hirsch et al., 2012). This type of verbal bullying is often done unconsciously (Monny et al., 2022). Many perpetrators of verbal bullying argue that they are just making jokes or joking around and label the victims as annoyed if they feel offended by the unpleasant sentences or words they say (Lette & Paulus, 2021). Moreover, verbal bullying usually means harsh sentences or ridicule directed at someone (Arifuddin et al., 2021). In contrast to verbal bullying, physical bullying can leave marks that are easily visible to teachers. However, physical oppression is not limited to punches or other actions that leave marks or wounds on the victim's body (Shah & Khan, 2021). Physical bullying can also take the form of being blocked in the middle of the road, bullying by bringing a group, or pelting small objects. Next is cyberbullying, which is relatively new because it has only become common since social media and the internet have become so popular. Cyberbullying often happens in schools, even though it is new (Burnham & Wright, 2012). One example of cyberbullying is the emergence of haters who often give scathing comments on social media pages (Indrayani & Johansari, 2019).

Bullying can occur at any time and in any location because bullying is a means of identity formation, even a negative one (Santrock, 2007). Not only does bullying exist in public schools, but it also occurs in Islamic boarding schools (Alwi, Lubis, & Lubis,

2019). The presence of students from various places in boarding schools with a variety of different qualities and traits is due to several factors, including a lack of adult supervision and the presence of people from various places with different customs and cultures (Zindi, 1994), and students' life satisfaction at boarding school is low, which is correlated with bullying behaviour (Proctor, Linley, & Maltby, 2009). There should also be more monitoring and rules in the dormitory. The boarding schools' rules are intended to help the children learn to be more disciplined, but the children see them as limits. It immediately and continuously leads to bullying, such as beating, mocking, and taking the victims' belongings (Ubaidillah, 2022).

Bullying is like an iceberg (Lantos & Halpern, 2015). A substantial amount of ice lies beneath the water but appears much smaller on the surface; it is thought to be about bullying in Indonesian institutions, particularly boarding schools, where students live together and participate in activities that can lead to fights or bullying (Pfeifer & Pinquart, 2014). School bullying happens often, but not all cases are reported and fixed because students do not tell their parents or teachers about it because they think parents or teachers will not care or do anything about it (Athanasziades & Deliyanni-Kouimtzi, 2010). Therefore, bullying has taken root and grown in boarding schools (Waliyanti & Swesty, 2021). Only a few cases that are large enough and go viral have made it into the news. For instance, that is in one case of persecution, a student (AM) at one of the boarding schools in East Java died (Darmawan, 2022). The police were investigating an alleged abuse case that resulted in AM students' deaths at the boarding school on August 22nd, 2022 (Darmawan, 2022). Based on the investigation's early results, the alleged mistreatment of the AM students happened at the boarding school, where there could have been a misunderstanding between the victim (AM) and the two alleged attackers after the campground (Darmawan, 2022).

Several factors influence students to engage in bullying; family factors, the environment, peers, social media, and school factors (Zakiyah et al., 2017). One of the internal factors that can make someone involved in bullying is empathy; therefore, students who lack empathy often have more difficulty forming relationships and are less likely to treat others well or feel bad after doing something that hurts someone (see Warden & Mackinnon, 2003; Jolliffe & Farrington, 2006; Munoz & Padgett, 2011). However, that does not mean that bullied students do not have empathy because bullied students tend to have good cognitive empathy but lack affective empathy (see Gini et al., 2007). Therefore, many studies have investigated the relationship between bullying and empathy.

Empathy dampens aggressive tendencies via two mechanisms. The first concerns the "cognitive" aspect of empathy and works through a person's ability to play a role (Davis, 1994). Aggression is less likely to occur when a person is better able to understand and accept the points of view of others (Feshbach, 1978). Role-playing could help people look at other people's reasons and motivations more objectively to understand and accept what they do. The second mechanism involves the "affective" parts of empathy, which allow aggressors to feel the pain of their victims and stop being aggressive by avoiding emotional stress or easing their pain (Batson et al., 1989; Eisenberg & Fabes, 1998). The emotional and mental parts of empathy make people less angry and violent (Kaukiainen et al., 1999; Albiero & Lo Coco, 2001; and Mehrabian, 1997).

Researchers found the correlation between empathy and bullying to be statistically significant. The results indicate that individuals with lower empathy tend to engage in bullying behaviour more frequently than those with higher empathy (e.g., Firmansyah, 2022). Research indicates that enhancing empathy skills can reduce bullying behaviour

in children and adolescents (Rahmah, 2021). It demonstrates the importance of teaching children and adolescents social and emotional skills to prevent bullying behaviour (see Smith & Low, 2013). In addition, various qualitative and quantitative types of research have been conducted using surveys, experiments, and other methods. However, there has never been a study that uses students' empathy abilities as a main of data collection in research. Bullying-related research has not provided a forum for those who wish to express their opinions on bullying, i.e., write empathy-based stories to determine the extent to which this phenomenon occurs.

The method of "empathy-based stories," which is like "fictional narrative role-playing," can capture the social and cultural engagement of the situation and the respondent (Eskola, 1997). The method can be used to investigate how people think, feel, behave, and engage with specific themes (Eskola, 1988; Wallin et al., 2018), where the participants are told to put themselves in the shoes of certain characters in a script (a story outline given by the researcher) and then use their imaginations to continue the story (Eskola, 1988; Wallin et al., 2018). Therefore, researchers have done several studies using empathy-based stories in the past, and the results have been good at describing a problem or phenomenon (see Literature Review in Chapter 2).

Empathy-based stories can give people a voice in research that would otherwise go unheard and generate rich and valuable data on shared cultural meanings (Posti-Ahokas & Hanna, 2013). However, even though the method of empathy-based stories has been frequently used recently in the educational sector, my search in Google Scholar with the keywords "empathy-based stories" and "MEBS" show that no researcher has used this method to study the phenomenon of bullying in boarding schools because, bullying is a sensitive topic in Islamic boarding schools (Nugroho & AinyFardhana, 2018), and

empathy-based stories are also very suitable for sensitive research topics (see Wallin, Koro-Ljungberg, & Eskola, 2018). Thus, I am interested in using this method of empathy-based stories to find out more about the bullying phenomenon that has been happening in boarding schools.

1.2. Research Questions

The purpose of this research is to capture bullying among students at X boarding school in Bogor, West Java, Indonesia. In this thesis, I formulate three research questions:

1. How do students perceive bullying in boarding schools?
2. What are the students' expectations regarding bullying in boarding schools?
3. How does the method of empathy-based stories capture bullying in the boarding school?

1.3. Research Objectives

1. To explore how bullying happens among the students in boarding schools.
2. To know students' expectations regarding bullying in boarding schools.
3. To understand how method of empathy-based stories capture bullying in the boarding school.

1.4. Significance of the Research

It consists of scientific significance directed at the development of science or theoretical use and practical significance; helping to solve and anticipate problems that exist in the object under study. This thesis aims to interpret the use of empathy-based stories in uncovering bullying incidents in Islamic boarding schools that have yet to be completely resolved. In other words, since there is no qualitative research in Indonesia that uses the method of empathy-based stories to collect data, this research can be the

scientific source that inspires future researchers to use the method of empathy-based stories to investigate an ongoing case or phenomenon, especially in the educational sector.

Moreover, with practical significance, this research will shed new light on the problem of bullying in schools, particularly in the X boarding schools. Existing research on bullying among students in schools has yet to allow students to use their empathy to describe how bullying occurs, how they feel about it, and what protection they require. Through these empathy-based stories, bullies can use empathy by imagining how the victim feels. Moreover, the results of this study can become an option for teachers and other stakeholders involved in teaching and learning to use empathy-based stories as a strategy with students who are victims of bullying and students who are bullied. Lastly, I aim to propose empathy-based stories as a tool for research and instruction in Indonesia.

CHAPTER II: THEORETICAL FOUNDATION

The present chapter begins by elucidating the antecedent literature review section concerning the employment of empathy-based stories in addressing bullying occurrences in boarding school settings. I subsequently explain the terminology utilized in the theoretical framework.

2.1. Literature Review

2.1.1. Method of Empathy-Based Stories

The method of empathy-based stories has been frequently used in data collection for qualitative research. The use of empathy-based stories research has been conducted in various fields (e.g., human society, medical and health sciences). What is more, much of it has been conducted in educational studies, and the amount of international research on method of empathy-based stories has grown in recent years. The method of empathy-based stories has been around for a long time and is employed in various fields, especially education. Initially, the method of empathy-based stories was referred to as "passive" or "non-active" role play (Eskola, 1998). Later, the method of empathy-based stories was introduced as a translation of the Finnish idea because the method of empathy-based stories originated in Finland (Wallin, Koro-Ljungberg, & Eskola, 2018). However, the method of empathy-based stories resembles fictitious role-playing, where informants compose short stories based on a story frame provided by the researcher (Wallin, Koro-Ljungberg and Eskola, 2018). Changing the narrative frame and its components, like conventional experimental research, allows the researcher to see how stories change when a single element is altered. Typically, participants are prompted to relate the framing story or describe the events leading up to the situation (Eskola & Wallin, 2015; Wallin et al., 2015) with two kinds of instructions: put themselves in the shoes of the target, or the

person named in the frame story, and try to understand what the target is going through. (Davis et al., 2004).

2.1.2. The Strength and Weakness of the Method of Empathy-Based Stories

Empathy-based stories have been used in Finland since the early 1980s when it was first described in two handbooks (see Eskola 1991, 1997a). Although empathy-based stories research methods have increasingly been conducted in recent years, this research has only been conducted mostly in Finland or by Finns outside Finland (Wallin, Koroljungberg, & Eskola, 2018). Moreover, I began with the journal "Library as the Student's Cornerstone or Obstacle: Evaluating the Method of Empathy-Based Stories," which describes how researchers evaluate what Kuopio University students in Finland think of their library using empathy-based stories (Juntunen & Saarti, 2000). The study found that empathy-based stories are a great way to figure out how the students' personalities affected how they used the university library. Even though the outcomes of this research are dependent on individual interpretations, it can be avoided by working as a team to figure out what the stories mean, looking at the interpretations critically, and using modern methods for analysing qualitative data (Juntunen & Saarti, 2000).

The social and cultural engagement of situations and participants can be captured more accurately using empathy-based stories, which have seen an increase in recent years (Eskola, 1997). A study in Tanzania entitled "Empathy-based stories capturing the voice of female secondary school students in Tanzania" was willing to reveal the causes of why many secondary school graduates find it difficult to build their future between continuing their education or finding a job (Posti-Ahokas, 2013). In addition, the research demonstrated that the use of empathy-based stories may considerably enhance the comprehension of the phenomenon under investigation and produce additional ideas, which has been previously recognized as the core of the method of empathy-based stories

as a texture (see Posti-Ahokas, 2013; Eskola, 1994). Using empathy-based stories to give voice to those whose views may not normally be heard in research because it is difficult to speak out against sensitive issues is a secondary benefit (see Wallin, Koro-Ljungberg, & Eskola, 2018). Lastly, stories based on empathy may help create rich and valuable data on shared cultural meanings. At the very least, from the results of this study, I as a researcher, discovered the capacity and capability of empathy-based stories to study social research and unfamiliar cultural settings (see Posti-Ahokas, 2013), which has triggered me to research bullying.

Apart from offline meetings and personal interactions between the participants and researchers (see Wallin, Koro-Ljungberg, & Eskola, 2018), collecting data through empathy-based stories can also be done via social media. Unlike the two journals I have previously described above, a study by Kultalahti and Viitala (2015) shows that collecting data through social media like Facebook can be effective. The study collected data from Facebook, where a sample of working millennials described factors which they found encouraging and desirable in the workplace. In this research, 252 millennials responded and wrote about their insights without being told how long each story could be (Kultalahti & Viitala, 2015). Like most empathy-based story studies, this one creates two frames of the story (one positive and one negative) and then asks participants to respond to the prepared scripts. The positive thing is that researchers can meet with participants without meeting with participants. Therefore, participants are freer to express their opinions about a phenomenon that is happening. Moreover, the stories are always written without the need to write real names and without coercion (see Wallin, Koro-Ljungberg, & Eskola, 2018). This research also concludes that this way of telling empathy-based stories has the benefit of being exploratory, which makes it suitable for a qualitative study of psychological contracts among millennials (Kultalahti & Viitala, 2015).

The use of empathy-based stories shows that one of the most important things for most of the people who answered the survey was to give a fun, entertaining session that got people interested in the different cultures (Nishimura, 2017). Moreover, Nishimura's 2017 thesis, "Exploring empathy-based stories about intercultural education: perceptions of intercultural education among teachers with an immigrant background in Finland," shows that the selection of data analysis is crucial where in this study content analysis is deemed appropriate for analysing the collected data. Therefore, when the stories of immigrant teachers were carefully examined, the results showed that many immigrant teachers could make classroom activities centre on the students and encourage interaction and conversation, and their most effective pedagogical techniques can significantly assist intercultural education (Nishimura, 2017).

The method of empathy-based stories is particularly useful for understanding how people feel about a phenomenon and homing in on issues that really matter to the individuals under study (see Wallin, Koro-Ljungberg, & Eskola, 2018). A journal that used empathy-based stories to determine what school lunches were like for children (Berggren et al., 2020) shows that empathy-based stories can delve into children's lived experiences in relation to the social and physical aspects of school meals. Moreover, using empathy-based stories in data collection can capture a broad perspective and is different from the others. Additionally, the article "Teachers' Stories on a Sense of Belonging in a Co-Teaching Relationship," conducted by Pesonen et al., 2021, examines primary school teachers' perceptions of their sense of belonging in co-teaching with other colleagues and shows that this method can explain the views, expectations, sociocultural representations, and mental visualisations of the participants in the study towards some phenomena (see Wallin, Koro Ljungberg, & Eskola, 2018), even the valuable method for developing future phenomena, and exploring possible ways of thinking about them (Wallin, 2022).

However, researchers must be wary of leaping conclusions about the "truth" and empathy-based stories (Wallin, 2022). And then, because the research results are subjective and limited by the small number of participants, the results cannot be generalized to the same phenomena in different places (Pesonen et al., 2021).

Empathy-based stories are preferable for explanatory research, which needs many participants (see Wallin, Koro Ljungberg, & Eskola, 2018). The study, "berggre Conducted by Kutlak in 2020," uses empathy-based stories to find and compare the factors and barriers that motivate and stop people from doing their best work in the Czech Republic which consists of 134 participants gives essential data to the research. In line with this, the following study, one of the most recent, used empathy-based stories to determine participants' demand and intentions for liveable urban green spaces (Shu et al., 2022), involving 765 participants (ages 8-10) who were surveyed using empathy-based stories. Moreover, unlike other empathy-based story studies that use two or more frame stories, the study involves many participants, and the researcher can provide four or even 17 versions of scripts (e.g., Shu et al., 2022).

Next, empathy-based stories as a data collection method were also found in one of the special needs education journals, where the use of empathy-based stories aimed to investigate access and policies related to partnership and provision in the Finnish Early Childhood Education and Centre (ECEC) context (Aikas et al., 2022). In Finland, a new ECEC curriculum has been used since 2022 to "sponsor children with intellectual disabilities and autism" (see Aikas et al., 2022). Like other empathy-based stories research, this research makes two frame stories (one positive and one negative). In summary, the results of this study involving 104 early childhood special education teachers suggest that empathy-based stories successfully captured the experiences of early

childhood researchers in developing key supports and partnership methods (Aikas et al., 2022).

To sum up, the literature review mentioned above sufficiently describes where and how the method of empathy-based stories has been applied in research and discussed their strengths, weaknesses, and future potential. Moreover, this thesis aims to introduce the method of empathy-based stories and inform education scholars, mainly Indonesian, about the outlook of empathy-based stories and how empathy-based stories can be applied as a data collection method to capture bullying among students at boarding schools.

2.1.3. Bullying in Boarding Schools

The main goal of Islamic boarding schools is to help their students become Muslims who understand and follow Islam's teachings and have strong, independent personalities (Sirojudin et al., 2021). Therefore, boarding schools can be a safe and conducive place for students to socialize and develop their potential to become the expected pious person (Rohaeni et al., 2021). However, Islamic boarding schools are not always safe for children's mental development; the proof is that bullying behaviour also applies to students (see Sudjak, 2017). Bullied students generally do not dare to fight their stronger friends, so they are more silent (see Coloroso, 2006). With the presence of students at the conventional level, it is not surprising that many still practices bullying. Bullying in Islamic boarding schools can occur if there are weaker parties in terms of their class level or terms of assertiveness and expressing opinions (Alwi & Lubis, 2019). However, it must be known that the life of students in Islamic boarding schools is communalistic; there is no partition of traditional individualistic life where everything is done together, from eating, studying, sleeping, resting, and even reciting the Quran (see Kusnadi & Arfan, 2017).

On the other hand, on Erikson's psychosocial development theory, as outlined in Munley's work (1977), social interaction that is so thick between students will certainly have the potential to cause conflict (e.g., Mahmud & Khoerudin, 2015). Even the biggest problem that often arises in Islamic boarding schools or boarding schools, in general, is unpleasant treatment from seniors, such as being called bad names, being hazed, and so on (Nugroho & AinyFardhana, 2018). An incident at an Islamic boarding school in East Java in August, 22nd 2022 is evidence that the thick social interaction between students at the Islamic boarding school has not only positive but also negative impacts. As reported, a student died allegedly due to violence by his senior (Darmawan, 2022).

Bullying in Islamic boarding schools is nothing new to those who understand and interact with students in these schools. However, as far as the author knows, there has not been any proper research that reveals how bullying occurs in Islamic boarding schools and how to deal with it. It is because victims of bullying rarely admit what happened to them (Bakar, 2021). They are secretive and have a hard time telling others about it. They think they will not get help from other people (Coloroso, 2007). One of the reasons they find it difficult to confess is the shame of being bullied and excessive fear (Agatston et al., 2007).

Bullying is an act that is not justified, both from the point of view of religion, the law, psychology, medicine, or some other scientific perspective. In religion, for example, in surah Al-Hujurat verse 11-12, Allah strictly forbids people from making fun of, calling someone an ugly name, putting them down, or even oppressing them (Al-Quran terjemahan, 2015). According to the Law of the Republic of Indonesia, Number 35 of 2014, concerning Amendments to Law Number 23 of 2002 concerning Child Protection, children must be protected from attitudes of discrimination, exploitation, neglect, cruelty,

abuse, violence, injustice, and other deviant behaviour. Moreover, from a psychological perspective, bullying will be fatal for the victim. Depression, difficulty eating, and stress are some of the results of this act of bullying (Swearer & Hymel, 2015).

2.2. Theoretical Frameworks

2.2.1. Empathy

Empathy is an emotional response to someone else's emotional state or condition that is like what the other person is feeling or what they would be expected to feel (Eisenberg & Fabes, 1990). Empathy was first introduced by Titchener (1909), as cited in Wispe (1987) as an English translation of the German word "*Einfühlung*", which was initially used in aesthetic studies to describe the relationship between a person and an object of art. During the 20th century, the term was applied more and more to human relations, with approximately two emphases arising, one referring to the affective component and the other to the cognitive component of empathy (Borke, 1971, 1973; Deutsch & Madle, 1975).

Davis (2018) defines empathy as a set of constructs related to how a person feels the responses, feelings, and experiences of other people, feels sympathy, tries to solve problems, and takes other people's perspectives. Empathy becomes a reference and a motivator that encourages someone to help others in trouble. Baron and Byrne (2005) in Lestari 2021 say that empathy is the ability to feel the emotional state of others, to feel sympathetic, to try to solve problems, and to take other people's perspectives.

Hurlock (1991) argues that empathy is the ability to put yourself in another person's position, live the experience, and see the situation from another person's point of view. In other words, empathy is the ability to feel the feelings and emotions of others. According to Hoffman (1996), empathy involves a psychological process that makes a person's feelings more congruent with their situation. Eisenberg (2000) says that empathy

is a feeling that comes from understanding how other people are feeling emotionally or what they are feeling at that moment. Allport (1965), as cited in Bavelas et al. (1987), defines empathy as a change in one's imagination into the thoughts, feelings, and behaviour of others. Meanwhile, Rogers (1951), as cited in Watson 2016 offered two conceptions: first, empathy is accurately seeing another person's internal frame of mind. Secondly, in understanding the other person, the individual seems to enter the other person so that he can feel and experience what the other person feels and experiences without losing his identity.

Empathy is a form of self-awareness emotion, in addition to shame, jealousy, pride, and guilt, where these feelings come from becoming self-aware and being able to follow the rules and standards (LaFreniere, 2000). Meanwhile, Eisenberg (2000) states that empathy is the capacity to take on the role of others and adopt other people's perspectives concerning oneself. Other researchers call empathy the cognitive ability to understand the mental and emotional conditions of others (Borke, 1971, 1973; Deutsch & Madle, 1975) or social insight (Dymond, 1950 in Eisenberg, 2000). In other words, empathy involves cognition.

Based on the description above, it can be concluded that empathy is a cognitive ability to understand the mental and emotional conditions of other people, as well as psychological involvement that allows a person to be able to feel someone's feelings and emotions as if they could enter another person so that they could feel and understand the situation and condition from another person's point of view.

2.2.1.1. Aspect of Empathy

According to some experts, empathy has two components: affective and cognitive (Borke, 1971, 1973; Deutsch & Madle, 1975; Eisenberg & Fabes, 1990). Therefore, I

explain what affective and cognitive aspects mean and which aspect is more closely related to empathy, as referenced in the method of empathy-based stories.

The first is the affective aspect. There are two affective components are needed for an empathic experience to occur: the ability to experience emotions (Feshbach, 1997) and an adequate level of emotional reactivity (Losoya & Eisenberg, 2001); the individual's tendency to react emotionally to the situations encountered, including the emotions shown in others. Empathy as an affective aspect refers to aligning emotional experiences with others. This aspect of empathy consists of sympathy, sensitivity, and sharing the suffering experienced by others that are imagined as if it were experienced by oneself (Colley, 1998). Moreover, Colley (1998) added that affective empathy is a condition in which a person's emotional experiences are the same as the emotional experiences being felt by others or the feelings experienced by others.

Second is the cognitive aspect. It is the aspect that causes understanding of other people's feelings. Several experts have said that cognitive processes are an essential part of the process of empathy (Hoffman, 2001), which backs this up. Hoffman further defines the cognitive aspect as the ability to retrieve past experiences from memory and process semantic information through those experiences (Hoffman, 2001). Moreover, Feshbach (1997) defines the cognitive aspect as distinguishing and recognizing different emotional states. Eisenberg & Strayer (1987) stated that understanding differences between individuals and others is one of the most fundamental aspects of the empathy process. In connection with this component, Schieman & Gundy (2000) characterizes an empathic person has skills related to communication issues, perspective, and sensitivity in understanding the social-emotional aspects of others. The cognitive aspect of empathy includes understanding other people's conditions.

Furthermore, the statements above suggest that the cognitive aspect has many parts, such as a person's ability to explain behaviour, remember intellectual and verbal traces about other people, and tell his emotional state apart from others or match it with theirs. The basic ideas of the cognitive part are also a great way to remember the importance of the perceptual or cognitive part. Without adequate cognitive abilities, a person will always miss the mark in understanding other people's conditions because the social realities they perceive do not follow the actual reality. From the two aspects of empathy explained in the paragraphs above, it can be said that even the cognitive aspect is emphasized in empathy-based stories (see Wallin, Koro-Ljungberg, & Eskola, 2018).

2.2.2. Bullying

Even the most straightforward problem, if not handled quickly and thoroughly, will have a destructive impact or effect in the future. One of them is the problem of bullying, especially among students, which is often taken for granted but should not be underestimated. There are lots of bullying problems among students at school that have a significant impact, one of which is an elementary school student who was forced by a friend to have sex with a cat and ended up dying from trauma from the effects of bullying; from this trauma, the victim loses their appetite, becomes quiet, and ends up passing away (Nawiroh, 2022), and there are still many more.

The term "bullying" is derived from the English word "bull", which translates to "banteng" in Indonesian. Etymologically, "bully" refers to a bully who targets the weak. However, the word is not deemed adequate to define bullying, so many experts define it. According to Olweus (1993), in his book titled "Bullying at School: What We Know and What We Can Do," bullying is negative behaviour that results in discomfort or injury, typically occurs repeatedly, and is characterized by a power imbalance between the bully

and the victim. This bullying behaviour cannot be divorced from the desire for power and the desire to be feared in the school setting.

Moreover, according to Rigby (2003), bullying is the expression of a desire to cause harm through direct action by a person or group that is more aggressive, irresponsible, typically repeated, and carried out with glee to make the victim suffer. Also, Caloroso (2006) says that bullying is "a repeated act of intimidation by a stronger party against a weaker party to hurt the victim physically and emotionally." In addition, according to Black and Jackson (2007), bullying is a proactive form of aggressive behaviour with intentional elements to dominate, harm, or eliminate; an imbalance of strength in terms of age, cognitive abilities, skills, and social status; and repeated actions by one or more children against other children.

Based on the preceding definitions of bullying, it can be concluded that bullying is an act of hurting someone that is carried out directly or indirectly by a person or group that is more powerful, irresponsible, usually repeated, committed with joy, and intended to cause the victim to suffer.

2.2.2.1. Type of Bullying

Regarding bullying, numerous scholars have contributed to the comprehension of this phenomenon and proffered their perspectives on the various forms of bullying. Nevertheless, scholars hold divergent perspectives concerning the classification of bullying. Within this theoretical framework, the various forms of bullying will be expounded upon as outlined by Rigby (1995), who posits that bullying has three types: verbal, physical, and non-verbal or non-physical, currently known as cyberbullying. I explain them in the following paragraphs;

The first type of bullying is verbal. Referring to bullying (e.g., Olweus, 1993; Rigby, 2003; Caloroso, 2006; and Black & Jackson, 2007), verbal bullying can be seen as bullying done through words to hurt others. Verbal bullying is the most common and accessible form of bullying. Verbal bullying includes insults, aversion nicknames, mocking, humiliation, racism, and subtle sexual solicitation statements.

Second, physical bullying, such as kicking, hitting, pushing, damaging, or stealing the property of others, as well as provocative actions that incite people to attack others. However, physical bullying can be defined as the intentional and repeated use of physical force to exert control, demonstrate strength, inflict pain, terrify, or amuse (see Rigby, 2003).

Third, non-verbal or non-physical bullying, such as threatening and exhibiting strange or unusual behaviour, prohibiting other individuals from joining the group, manipulating friendships, and threatening via technology (e.g., social media, e-mail), is more commonly referred to nowadays as "cyber-bullying," which, according to Willard (2005), is the intentional cruel treatment of others by sending or distributing harmful material or engaging in forms of social aggression via the internet or other digital technologies. Children and teens are often bullied this way, which can be humiliating. For example, the bully might post embarrassing pictures or send the victim threatening messages that bother and embarrass them (Hinduja & Patchin, 2012). Meanwhile, Coloroso (2015) defines this as relational bullying, like nonverbal or non-physical bullying or cyberbullying. Relational bullying is the most difficult to recognize from the outside. Relational bullying is the systematic erosion of a victim's self-esteem through neglect, exclusion, avoidance, or exclusion.

CHAPTER III: RESEARCH METHODOLOGY

This chapter explains the social constructionist and narrative approaches. I discuss empathy-based stories as a method for collecting data and how the frame stories are created. Moreover, I discuss the participants and the data analysis procedure.

3.1. Social Constructionist and Narrative Approaches

The research method that I employ in this study is a qualitative. Qualitative research is a way to explore and understand how people or groups make sense of social issues (Creswell & Poth, 2016). It can be used to interpret, explore, or gain a deeper understanding of certain human beliefs, attitudes, or behaviour (George et al., 2012). Qualitative research is also thought to refrain from using calculations, and the information gathered should focus on words instead of numbers (Moleong, 2007). Therefore, a qualitative approach is used to get data that is in-depth, has real meaning, and is based on facts. Here, the focus is on the data quality rather than on how much data there is (Sugiyono, 2016).

This research focuses on students' perceptions and experiences of bullying in boarding schools. They are asked to finish the "frame stories" the researcher has written about the research topic. Moreover, there are different ways to do qualitative research. In this thesis, I focus on social constructionism (e.g., Galbin, 2014) and the narrative approach (e.g., Bruner, 1986; Creswell & Poth, 2016). When it comes to social constructionism or narratives, there is no single definition, and characteristic identifies those approaches. Therefore, I present more of the key assumptions in the following paragraph.

This thesis' narrative approach shares these underlying assumptions of social constructionism, "maintaining that we understand ourselves and our world through

subjective and culturally rooted interpretative processes" (Spector & Mersel, 2010). In contrast, the narrative paradigm views reality as constructed and specifically interpreted through narratives or stories that reflect individual and cultural meanings (Lieblich et al., 2011). In its broadest sense, a narrative is any data presented in ordinary discourse instead of numerical data or short answers (e.g., names, regions, or nationalities) (Polkinghorne, 1995). However, a narrower definition is used in this thesis because it focuses on a specific type of discourse —stories. Using a plot, events and actions are woven into a cohesive whole in a story (Polkinghorne, 1995). The stories can be short (Polkinghorne, 1995), or they can be more (Labov & Waletzky, 1997).

Considering the importance of language and narrative in our lives, this thesis employs a qualitative data collection method — empathy-based stories — to make sense of the participants' diverse perspectives on bullying. At last, the method of empathy-based stories has unique characteristics that inform the narrative approach adopted in this thesis. After a brief introduction to the paradigm, the method of empathy-based stories is discussed next.

3.2. Method of Empathy-Based Stories

Empathy-based stories, which are always written anonymously and voluntarily, can be useful for researching sensitive subjects (Wallin, Koro-Ljungberg, & Eskola, 2018). It is a method for gathering qualitative data in which people write short, made-up stories in response to a "frame story" given by the researcher. In the method of empathy-based stories, participants are expected to make connections, feel empathy for the story and its characters, and put themselves in the situation and role of another person. Imagine-self instructions direct the participants to imagine how they would feel if they were in the target's position. On the other hand, imagine-target instructions ask people to think about what the target is thinking and feeling (Davis et al., 2004).

The research questions, usually one or two sentences long, will determine how the frame stories or introductory scripts will be written. The method of empathy-based stories research is usually set up around two-frame stories that are different in one small way. It is shown by research done in 2013 (Posti-Ahokas & Hanna, 2013), in which empathy-based stories were used to determine what students thought was most important to their academic success. The researchers utilized positive and negative frame stories regarding teacher authority.

Research on empathy-based stories has been done with people of many different ages, with second graders in junior high being the youngest (e.g., Berggren et al., 2019). In research on empathy-based stories, age usually matters only if the people taking part can write (Wallin, Koro-Ljungberg, & Eskola, 2018). Participants are typically given 15–30 minutes to write their stories when participating in empathy-based stories. They are often only given one version of the frame story, so when they write the stories, they do not know that there are other options (Wallin, Koro-Ljungberg, & Eskola, 2018).

Empathy-based stories were collected through email and social media, along with in-person meetings and conversations between the participant and the researcher. For instance, in Kultalahti's (2015) study, the researcher posted a call for participants on her Facebook wall. The request came with a research summary and a link to an online survey with questions about the background and different versions of the frame story. The researcher was able to get 309 people to take part in this study by using an online survey and social media. Each of them responded to four different versions of the frame story. In Kultalahti's (2015) study, the average length of a story was sixty words. In the method of empathy-based stories research, the length of stories, the number of people who participate, and the number of stories collected vary greatly. In the early method of

empathy-based stories studies (Eskola, 1988), it was found that the stories began to resemble one another as the number of stories increased; therefore, 15–20 stories per frame story are sufficient for analysis.

3.3. Participants

The research location is a type of data source relevant to research objectives or problems that researchers can utilize (Sutopo, 2002). Therefore, choosing a site means finding the units, sections, groups, and places where people participate in the activities or phenomena that will be studied (Sukmadinata, 2007). Moreover, this study was conducted at a private boarding school in Bogor, West Java, Indonesia. It is one of the few boarding schools in Indonesia with international standards (e.g., active English and Arabic, holistic curriculum). Unsurprisingly, many parents send their children to this Islamic boarding school. The X boarding school now has 800 junior and senior high school students. Many graduates attend the public university in Indonesia and universities abroad, like the University of Al-Azhar, the University of Ummul Quro, the University of Jordan, the Islamic University of Madinah, and many more. Unlike other boarding schools, the X boarding school uses the Islamic Holistic Curriculum, the National Curriculum, the Quran Curriculum, language programs, and life skills programs. This boarding school has qualified teachers and all the facilities and infrastructure it needs. It has also been approved with accreditation of "A" by the School/Madrasah National Accreditation Board (BAN S/M in 2022).

Even though the school is considered an outstanding boarding school, as stated in the explanation given above, according to the assistant principal of students' affairs of the X boarding school, the boarding school still struggles with bullying. Therefore, I am interested in how the students perceive bullying at this boarding school. Then, I am also interested in knowing what actions the boarding school takes toward bullying. Briefly, I

want to know how the students perceive bullying, and expectations of their boarding school and others (e.g., parents, friends) regarding the bullying phenomenon.

Furthermore, the participant selection technique used in this study used *purposive sampling* based on efforts to achieve research objectives. The selected participants are considered to know the information and problems in depth and can be trusted to become reliable data sources (Creswell, 2002). In this research, the school counselling department, which has data related to bullying (e.g., data on students associated with bullying, whether as victims, witnesses, or perpetrators), helped me by suggesting students who could and should be involved in this research. However, I collected data on empathy-based stories from 20 participants at X Boarding School in 2023. The participants are students in grades 5 and 6, ages 16–18. Twenty students were chosen because it is neither less nor more (see Hyrkas et al., 2005) and to make it easy to divide them into two groups. Group One (10 students) responds to the positive "frame story." In contrast, group two (10 students) responds to the negative "frame story" so that the participants have the time and energy to be mindful of writing; therefore, the data quality can improve (Wallin, Koro-Ljungberg, & Eskola, 2018).

3.4. Source of Data

There are numerous possible data sources for qualitative research, including documentation, interviews, observation, audio-visual records, and physical artifacts (Creswell, 2017). This research collects data from participants and other sources. The primary data comes from students' empathy-based stories (see Wallin, Koro-Ljungberg, & Eskola, 2018), and the secondary data comes from observation in the boarding school and interviews. Briefly, I triangulate the method of empathy-based stories with observation and interviews to retain the data's validity and trustworthiness. Furthermore, for the sake of the ethical issues of this research, all parties involved in the data collection

for this research such as the school, teacher, canteen keeper, security guard, and students have been asked for their consent before conducting this research both verbally and in writing in a permission form that has been signed.

3.4.1. Interview

Interviews are a data collection technique through which researchers can conduct face-to-face interviews with participants (Creswell, 2016). I conducted the interviews for two days in a semi-structured manner (see Creswell, 2016), in which I used a framework of questions to ask, and these questions could be developed so that I could obtain as much information as possible about the school bullying in X boarding school. I interview a vice principal of student affairs, counselling guidance teacher (BK), and a teacher who can provide information regarding this study. This technique is expected to occur in direct, flexible, and open communication, so the information obtained is more extensive. Moreover, the list of questions has been shared with the interviewee before the interview in order to give them time for thinking about the possible answers to the questions. Lastly, the interview will be conducted before the observation and method of empathy-based stories because the interview will provide information about the place and time when bullying typically occurs, making it easier for me to identify where and when to conduct observations in the X boarding school.

3.4.2. Observation

Observation is an effort to collect data that is carried out when researchers go directly to the field to observe the behaviour and activities of individuals at the research location (Creswell, 2017). There are two types of observation: participant and non-participant (Creswell, 2017). In this study, I used non-participant observation to observe the students in or outside the classroom, which I only observed without participating in the activities. I conducted observations in various settings, including the mosque,

dormitories, canteen, and library. The observation will be conducted for four days out of the total of seven days I stayed at the boarding school. The amount of time for observation was more than the time needed for interviews and empathy-based stories because I wanted to take more time to observe students and all their activities. Expectedly, in this process, I could build closeness and trust with the participants of this study. Moreover, the observation process, as suggested by Creswell (2002), is as follows:

1. Entering the place to be observed helps researchers get a lot of necessary data and information.
2. Enter the research location slowly to recognize the research environment, then take notes, as necessary.
3. At the research site, the researchers try to identify what and who would be observed, when and where, and how long it would be observed.
4. Researchers position themselves as researchers, not informants or research subjects, even though their observations are participatory.
5. Researchers use various observation patterns to understand research sites' existence comprehensively.
6. The researcher used a recording device during the observation; the method of recording was done in secret.
7. Some things are recorded, but researchers consider what is recorded.
8. Researchers do not intervene with participants but tend to be passive and let participants express their perspectives loosely and freely.
9. When the observation is over, the researcher leaves the field immediately and writes down the results.

3.4.3. Empathy-Based Stories

This study uses the method of empathy-based stories as a means of data collection. Hence, two distinct frame stories were created: a positive frame story and a negative frame story, as outlined by Wallin, Koro-Ljungberg, and Eskola (2018). The negative frame story is centred around my personal experiences as a student who endured consistent bullying. Conversely, the positive frame story is developed through a transformative approach to the narrative portrayed in the negative frame story.

Positive frame story:

There is a student named Ashraf. He is in grade five at a boarding school. He gets bullied; however, his friends care about what happens to him; even his parents and the boarding school know about the bullying. As a result, he enjoys his studies at the boarding school. Imagine yourself in his situation and describe how you perceive bullying at boarding school and what the parents, boarding school, and friends have done with you when you get bullied.

Negative frame story:

There is a student named Ashraf. He is in grade five at a boarding school. He gets bullied; sadly, his friends do not care about what happens to him; even his parents and the boarding school do not know about the bullying. As a result, he does not enjoy his studies at the boarding school. Imagine yourself in his situation and describe how you perceive bullying at boarding school and what the parents, boarding school, and friends need to do with you when you get bullied.

The frame stories are made with the idea that participants will think about how students see bullying, and what ways the school has put or should apply in place to stop

bullying: simply think students' expectations. Thus, the frame stories told participants to think about themselves and put themselves in the place of a made-up character named Ashraf. (Eskola & Wallin, 2015; Wallin et al., 2015). The participants can use their experiences to escape the topic when writing the story. Due to the value-laden and potentially emotional nature of bullying-related topics, participants may be able to write more freely about their thoughts and perceptions if they separate themselves from the story. Ashraf is chosen as the name of the frame story because it was my nick name when I was a Radio announcer, and the story is about me. At the very least, he shares the same gender as the other characters. Automatically, the participants could easily place themselves in Ashraf's shoes.

As with other data collection methods, it is highly recommended to conduct a pilot study before collecting data to ensure that the data collected is appropriate and meets the objectives of this research (e.g., Wallin, 2022). Data collection began with piloting the story frames in a pilot study. This pilot study involved six sixth-grade boarding school students, which differs from the boarding school in this research. The pilot study was conducted through the WhatsApp application due to time constraints and the distance between me and the participants. They were divided into two teams, three of whom wrote positive frame stories and three of whom wrote negative frame stories, which is the same technique that will be used in data collection later. I sent the frame stories along with brief instructions in two sentences, where they were not told that they had to write a minimum of 60 words, but the instructions were that they were free to write however many sentences they wanted to tell. After analysing the stories, it was seen that the frame stories worked well; none of them wrote 60 words, but they wrote in the range of 150 to 600 words; they were also able to empathize well, which was shown by the frame stories they

wrote answering the research questions of this study; and lastly, the frame stories were not modified after the pilot study.

The selection of time and place to conduct the method of empathy-based stories is crucial. The empathy-based stories were collected during the observation process, which takes four days, because if there is information, I find in them that I did not find in the previous observation, then I still have time to conduct additional observations to validate the written stories. Moreover, the method of empathy-based story was carried out with the participation of twenty selected students. Friday was chosen because it seemed more appropriate because Monday-Thursday students have a busy schedule with daily school activities, and then Saturday and Sunday are the days for them to be visited by their parents. Thus, I do not want this to feel like a relief for them to have to participate in research, and it is feared that it will affect the quality of their empathy-based stories writing. Therefore, Friday was chosen as the ideal day because classes were only scheduled until 13:00 on that day and I could do the method of empathy-based stories in the afternoon without bothering school activities.

In this study, the rights of participants, such as their comfort and data confidentiality, are of utmost importance. Students congregated in a pleasant room furnished with tables, chairs, and a private space where only they and I would be present. I prepared twenty writing instruments that they will use to follow the story outlined in the frame story. Within the context of the story, I persuaded them that they are free to write whatever they like about bullying. Whatever they write will be protected from the school, their parents, and even their other friends, and will have no negative affect on them inside or outside the Islamic boarding school. In this study, I will become their "voice," which may or may not have been transmitted previously; hence, the results of this study will be

beneficial as feedback to schools regarding how bullying towards students at this boarding school occurs. To pique their interest even further in participating in this study, I informed them that this method of empathy-based stories is being implemented for the first time in Indonesia. This means that they will be the first people to take part in this method of empathy-based stories.

Moreover, before data collection and without revealing the research interest, I give the participants brief information on how to write empathy-based stories. They are asked to continue the frame stories on the given piece of paper where they write their stories, which are written anonymously and voluntarily, vary in length with a minimum of 60 words (e.g., Kultalahti, 2015), take approximately 15-20 minutes (e.g., Eskola, 1988; Eskola, 1997a), are written in their native language, Bahasa Indonesia, and will be translated into English by me.

3.5. Data Analysis

According to Creswell (2017: 262), procedures are typically used in qualitative research to progress from general to specific steps. Although this analysis depends on the strategy used, the ideal is to mix the general procedure into specific steps. Moreover, according to Miles and Huberman (1994), data analysis activities using qualitative methods are carried out interactively and continue until completion or until the data is saturated. Data analysis includes data reduction, display, and conclusion drawing or verification (Miles & Huberman, 1994). Thus, the data obtained from empathy-based stories, interviews, and observations will be displayed, and in this process, I will see if any data needs to be reduced, as well as draw conclusions, which I look forward to continuing with data analysis.

Method of empathy-based stories can be done from different theoretical points of view and combined with other ways of gathering data, like surveys and interviews (Halttunen, 2003). Therefore, the collected data can be analysed using various qualitative methods. Annala, Makinen, Svard, Silius, & Miilumaki (2012) state that empathy-based stories research includes both theme-based and data-driven qualitative content analysis. Discourse analysis is also used in the method of empathy-based stories (Katila & Eriksson, 2013).

Moreover, when it comes to data analysis, qualitative research employs various techniques, such as content analysis, discourse analysis, and thematic analysis. Then, I will focus on thematic analysis in this research. Thematic analysis is a method for analysing data that allows researchers to identify patterns or themes within the collected data (Braun & Clarke, 2006). According to Fereday and Muir-Cochrane (2006), this method is effective when a researcher wants to examine qualitative data closely; they must identify related patterns in a phenomenon and explain how frequently they observe them. Even Holoway and Todres (2003) stated that this thematic analysis is the basis for qualitative research analysis. Furthermore, in this study, I use thematic analysis, which is thought to be more appropriate because thematic analysis aims to analyse narrative elements from life stories (Vaismoradi, Turunen, & Bondas, 2013).

CHAPTER IV: RESEARCH RESULTS AND DISCUSSION

In this study's results and discussion section, I describe the key findings, and precisely how the method of empathy-based stories captures the phenomenon of bullying in boarding schools. In addition, I describe how students in boarding schools perceive bullying and their expectations of boarding schools, parents, and friends regarding bullying in boarding schools.

4.1. Research Results

The present section outlines the results of three distinct data sources utilized in this research, including empathy-based stories authored by 20 participants as well as interviews conducted with three stakeholders from the X boarding school; a vice principal of student affairs, a counselling guidance teacher (BK), and a teacher with relevant information from this research. Additionally, my observation activities while staying at the research site for a week.

4.1.1. Empathy-Based Stories

It is again emphasized that empathy-based stories are the primary data source for this research. I have created two frame stories with themes oriented towards this study's research questions; students' perception of bullying, students' expectations of boarding school, parents and friends towards bullying, and themes about using empathy-based stories in this research. Empathy-based stories collected from 20 students contain around 7500 words written in Indonesian; of course, there are many stories that participants pour through their writing. However, I have had my parameters in choosing what parts of the story will contribute to answering the research questions. After presenting the data, translating the data into English, reducing the data, and coding and grouping the themes, there are some valuable findings from the empathy-based stories of students.

The first finding related to students' perceptions revealed that all participants acknowledged bullying at X boarding school. Bullying that occurs at X boarding school is verbal and physical. The majority of the empathy-based stories are stories of participants' personal experiences with bullying, and some are stories of participants' testimonies of bullying that occurred against students at the X boarding school. Moreover, empathy-based stories say that verbal bullying is a type that often occurs compared to physical bullying. Verbal bullying that occurs harms students there because the verbal bullying received has negative affirmations such as physical insults, ridicule, harsh words, insulting parents, and humiliating victims in public for the mistakes they make. Verbal bullying is also considered harmful because it leaves no traces that can be seen physically, is rarely detected by stakeholders, and often occurs in locations that lack supervision.

The bullying occurs usually occurs in a place with minimal teacher supervision; the dormitory. The dormitory is one of the places where students often do activities and spend time. There is much social interaction starting from eating activities, lunch breaks, night breaks, and even playing. This social interaction is full of verbal bullying. The verbal bullying incident repeatedly occurred for a long time during the time they were in boarding school, with a duration of three to six years at the junior high and senior high school levels. Then it is not surprising that the empathy-based stories that students write to say that verbal bullying attacks them mentally and leads to verbal bullying, which ends with physical bullying.

Verbal bullying that occurs at X boarding school is due to several reasons. The primary reason for bullying is a lack of respect for others' differences. This reason leads to the characteristics of the victims and perpetrators of bullying, where the victims are usually considered weak, junior, and have a different physical form than most students.

The perpetrators of bullying are usually those considered senior and have both physical strength and power, leading to the term "seniority". The seniority culture in X boarding school is the cause of the rampant bullying that still occurs in X boarding school. Bullying perpetrators often bully their victims because they are considered to lack respect for the perpetrator and cannot follow the perpetrator's orders and wishes, such as washing the perpetrator's dishes.

Based on the findings in empathy-based stories, it is said that bullying at X boarding school is considered so painful. Because perpetrators and victims are often involved in many activities, friction is still ongoing in learning and teaching activities in class and outside the classroom, such as activities in the mosque, sports field, and dormitory. Thus, victims of bullying do not have space for themselves. Victims of bullying also feel they have no place to complain because bullying activities, especially verbal bullying, are challenging to detect by stakeholders, and in boarding schools, they live separately from their parents. Not infrequently, friends are also not their choice to tell and share. Through the empathy-based stories the participants wrote, there were many complaints about the bullying at the boarding school and how they were very down and mentally sad.

The next theme from the findings of empathy-based stories is students' expectations towards boarding school, parents, and friends, as well as efforts that have been made related to bullying. From the 20 empathy-based stories obtained, it is known that participants have diverse expectations, especially towards boarding schools and generally towards parents and friends.

Participants have high expectations of the boarding school, considering that it is their learning partner and where they live, grow, and develop daily. As a party that fully

interacts with students, whatever happens in their activities, the boarding school is expected to be able to be there anytime and anywhere, including cases of bullying that occur. Furthermore, what students expect is that the boarding school can pay more attention and take the weight of bullying cases that occur. This attention can be shown through the presence of stakeholders in their daily lives, not only in teaching and learning activities in class but also in other activities outside the classroom. Stakeholders are expected to be able to become friends with students, which means that a personal approach needs to be taken. Furthermore, this attention is carried out through strengthening activities for students by motivating them by seeing things that happen to them from the student's perspective; in other words, stakeholders are expected to be able to empathize more with their students.

The next expectation is for parents. Through empathy-based stories, participants expect parents will continue to pay more attention to the development of students in boarding schools. Parents must fully understand that educating and caring for students will forever be their responsibility. Parents are expected not to be hands-off and leave all student affairs to the school. Like the rights given by the school to students and parents; weekly visits, parents can make it a means to pay more attention to students through motivation and reinforcement that can be given to students. Through empathy-based stories, participants hope that parents can become friends with children, build closeness, and be able to hear and understand the circumstances and feelings of students.

Through empathy-based stories, participants also have hopes for friends regarding the problem of bullying in boarding schools. Participants realize that bullying occurs because of differences in physical and mental habits, so they hope that fellow friends in boarding schools can respect each other. Through empathy-based stories, participants also

hope to have a sense of empathy for others, understanding that bullying will never be fun for its victims. Furthermore, empathy-based stories also show that students can care for each other. Care for fellow students to protect each other from bullying and defend themselves if they feel it is around them.

In addition to expectations, through empathy-based stories, it is also revealed that there have been efforts made by related parties, boarding schools, parents, and friends to deal with bullying incidents. However, all of them are considered outside the fundamental expectations of students. Data obtained through empathy-based stories said that it is true that the boarding school has made various efforts, including installing anti-bullying banners and socializing against bullying. However, its implementation needs more attention and evaluation. Furthermore, the efforts made by parents so far as listeners and motivators of students are considered not optimal enough because a close and friendly relationship with students has yet to be built so that there is a sense of security for students to share the problems they face. Lastly, some friends have tried to prevent bullying by reporting the incident to stakeholders and defending the victim. However, the cumulative number of friends who made these reasonable efforts cannot be said to have met the needs of students and balanced the incidence of bullying that occurred at X boarding school with the total number of students there.

4.1.2. Interviews

The study under consideration utilizes three distinct data sources, one of which is the interview. The research involved conducting interviews with three stakeholders affiliated with X boarding school. The primary objectives of the interviews were twofold: firstly, to corroborate or contradict the findings derived from the empathy-based stories of students, and secondly, to provide me with a reference point for selecting observation sites that are more focused and purposeful. The interviewees in this study were presented

with 14 questions, which were designed following the three research questions under study. The recorded interview responses have yielded significant findings supporting this study's preliminary results—empathy-based stories.

The consensus reached among all interviewed stakeholders was that bullying constitutes negative behaviour. Bullying in the X boarding school is more frequently observed in verbal form than physical aggression. Verbal bullying can manifest in various forms, such as excessive joking, mocking, and insulting one's physical appearance, referring to friends by their parents' names, publicly mentioning negative aspects of an individual, and assigning derogatory nicknames based on a student's habits. Moreover, it was unanimously agreed by all participants in the interviews that instances of verbal bullying among students are seldom reported to them. The detection of bullying is contingent upon the receipt of reports or the observation of visible physical indicators.

After the interview, it was discovered that physical bullying had occurred at X boarding school, leading to the expulsion of the perpetrator from the institution. The perpetuation of physical bullying among students was found to have extended to the involvement of parents after a report made by the victim. The perpetration of physical aggression was a persistent extension of the verbal aggression that the targeted individual endured without interruption. A case of physical bullying was perpetrated by a cohort of senior students against a younger peer. Nonetheless, concerning verbal bullying, it was disclosed by stakeholders that report from students were infrequent.

Subsequently, the findings from the interview analysis unveiled distinct attributes associated with individuals who engage in bullying behaviour and those who are subjected to it. The parties agree that friction resulting from differences in physical characteristics, temperament, and customs causes bullying incidents at X boarding

school. Individuals who are typically targeted as victims of bullying are often those who are younger, possess a mild temperament, and exhibit physical characteristics that deviate from societal norms, such as being overweight, underweight, having a darker complexion, displaying high academic aptitude, being highly active, or being perceived as being distinct from their peers. In addition, it is commonly observed that individuals who engage in bullying behaviour within boarding school settings are often those who hold seniority, possess influential roles within various organizations, and are members of groups perceived as dominant by their peers.

All parties acknowledge that the boarding school has taken measures to address instances of bullying. Based on previous recommendations, the school has implemented various measures to address the issue of bullying. These include conducting flag ceremonies on Mondays and providing brief guidance before commencing learning activities on other days. Additionally, the school has installed anti-bullying banners in strategic locations such as dormitories and mosques, which are deemed to have a higher likelihood of bullying incidents and are frequently visited by students. All interviewees acknowledged that their attention to bullying is limited due to their numerous tasks and activities and the school's activity offerings.

In summary, the interview findings indicate high levels of bullying in X boarding schools. Verbal bullying is a prevalent form of bullying that often occurs in unsupervised settings, such as dormitories, without the oversight of relevant stakeholders. Students infrequently report instances of verbal bullying to the school administration. Teachers and other school personnel may perceive such behaviour as commonplace, often dismissing it as mere jesting among students in residential boarding schools. Verbal bullying typically arises from disparities among students, whether physical,

temperamental, or behavioural. Moreover, the boarding school has implemented measures to mitigate and address instances of bullying. However, numerous incidents occur among students beyond the purview and control of boarding school authorities, resulting in the persistence of bullying as a prevalent issue.

4.1.3. Observations

The principal source of data in this research is empathy-based stories. I observed the research site over several days to corroborate the empathy-based stories' results. I conducted non-participatory observations in various settings, including the mosque, dormitories, canteen, and library. The findings obtained from the observations have successfully revealed that verbal bullying is prevalent in boarding school X. Interpersonal aggression among students takes the form of verbal bullying, which manifests through the use of humour that involves derision, scorn, physical taunts, public humiliation, referring to peers by their parents' names, and assigning monikers based on individual habits. The phenomenon of bullying is readily observable within the confines of the dormitory and mosque, as these locations are often the site of communal activities among students and are typically devoid of authoritative figures who might otherwise intervene in such situations.

Moreover, I identified the social connections among students within cohorts through prolonged observations conducted in a residential school setting. As mentioned earlier, the groups were observed engaging in activities beyond the confines of the classroom, specifically in locations such as the mosque, canteen, dormitory, and library, as documented. In addition to social circles, I have observed many students engaging in solitary activities beyond the confines of the classroom.

The present observation reveals that the boarding school is subject to stakeholder supervision, specifically by the canteen and library guards, who ensure that no instances of physical or verbal bullying occur in either location during observation activities. The observation findings indicated a dearth of teacher supervision within the boarding school premises, particularly in the mosque and dormitory. Inadequate oversight of stakeholders is observed in both settings; when classroom instruction and learning activities have concluded, and students are mandated to engage in prayer activities at the mosque and rest in the dormitory during the day or night.

The present observation reveals that boarding schools are concerted efforts to address the issue of bullying behaviour within their institutions. Like other conventional Indonesian educational institutions, Boarding School X also follows the customary practice of congregating on the school grounds before commencing academic sessions, conducting flag-raising ceremonies on Mondays, and delivering brief lectures on other weekdays. During the gathering activity, stakeholders availed themselves of the opportunity to furnish information. On multiple occasions, I observed counsel being dispensed to students, urging them to exhibit amicable conduct toward their peers and highlighting the deleterious effects of negative behaviour on friendships. I have also been informed that during gathering activities, stakeholders cited instances of bullying in other boarding schools as a cautionary example against engaging in such behaviour. Additionally, I observed measures to mitigate bullying, such as displaying anti-bullying banners in front of each boarding school dormitory and mosque.

In summary, I carried out observational exercises that tracked the daily routines of students residing in the boarding school, encompassing their activities from the moment they awaken until they retire to their dormitories at night. Undoubtedly,

numerous discoveries have been made from these observations. I have established parameters for the research, explicitly delineating the theme through three research questions. Following the selection and scanning of data, I identified limited findings supporting this research's primary research outcomes. Specifically, these findings pertained to the empathy-based stories of students.

4.2. Discussion

The present study's discussion section explicates the outcomes of the empathy-based stories gathered from participants in three research questions. These inquiries include exploring how bullying occurs among students in boarding schools, finding out students' expectations of bullying in boarding schools, and understanding how the empathy-based stories method can capture bullying that occurs in boarding schools.

4.2.1. Students' Perceptions of Bullying in Boarding School

As stated earlier in the previous chapter, I created two-frame stories that participants would later complete (e.g., Eskola & Wallin, 2015). The frame stories are both positive and negative; in brief, a positive frame story is about a victim of bullying who receives assistance or attention from those around him (the boarding school, parents, and friends) and enjoys his activities at the boarding school. On the other hand, a negative frame story describes an individual who is still being bullied and has not received assistance from those around him (boarding school, parents, and friends), which negatively affects his activities at the boarding school.

Hence, participants are expected to be able to continue framing stories with two different stories: the first is the story of how he views bullying at school and what things or actions he has received from people around (boarding school, parents, and friends) related to the bullying case he experienced, and the second is the story of how he, who is

still being bullied, views the bullying as well as what things or actions he expects from people around (boarding school, parents, and friends) related to the bullying case he experienced. I present the findings regarding whether the efforts made by the boarding school, parents, and friends can meet the needs of victims of bullying, as well as what things or actions the victims desire to help them escape the bullying.

In addition, although the two group stories were not separated into stories with positive frame story (N=10) and stories with negative frame story (N=10) when the data were displayed and systematic coding was done, it was seen that the stories addressed themes related to the participants' perspectives on bullying in boarding schools. Out of the 20 collected student empathy-based stories related to bullying, each of the stories written by the participants contained stories about their perceptions of bullying. After analysing and categorizing the stories, I grouped them into several topics. Furthermore, I compiled empathy-based stories regarding the causes of bullying, then described the types of bullying that afflict students and the characteristics of the perpetrators and victims of bullying in boarding schools.

4.2.1.1. Bullying in Boarding School

The nature of a student's experience in a boarding school is contingent upon the specific type of boarding school they are enrolled in. Boarding school students reside in communal dormitories and receive instruction in Islamic studies and core academic subjects, including Arabic, mathematics, and history. Boarding school X enforces a rigorous and structured daily routine for its students. Participants must arise at approximately 3 a.m. to engage in activities, including *qiyamullail* prayer (it is a voluntary prayer and worship that performed between 3 - 4.30 a.m), *fajr* prayer, and *halaqah* al-Quran, followed by academic instruction throughout the remainder of the morning and into the afternoon. During the evening, they must engage in activities such

as performing *Isha* prayers and pursuing further educational endeavours, such as *idhof*. Besides the educational curriculum, boarding schools train students to develop independence and responsibility. Individuals must engage in household chores such as tidying their living spaces, laundering their garments, and completing other related tasks. Thus, a resident of an Islamic boarding school may need help. Numerous students experience contentment and ease residing in such an environment, allowing them to enhance their religious acumen, cultivate their interpersonal abilities, and foster companionships with individuals who share similar values and objectives. It is a prevalent phenomenon for numerous students to experience a sense of displacement, frequently attributed to inadequate interpersonal connections with peers.

The level of social interaction among students in boarding schools is notably high. The communal activities of studying, dining, and resting provide ample occasions for social interaction and establishing interpersonal relationships. The communal engagement in daily routines, such as collective prayer, shared meals, and academic pursuits, fosters social bonds among students, facilitating interpersonal familiarity and reinforcing friendships. Moreover, social interaction occurs among students and stakeholders within the boarding school setting. Boarding school students are provided with caregivers or teachers who are held in high regard and serve as their role models. The co-residence of caregivers or educators within boarding schools can foster positive relationships between students and these individuals, who serve as authoritative figures in their daily lives.

Students engage in social interaction beyond the confines of the boarding school setting. Boarding schools frequently organize social and religious events, such as recitations of the Qur'an and study tours, to facilitate opportunities for students to

socialize and engage with their peers beyond the confines of the boarding school. Activities that cultivate camaraderie, unity, and collaboration, such as cooperative endeavours aimed at maintaining the boarding school premises' cleanliness or assisting fellow students who encounter academic challenges, represent occasions for promoting social values among students. The experience of residing at a boarding school instills religious principles and cultivates a resilient character capable of enduring future challenges. Therefore, examining social interactions among students in boarding schools will be based on Erikson's psychosocial development theory, as outlined in Munley's work (1977). The field of psychosocial development theory is widely regarded as a highly significant area of study within the discipline of psychology. Erikson's theory of psychosocial development pertains to the formation of ego identities. Ego equations are affective states that arise from interpersonal exchanges and are subject to conscious awareness. Erikson posits that the evolution of the ego is contingent upon novel experiences and the acquisition of information through social interactions.

The present discourse concerns examining students' social interaction within the context of boarding schools and its correlation with Erikson's psychosocial developmental theory. I have collected a series of empathy-based stories, demonstrating how students perceive the heightened level of social interaction within the boarding school milieu and how this can engender a profound sense of distress in the face of bullying:

"Bullying in the boarding school is more painful than bullying at school, where everyone goes home every day, like a bird in a cage. "Victims of bullying will not be able to escape the pressure and threat of bullying unless they can leave the boarding school, and not all boarding schools permit their students to leave, and not all parents also allow their children to go home." (See appendix)

"Entering the boarding school is not a bad choice. There are many positive things, such as independence, frugality, and discipline. However, if you say that there are also many negative things, most of them come from friends because not all are from the same area; some are from different provinces, cultures, and lifestyles. All of them are different and continue to gather, play,

and even live together in one building. "At school, they meet; at the mosque, they meet; and everywhere they meet, it feels bad to be away from parents." (See appendix)

According to the aforementioned empathy-based stories, both the victims and the bullies frequently engage in highly interactive social activities inside and outside the classroom, exacerbating the experience of bullying in boarding schools. However, students are aware that boarding schools have many benefits but also some drawbacks due to the prevalence of diversity, which can cause interpersonal conflicts.

Residing within a pluralistic boarding school setting, wherein individuals from diverse backgrounds and environments converge to establish a communal structure, resembles a boarding school situated within a nation, where students coexist and form their respective associations. The government, particularly in the context of boarding schools, functions as an agent of discipline enforcement while constructing a multifaceted educational and mentoring framework. Residing in a diverse setting where individuals constantly encounter, engage, and overlap with one another throughout the day presents a distinct contrast to non-residential establishments where individuals only convene and interact at specific intervals. As a result, residents or students within this environment tend to establish tight-knit social circles that hold more significant sway than their parents or caretakers:

"Because, basically, these circles do not get along with each other or rarely interact, whatever unique things are in an individual who is not in the same group will become the subject of conversation, or "gag," and begin with talking about the uniqueness of the individual, then continue with giving nicknames related to the physical characteristics or nature of the individual." (See appendix)

The empathy-based stories above indicate the presence of student cohorts within the boarding school. Typically, individuals harbour aversions towards one another within these groups or prefer to maintain a sense of detachment between their respective circles. Within every batch there exist two distinct groups: the left group, comprising mainly of students who derive pleasure from violating regulations, and the right group, comprising

mainly of students who adhere to the rules. Due to the lack of familiarity or infrequent interaction among these social circles, any distinctive traits of an individual not belonging to the same group will likely become a subject of discussion. This discourse may commence with exploring the individual's distinctiveness, followed by attributing nicknames related to the individual's physical attributes or disposition.

"My name is Ashraf, and for some reason my friend likes to mock and bully me. Maybe he feels that he is the most perfect person in this cottage or maybe in this world, but actually it's not just me who is often bullied but a lot of people, and sometimes I feel sorrier to see my friends being bullied than myself". (See appendix)

The empathy-based story above suggests that the person in question experienced a sense of unease due to the belief that the moniker bestowed upon them was intended as a form of derision, potentially jeopardizing their self-worth. As per Erikson's theoretical framework on ego development (Munley, 1977), it is posited that an individual possesses an ego. The ego determines an individual's nature and influences their response to ridicule. It can lead to acceptance or resistance, with each attitude having its own outcomes. If an individual acquiesces to the ridicule directed at them by conforming to or yielding to the opinions of others, they may avoid being victimized and potentially establish amicable relationships. However, if they persistently endure such treatment, they may experience perpetual shame and embarrassment.

Nonetheless, if the individual declines the assertion, it will engender a division between parties, resulting in a lack of interaction. The emergence of hatred and resentment can escalate bullying behaviour, potentially resulting in physical violence. The outcome of this situation is that he is limited to establishing platonic relationships or engaging with social groups and individuals who do not engage in bullying behaviour. As a result, he is more likely to gravitate towards forming friendships. Consequently, he may experience discomfort in the presence of individuals who do not share the same

frequency. In instances where bullying has escalated to physical aggression, the involvement of caregivers, boarding school personnel, friends, and parents is imperative in facilitating the victim's recovery and restoration to a state of emotional well-being. Friends' function is to provide protection or disclose activities undertaken by their associates to individuals in positions of authority, such as the class leader.

"I also like my friends who are so respectful towards me because, in my boarding school, there are more than 150 students per level of class, so there are also various characteristics that friends have, so when I am bullied, other friends are happy to help me stand up and separate me from my friends who are bullying me, because my body is very small and helpless and cannot fight back. So, until now, I am still very happy and at home in the boarding school". (See appendix)

The aforementioned empathy-based story underscores the potential role of neutral and benevolent peers as intermediaries or mediators in facilitating communication between the victim and the perpetrator. Additionally, it highlights the importance of reporting such incidents to the caretaker of the students at the boarding school. If the caretaker and the boarding school are attentive, appropriate measures may be taken, including summoning the perpetrator and their parents. Nevertheless, this approach appears to lack efficacy as it does not deter the offender or impose social sanctions on the offender.

"From ordinary friends, there are those who support or are neutral, and there are friends who support and want to report to the teacher. Still, the consequences will worsen for seniors, and those who report will also be affected. The boarding school when hearing about the incidence of bullying, will, as much as possible close it from parents because if it spreads to parents, it will definitely make the problem bigger; the boarding school also urges students not to report directly to parents but to report to the teacher first so that it is resolved in the boarding school first because the teacher's job in the boarding school is not only to teach but as a substitute for parents who look after students." (See appendix)

However, regrettably, a proportion of individuals who experience bullying are disinclined to report or retaliate due to the belief that reporting will not effectively deter the perpetrator unless the perpetrator is removed from the victim's surroundings. The individuals responsible for engaging in bullying behaviour often tend to live in solitary or group living arrangements. Typically, the perpetrators operate independently, with

only a small subset of individuals actively participating in the bullying. On the other hand, some individuals merely observe without actively participating. Stated differently, when an individual actively engaged in bullying behaviour is not in the presence of their peers, they are more likely to remain reticent and refrain from victimising others. Consequently, there is a need to enhance the involvement of parents in raising awareness among their offspring regarding the events that occur in their lives. Parental responsibility entails providing moral and mental support and taking necessary actions, such as escalating the matter to the school authorities. It is not unusual for parents to involve law enforcement in cases of bullying, particularly when the victim has suffered significant physical harm or assault.

The temporal and spatial dimensions of bullying in boarding schools exhibit considerable variability, contingent upon situational and contextual factors. Bullying in boarding schools has the potential to transpire at any given moment. Various factors, including internal and external factors, influence the timing of bullying. In the context of interpersonal violence, internal factors refer to conflicts of a personal nature between the perpetrator and the victim. Conversely, external factors pertain to environmental pressures influencing the perpetrator's behaviour. As per the interview conducted, a teacher at Boarding School X has indicated that the pressure to excel during study or other consequential occasions at the institution can lead to bullying.

“So, in the end I can conclude that there is indeed a lack of understanding in students or students in boarding school related to bullying, so that what was intended to be a joke, turns out to be bullying for the victim, so the understanding is not the same. Usually the cases in the dormitory are what, for example, it's simple, for example, the food ration or food of A is taken for example, finally he feels that his food ration is taken then he is teased and so on, wow he doesn't get this food, finally he fights, then for example his clothes are removed or what recently happened was that one of the students had his book taken away so he didn't study because he felt the smartest in class for example, so in the dormitory his book was taken away, then he was confused about what to study. Because that mindset has not been formed in my opinion in some classes in some dormitories, so the competition is not healthy so let's be one dormitory, solid, there is no need to study all but seeing someone studying feels disturbed, right, if the competition is healthy then please study each other, let's compete, but here so that he does not feel at the bottom, he drops the one above.” (See appendix)

The locations where bullying occurs within boarding schools exhibit a degree of variability. Instances of bullying may manifest in various settings, such as dormitory quarters, boarding school premises, or other locations both within and beyond the confines of the educational institution. The perpetrator may opt for a secluded and inconspicuous location to conceal their conduct from bystanders. Moreover, the offender may opt for a densely populated location with individuals present to evade monitoring or intervention from caretakers or boarding school authorities. Bullying in boarding schools' manifests in diverse forms, including but not limited to verbal abuse, coercion, and both physical and psychological aggression. Individuals or groups can perpetrate bullying against one or multiple targets. Individuals subjected to bullying may encounter an array of adverse consequences, including but not limited to stress, depression, fear, and trauma, which can significantly affect their growth and development. Based on the empathy-based stories collected, it has been reported that students experience discomfort in boarding schools or dormitories due to bullying.

"Y was able to get along with other friends, but after some people mocked and bullied him with the nickname 'smelly', he did not want to hang out with or interact with people who mocked him. As a result, he was resentful and hated and developed an antipathy towards people who mocked him, and his days were passed by ridicule and ignorance. He was wronged one day, his case being the spilt sauce, and the other day he was sleeping and his hair was covered with sauce. It was not uncommon for him to fight with his friends, with whom he was always ganged up. Unfortunately, this incident was known by the head of the Force, but because the class bond was not good, it was even divided into two camps where the bullying case continued; finally, Y was uncomfortable living in the dormitory and often fled to the mosque, even to repeatedly spend the night at the mosque, but he still did not want to report it to the teachers, which for him would be useless." (See appendix)

The above illustrates that bullying within boarding schools is frequently observed in dormitories. The occurrence of bullying within dormitories presents a challenge in terms of detection, as educators need to be more consistently present near students. I interviewed one of the boarding school's stakeholders to validate the statements obtained in the story. These statements have been confirmed through this process.

“If for example the teacher means that it is in the classroom, usually if for example in the classroom it is usually immediately charged and given understanding, but if it is out of reach, it is difficult to see, for example if it is in the room, it is difficult for us to detect when bullying occurs in the room and so on because there is also bullying that is intimidation and so on, We don't know because it's not in the school area because or in the room, in the bathroom and so on that are out of reach.” (See appendix)

Moreover, students' perception of bullying in boarding schools is that it is sometimes considered a normal thing because of the strong seniority culture among students there. This understanding is obtained from several empathy-based stories that the participants wrote down:

"Bullying in boarding school, especially in boarding school X, is still bullying that can be said to be joking, still within a reasonable level, such as teasing each other's parents' names or mocking physical conditions. And very rarely, bullies in the form of blows, physical abuse, or other examples may be seniors who act strict toward their juniors, but this is not a seniority factor; the intention is to enforce discipline in their juniors" (see appendix)

"So, he went straight to bed hoping it would all be over soon, but a moment later ", Ijuuuuuu," said Lutfi (a pseudonym), his employer, Ijuuuuuu! It had become his routine to wash Lutfi's dishes every dinner so that no unkind words would fly into his face. After it was all over, he lay on his bed with a thought running through his brain. "Why didn't anyone reach out?" "Why didn't the teacher see?" "Hey, where is everyone?" The world felt so cramped not once or twice; it had become his routine; this was not the worst. He had been treated much worse before, and if he had complained, there would have been blue bruises all over his body." (See appendix)

The term "seniority" has its roots in the concept of an advanced individual. More generally, it is a designation bestowed upon individuals with a greater degree of age-related experience or expertise. The term "seniority" is widely recognized in various aspects of daily life, including community and academic settings, owing to the perception that older individuals possess more incredible experience. According to Siswoyo (2010), within educational institutions, there exists a perceived disparity between senior and junior students based on their levels of seniority. According to Weber's (1957) conceptualization, power refers to an individual's capacity to act following their own desires within a social context, even if it involves using force, without being constrained by the underlying norms and values governing the relationship. Establishing an authoritative relationship is contingent upon the subordinate party's compliance with the directives of the dominant party. This is exemplified by the willingness of the junior or

younger siblings to adhere to the regulations set forth by their seniors in order to maintain discipline.

The seniority culture observed in Islamic boarding schools is a social structure that entails a hierarchical arrangement where older individuals, commonly referred to as "seniors," are accorded respect and admiration by their younger counterparts, commonly referred to as "juniors." The manifestation of the boarding school's routine and educational practices is observable. Within boarding schools, it is customary for senior students to be granted certain privileges, such as access to superior sleeping accommodations, increased food rations, and the authority to make decisions in particular situations. Younger individuals must exhibit deference towards their seniors and adhere to their directives without exception. The pedagogical approach of dividing classes and conducting additional sessions, such as *halaqah*, based on age and seniority is evident in teaching and learning activities. In academic circles, it is commonly believed that more advanced students in their studies possess a greater capacity for comprehending and mastering intricate or challenging subject matter. Conversely, younger students excel at grasping more straightforward and fundamental concepts.

In summary, instances of bullying have the potential to manifest in any location and at any moment, particularly within boarding schools where students are mandated to engage with one another continuously throughout the day. Bullying is a prevalent issue in boarding schools, particularly between senior and junior students, which can be attributed to the culture of seniority. The diversity of students from various regions and cultures contributes to the prevalence of bullying, as the daily interactions among students can be pretty intense. In addition, it is imperative to implement comprehensive and coordinated measures to thwart bullying in residential educational institutions, involving

all relevant stakeholders, including caretakers, educators, guardians, and the neighbouring society. Establishing a culture that values diversity, spreading information about good social norms, and enforcing penalties for those who engage in bullying behaviour are all examples of preventive measures. The caregivers of boarding schools are responsible for cultivating a secure and pleasant environment for the students, thereby influencing their cultural development. Educators must establish an environment conducive to students' holistic growth, encompassing their physical, mental, and spiritual well-being. Furthermore, nanny teachers must exercise vigilance and oversight over individuals who engage in bullying. Educators should possess the ability to identify indications of bullying and impart knowledge regarding the significance of valuing diversity.

4.2.1.2. Factor Causes bullying and its types

Most of the participants proceeded to extend the frame stories by incorporating their anecdotes. Therefore, the participants successfully established their identities as characters within the overarching narrative due to their shared bullying experiences. Nonetheless, despite not all participants adopting the character's role in the narrative, they proceeded to document stories they had acquired from acquaintances and the narrative context. The method of empathy-based stories requires participants to establish a connection with the story and its characters, as well as to engage in empathic understanding and envision themselves in the perspectives and roles of others (Wallin, Koro-Ljungberg, & Eskola, 2018).

The method of empathy-based stories involves providing participants with two sets of instructions. The first set of instructions, "imagine-self instructions," requires participants to document their thoughts and emotions if they assume the character's role in the frame story. The second set of instructions, known as "imagine-target instructions,"

requires participants to document the thoughts and emotions of the character in the frame story (Davis et al., 2004). Consequently, the veracity of the stories' origins could be more precise. The primary criterion for success is the ability of the narrative to fulfil the requirements of the overarching frame story and its accompanying directives. In this manner, the author can be deemed to have fulfilled their obligation. The stories produced by the participants are deemed suitable for examination through empathy-based stories, as outlined in the work of Wallin, Koro-Ljungberg, and Eskola (2018).

Table 4.2.1.2. Types and kinds of bullying

Types of bullying	Kinds of bullying
Verbal (N=17)	<ol style="list-style-type: none"> 1. Teased 2. Scorned 3. Threats 4. Excessive joking 5. Berated 6. Coercion 7. Pitting against each other 8. Gossiping the victim of bullying 9. Being slandered
Physical (N=3)	<ol style="list-style-type: none"> 1. Besieging 2. Beating 3. Hiding the victim's belongings

From the 20 empathy-based stories collected in this study, the study's participants provided accounts of various forms of bullying in their stories. The results indicated that a significant proportion of the subjects documented instances of diverse types of verbal harassment. As per Rigby's (1995) research, three distinct categories of bullying are prevalent in educational institutions. The analysis of the empathy-based stories gathered from students suggests that boarding schools experience only two forms of bullying: verbal and physical. According to Willard's (2005) research, the absence of electronic devices in boarding schools due to strict regulations has prevented cyberbullying among

students. Additionally, verbal bullying within boarding schools has been attributed to the victim's perceived social status as being "geeky" or different from their peers, such as boys who exhibit sluggish behaviour or possess different skin tones or body shapes. Furthermore, verbal bullying may arise from excessive teasing.

"The reason he started to be bullied was that he looked geeky, and during the taarof/orientation week he had started to mingle with others but he was not accepted in one of the groups, and when the orientation week was over, he was always teased every day by the group, such as with inappropriate jokes, but his jokes were not only in his batch group; it also happened to his seniors who participated in bullying Ashraf". (See appendix)

"It can also be caused by having a particular or uncommon trait in the environment in which they live, such as being a little too fat or too thin, too tall or too short, having limb abnormalities, and so on. It can also be caused by having a unique or uncommon trait in the environment in which it lives, such as a relatively gentle nature, and so on." (See appendix)

The present writings explicate the aetiology of bullying in a residential educational institution, encompassing factors such as an individual's distinctive physical features, unique somatic constitution, and different dispositions concerning the prevailing norms of the social milieu. Furthermore, the empathy-based story mentioned above illustrates the plight of a pupil who, due to his unassuming demeanour and unfavourable reception during the orientation session, is subjected to persistent criticism from his peers and even targeted by bullying-prone upperclassmen. Consistent with the narrative, a prior investigation examining the attributes of bullies and their victims disclosed that pupils are susceptible to being targeted for various reasons, including physical disparities such as obesity, ethnicity, leanness, or dental prominence (Wulandari, 2017). Additionally, during an interview with the researcher, one of the educators confirmed the account to authenticate it further.

"There are usually those who are a little shy, then for example a small body with a small body is as if it is held by one person, he cannot do anything or his body exceeds his height, well people who are out of the ordinary are usually people who are too small, If for example this is a gain due to the lack of maturity of the students themselves in addressing the differences that exist, then what else makes the same too smart and too less so something different, the overweight are bullied, the underweight are bullied, the safe ones are in the middle, that is all. Well usually that is what is called the causes that exist or also the same thing that usually people are comfortable chatting to make this but when the child cannot be talked to, not comfortable to talk to, not comfortable to make fun, it is usually bullied". (See appendix)

As per the aforementioned interview statement, individuals considered uncool by their peers are at a higher risk of experiencing bullying. Common manifestations of bullying include taunting, belittling, ridiculing, defaming, employing pejorative epithets, and invoking parental names to insult. Consequently, it is imperative to educate students about the diversity of their origins and the coexistence of various cultures within the same setting, often intersecting in shared spaces such as dormitories, schools, and other communal areas. As per Mahmud and Khoerudin's (2015) findings, the probability of a conflict is likely to escalate due to the heightened degree of social interaction among students. Physical bullying is often experienced by students who are perceived to be displaying disrespectful or arrogant behaviour towards the bully, in addition to verbal bullying.

"But in the middle of the journey, there was an incident that happened to my batch. And this incident really involved a class above me, namely a clash between classes. This incident was caused by one of my friends who was arrogant or uncivilized when passing or being asked for help by a senior. As a result, my friend clashed with my seniors and was surrounded by three people. After it was over, my friend got quite a lot of injuries, but not serious injuries, only abrasions". (See appendix)

The participant's written discourse suggests that in cases where the victim resists complying with the perpetrator's demands, the likelihood of experiencing physical bullying is heightened. *Bullying* is a phenomenon that can be attributed to various factors, including the lack of equilibrium in power dynamics between the aggressor and the target (Olweus & Limber, 2009). Furthermore, if the individual being bullied does not retaliate against the aggressor and acquiesces to the verbal abuse, in such an event, the outcome would entail the victim enduring solely verbal bullying without progressing to physical aggression. To substantiate this assertion, one of the participants' written accounts demonstrates his acquiescence to the verbal harassment inflicted upon him by refraining from offering any form of opposition.

"Even friends sometimes do the same thing; usually their friends just tease them; the teasing varies; some tease their habits, some tease their parents' names, and some tease their physicality." (See appendix)

"Yes, what else can I do?" Every time I am bullied, sometimes I am mentally down because of the heartache, and sometimes I cry, but what else can I do? "My mother said it is also called life; sometimes the trials are onerous and sometimes light, so just be patient." "I cannot reply to the bullies either." (See appendix)

The various forms of bullying within boarding schools are undeniably linked to the distinguishing traits of the aggressors and targets involved. Olweus (1994) posits that individuals who fall victim to bullying tend to exhibit passive behaviour, anxiety, weakness, a lack of confidence, unpopularity, and low self-esteem. The conventional targets of bullying are typically minors who exhibit signs of anxiety, social detachment, peer group isolation, and physical frailty. Individuals who engage in bullying behaviour typically exhibit traits such as physical strength, social dominance, and a tendency to assert themselves. Additionally, it is common for these individuals to display aggressive behaviour towards authority figures such as parents, teachers, and other adults. According to Olweus' research, individuals who engage in bullying typically exhibit traits of physical stature, assertiveness, and impulsivity, which may suggest a proclivity towards dominance and aggression (Olweus, 1994). Murphy (2009) posits that individuals commonly targeted by bullies exhibit discernible traits such as idiosyncratic physical features or distinctive behavioural patterns in their daily routines. Specific individuals are targeted due to their varying body proportions. The individuals in question are commonly perceived to exhibit physical characteristics that deviate from the norm, such as being smaller in stature, taller than average, or having a higher body mass index.

The deleterious effects of bullying on its targets are beyond dispute. Numerous studies on bullying have concurred that this phenomenon negatively affects both victims and perpetrators. A case study on the detrimental effects of verbal bullying on students suggests that academic performance is significantly impacted; the study reveals that

individuals subjected to verbal bullying may experience a decline in their academic motivation and suffer from physical and mental health issues (Viuni, 2019). Furthermore, drawing from the empathy-based stories collected, it is established that verbal bullying is widely acknowledged to exert a highly detrimental influence on those subjected to it. Using language in bullying can harm the psychological well-being of those targeted, and verbal aggression within boarding school environments often serves as a precursor to physical acts of bullying.

"At the beginning of the year I thought boarding school was a fun place where I always met up with my friends but as time went by, the words fun and fun started to fade and I was bullied by people around me. Whenever I have done activities at boarding school or outside of school hours, people always make fun of me, even a lot of people say I am trash and useless and others". (See appendix)

In addition to this writing, other students shared similar stories of how the bad words that the perpetrators said to the victims affected their emotional state and mental health. These participants' empathy-based stories reinforce the findings of this research on how verbal bullying has a more negative impact on its victims than physical bullying.

"I closed the door to my room and lay down on my bed and cried, I do not know how many times I have been bullied today. I cannot count the number of ugly words that hurt me. I can no longer measure the amount of pain in my body. Do I really exist only to be played with or made fun of? hit or cursed? teased or picked on? or what? Did not the teacher say that everyone deserves to be treated properly? then why am I the only one being bullied? Why did not my parents and teachers know how I felt? The same questions that have never been answered come back to my mind? An exasperated sigh escapes my nose in place of my tears". (See appendix).

"My name is Ashraf, and for some reason, my friends like to mock and bully me." "Maybe they feel that they are the most perfect person in this boarding school or maybe in this world, but actually, it is not just me who is often bullied but a lot of people, and sometimes I feel sorer to see my friends being bullied than myself.". (See appendix).

The writing suggests that verbal bullying is a highly accessible form of bullying for students and often serves as a precursor to other forms of bullying. Verbal bullying can significantly affect an individual's mental well-being due to its potential to disrupt cognitive processes, emotional states, and interpersonal communication. Verbal bullying has been found to impede students' social and emotional development. For instance,

individuals may experience mood swings and distance themselves from social connections due to inadequacy and exclusion within the academic setting. A plethora of research has demonstrated that verbal bullying has a detrimental impact on the psychological well-being of targeted people. Jannah et al. (2021) conducted a study that provides evidence of the negative impact of verbal bullying on the self-esteem of individuals who experience it.

Furthermore, empathy-based stories illustrate the detrimental impact of verbal bullying on the psychological well-being of those targeted. The reader can empathize with the victim's anguish and despondency as he navigates his daily routine at the boarding school. If left unchecked, this condition will persist with significant adverse consequences. Munthe (2007) posits that depression can be attributed to various factors, such as disillusionment arising from stress, bodily exhaustion, or other causative agents. Moreover, verbal bullying is deemed to have a more detrimental effect as it is identified as a contributing factor to physical bullying. The subsequent narratives that are grounded in empathy serve to exemplify this rationale:

"I immediately received bullying which turned out that I was bullied by my own cousin other and I do not know why I was bullied but I do not care about it and because I do not care about it, I do not think it exists and I do not want to tell this news to other people so people do not know that I was bullied, let alone my parents. From the first to the third grade of elementary school, my cousin was not anti-bullying me at the time of the third grade, so it made me upset and I was fed up with being silent and not fighting back, finally one day as usual he bullied me and finally, I fought back and the fight resulted in a very big injury, namely his head leaking because I threw it with a buckle". (See appendix)

Drawing from the analysis of empathy-based stories and the ensuing discourse among subject matter authorities, it can be inferred that verbal abuse is a prevalent form of bullying in residential and educational institutions. The composition illustrates a student's demeanor who consistently exhibits patience and exercises restraint in the face of verbal harassment. Following a prolonged period of mistreatment by the perpetrator, the victim eventually resorted to self-defense. The narrative additionally demonstrates

that persistent verbal harassment directed at the target can incite physical aggression toward the aggressor.

In brief, individuals engaging in empathy-based stories are anticipated to establish a connection with the narrative and its protagonists and cultivate empathy by envisioning themselves in the positions and functions of others. The findings of the empathy-based stories indicate that all 20 participants in the study either experienced or witnessed instances of bullying at the boarding school. The writing suggests that students are susceptible to experiencing bullying due to physical disparities, such as being overweight, having dark skin, underweight, or exhibiting lethargic behaviour. Individuals perceived as socially undesirable by their peers are at a higher risk of experiencing bullying, which may involve various forms of verbal abuse such as ridicule, verbal attacks, derogatory name-calling, and even negatively referencing their parents. Bullying is a phenomenon that arises from an imbalance of power between the perpetrator and the victim and is intricately linked to the traits of both parties involved. According to this research, individuals who have experienced victimization tend to exhibit passive behaviour, anxiety, weakness, a lack of confidence, reduced popularity, and low self-esteem.

Drawing from the empathy-based stories gathered, I propose using the term "vulgar bullying" to characterize how verbal bullying manifests in boarding school settings. Bullying characterized by improper behaviour in boarding schools can harm the mental well-being of those targeted and frequently serves as a precursor to physical bullying. Empathy-based stories corroborate the results of this study regarding the more detrimental effects of verbal bullying compared to physical bullying. Engaging in vulgar bullying can adversely affect an individual's mental health by causing fluctuations in mood, developing symptoms of depression, and experiencing decreased self-esteem.

Empathy-based stories demonstrate the adverse impact of verbal bullying on the psychological well-being of those subjected to it. Verbal bullying is prevalent in boarding schools and can escalate to physical bullying when it occurs frequently. Furthermore, it can be contended that physical bullying within boarding schools cannot be solely attributed to the perpetrator, as the victim may also bear some responsibility. As such, a comprehensive examination of bullying in boarding schools is imperative for educational institutions and parents.

4.2.2. Students' Expectations of Bullying in Boarding School

In this study, a positive frame story containing the story of a character who has experienced bullying and can overcome the problem is used to determine the story that the participant will continue. The participants provided information about how they position themselves as a character in the story to answer what treatment or actions the boarding school, parents, and teachers have taken in response to the bullying problem. Moreover, the negative story that describes how the character in the story experiences bullying at school and has not resolved the problem will provide information about how the participants position themselves as characters in the story to determine what actions or things they expect from the surrounding environment, such as the boarding school, parents, and friends, concerning the bullying problem experienced. However, although the two frame stories created by the researcher failed to distinguish between "stories of things that have been done by the boarding school, parents, and friends" and "stories of things that the character in the story expects from the boarding school, parents, and friends," the 20 empathy-based stories successfully collected from participants still revealed these two themes; thus, the research was successful. Therefore, in this section, I describe the students' expectations of the boarding school, their parents, and their peers regarding the phenomenon of bullying at the boarding school.

"Because all the time I coexist in one environment, and on the other hand, the dormitory guardian is a little indifferent because sometimes bullying seems to be just a joke among male friends." (See appendix)

"The boarding school should be closer to the students rather than knowing what the students are doing." (See appendix)

"Parents must be very concerned about the situation when their children are bullied or judged."
 "The role of a parent is to enlighten, explain, and take the time to receive outpourings from their children." (See appendix)

"The role of friends is no less important, especially Ashraf's friends who saw the incident; they should have defended Ashraf, or what might be better known as *amal ma'ruf nahi mungkar*." But sadly, only a few are willing to do this because they tend to choose to be silent and not care. (See appendix)

The empathy-based stories produced by the participants communicate a range of expectations concerning bullying in boarding schools directed towards the institution itself, parents, and peers. The accounts provided by the study's participants contained a number of frequently occurring keywords among the 20 empathy-based stories. The table below presents the keywords to facilitate their comprehension.

Table 4.2.2 Students' Expectations

Boarding School	Parents	Friends
1. Giving more attention	1. Give more attention	1. Caring
2. Being friendly with students	2. Can be friendly with children	2. Respect each other
3. Can empathize more	3. Listen more and understand feelings	3. More empathetic

Despite the efforts made by the boarding school, parents, and friends to address bullying within the school, a significant proportion of respondents reported that the measures taken thus far still need to meet the needs of students concerning this issue entirely. The table above illustrates that students have certain expectations concerning bullying in boarding schools. Specifically, students expect that the boarding school, parents, and friends will prioritize attention towards fostering friendships, demonstrating care and respect, providing a sense of security, and exhibiting empathy.

The educational institution has made a concerted effort to address the issue of bullying. Based on a collection of empathy-based stories obtained from 20 participants, it has been determined that the boarding school has implemented various measures to address student welfare concerns. These measures include organizing anti-bullying seminars, displaying anti-bullying banners, and administering disciplinary actions, ranging from mild to severe, to perpetrators of bullying based on the severity of their actions. Nevertheless, it is imperative to ensure that these measures align with the standards expected by students concerning incidents of bullying that transpire within boarding schools.

Enhancing their empathetic abilities was the central aspiration students expressed in the empathy-based stories taken from a sample of 20 participants. As per Hurlock's (1991) assertion, empathy denotes the capacity to place oneself in the shoes of another individual, undergo their experiences, and perceive circumstances from their vantage point. Therefore, the student's aspiration for attending a boarding school is to gain a deeper understanding of and empathize with the experiences of bullying victims by adopting their perspective. The student's parents and friends share this desire. Additionally, many prior research endeavours have investigated the correlation between empathy and social connections among children in educational settings. Fahrnunisa's (2018) study used a quantitative research design to examine the relationship between empathy and peer social support in student interpersonal communication. The results revealed a noteworthy positive association between empathy and peer social support in interpersonal communication. On the other hand, a lack of empathy and social support from peers' harms children's interpersonal communication skills. Moreover, an investigation has been conducted into students' anticipations of increased empathy from

relevant entities, and heightened empathetic abilities have been found to enhance interpersonal relationships among students.

The manifestation of bullying-related actions or incidents will indicate the boarding school's empathetic approach toward its students. When addressing bullying incidents, students anticipate that educational institutions will exhibit an empathetic disposition by undertaking various measures, the foremost of which involves exercising heightened vigilance. The idea that educational institutions, including educators, ought to devote more significant attention to their students consistently and everywhere is the focal point that students frequently allude to in empathy-based stories. Additionally, they should be able to comprehend the alterations in their students' demeanour that may arise due to their experiences within the residential school setting. Several empathy-based stories have suggested that boarding schools may have contributed to bullying. However, there is still room for improvement in meeting the expectations of students.

"At that time, I tried to fight my fear and fight back as much as I could; all I could do was cry and complain to my parents." "Because I coexisted in the same environment all the time, and on the other hand, the dormitory guardian was a bit indifferent because sometimes bullying seemed to be just a joke among male friends," (See appendix)

"After it was all over, he lay on his bed with a thought running through his brain: "Why didn't anyone reach out?" "Why didn't the teacher see?" "Hey, where is everyone?" "The world feels so cramped, not once or twice; it has become his routine; this is not the worst." (See appendix)

"Regarding the actions of boarding schools, some boarding school pay less attention to this, maybe occasionally conducting anti-bullying seminars, which their students often ignore until one day something undesirable happens due to bullying, like a student dying because his friends bullied him at boarding school X." The incident shocked the Indonesian people. Finally, boarding school pays more attention to bullying incidents that occur in their boarding. "Boarding school should be closer to the students rather than knowing what the students are doing." (See appendix)

Drawing from the empathy-based stories presented earlier; it can be inferred that boarding schools do not accord more significant consideration to bullying incidents, particularly those deemed minor or moderate, such as verbal bullying that does not result in physical harm. Based on the observations made over several days within the boarding school setting, the absence of teacher supervision beyond the confines of the classroom

may be a contributing factor. The teacher corroborated the researcher's findings during an interview conducted by the researcher:

“For verbal bullying, we teachers rarely hear about it, unless the bullying has gone too far where the victim feels uncomfortable and wants to move out. And bullying usually happens in the dormitory, at certain times, usually seniors call juniors to come to their senior dormitory. When there is no teacher guarding during the break at 8pm-10pm or maybe also in the afternoon at 16.00-18.00. Then, bullying has also occurred in the classroom, when there is no teacher.” (See appendix)

Through observation activities during the time at the boarding school, I recognized that it is difficult for teachers at the boarding school to be with students 24 hours a day because they also have other activities that must be done outside the classroom. However, I believe there will always be a way to solve every problem. Even though they cannot be with the students physically for 24 hours, they can still be with them mentally and emotionally. Hence, the next expectation of students towards the boarding school is to be friendly with students and to see and hear what students experience by considering the students' perspectives. Therefore, the reinforcement teachers give students through words and a gentle touch can positively impact them. I acknowledge this in an empathy-based story that the participants wrote down;

"After praying in congregation at the mosque, for some reason, I was called by a teacher." I did not intend to go, but the teacher insisted I go with him for a while. "Surely I will just get scolded again." Never mind; I just gave up. But instead of being scolded, I was asked about my relationship with my parents and friends. I answered that it was bad. Then I was asked, "Do I want to improve those relationships?" I was too lazy to answer, so I just said no. After all, they did not want me to change and continue to be the butt of jokes. Suddenly, his right hand shot up. I immediately closed my eyes, thinking he would slap me for my careless answer. But no, not at all. A light pat on my left shoulder made my eyes open. The teacher sighed and said, "If you do not want to change, how do you want your treatment to change?" At that moment, my heart sank hard, as if his words were a sword that stabbed me. "But it was the sword that made me realize that what they did to me reflected my behaviour." (See appendix)

The empathy-based story above highlights the significant impact that a teacher, who in the context of a boarding school serves as a parental figure, can have on a child's growth and development through their verbal and physical interactions. Consistent with this notion, a multitude of prior scholars have demonstrated the impact of physical touch and verbal validation on the growth and maturation of children. Experimental research

has been conducted to investigate the potential positive effects of touch and words of affirmation on child discipline, the study yielded positive results (Kasyifatussaja, 2019). Another crucial aspect that holds significant value and is highly anticipated by the participants of this study pertains to the ability of boarding schools, specifically teachers, to foster a sense of camaraderie and establish amicable relationships with their students. According to Santrock (2007), friends are a social group characterized by mutual support, companionship, and familiarity. According to Sullivan's perspective, as cited in Santrock's (2007) work, intimate peers' psychological impact and familiarity tend to escalate during the early stages of adolescence.

In line to psychoanalysts, who prioritize the significance of amicable parent-child relationships, adolescents expect that teachers can foster friendships. The establishment of a positive teacher-student relationship engenders trust. According to Taormina and Gao's (2013) research on Maslow's hierarchy of motivation, students are likely to perceive a greater sense of security and comfort when they perceive their teacher as providing such an environment.

"The boarding school should be closer to the students to know more about what the students are doing." Regarding the role of parents concerning bullying, it is not far from the role of boarding school. Children are sometimes not too close to their parents, so they are reluctant to tell them what is happening to them. "Parents must be close and know what their children are experiencing because the role of parents is very important in giving advice to their children." (See appendix)

In addition to the boarding schools, according to the empathy-based story above, I acknowledge that students also have the same expectations for their parents regarding bullying cases. As explained in the previous paragraph, the expectation of every student is a sense of empathy regarding bullying cases that occur in boarding schools. However, empathy has a broad aspect. Based on the empirical data obtained in this study, giving more attention is mentioned oftener in the empathy-based stories the participants write.

"Because there are usually people who bully because of their parents' teaching background, and because parents are also the closest when at home and student have a long vacation time, there is often a mindset that boarding school is a place to "launder" dirty clothes and clean them immediately." "Whereas there is a big role for parents to keep educating their children at home," (See appendix)

"(1) Pay more attention to their attitude; caring parents can discover their children's condition from their attitude and environment. (2) They must be more friendly with their children and close children because they don't want their secrets to be exposed. Many parents are not close to their children and are even hostile; if their children complain, they will blame their children. (3) Worrying about their children and asking their school to pay attention to their children's situation." (See appendix)

"Eventually, I had a stressful day, but that is where my parents always emphasized that "there are many lessons you will learn as long as you are strong, so do not give up because not everyone gets the opportunity like you." "If you do not have friends in the world, it is okay because God is still there," is more or less what my parents said, which made me stronger. (See appendix)

"Regarding the role of parents related to bullying, it is not far from the role of boarding school." Children are sometimes not very close to their parents, so they are reluctant to tell them what is happening to them. "Parents have to be compact and know the things that are being experienced by their children because the role of parents is significant in giving advice to their children." (See appendix)

The aforementioned empathy-based stories reveal that, notwithstanding a child's enrolment in and residence at a boarding school, parental involvement remains a crucial factor in the educational and personal growth of the student. At times, the boarding school may need more support in catering to the requirements of its students owing to temporal constraints and other factors. In such instances, parental involvement is crucial in enabling parents to fulfil their responsibilities, engage in further discussions, and monitor their children's progress at the boarding school, facilitated through school-sanctioned visitations. The present study highlights certain anecdotal accounts that underscore the significance of empathy in promoting emotional growth and motivation among students residing in boarding schools. Specifically, the findings suggest that parents' provision of attention and verbal reinforcement can effectively enhance students' emotional development. Furthermore, as previously stated, participants in bullying cases place the highest degree of importance on empathy. According to research by Rizkyanti et al. (2020), parents' active involvement in their children's lives can facilitate the development of empathy in children.

Compare to other relevant entities, such as boarding schools and parental figures, peers exhibit more significant influence due to their shared environment and participation in similar activities. Hence, students who participate in bullying also impose their expectations on one another regarding bullying incidents within residential and educational institutions. The participants' empathy-based stories consistently concluded with a recurring keyword: "respectfulness."

"In bullying cases, there are two: perpetrators and victims, and in this story, Ashraf has been the victim of bullying." Since he entered class A when he had just entered the boarding school in grade 10, he started being bullied because he looked geeky. During the orientation week, he began to mingle with others. Still, he was not accepted into one of the groups. When the orientation week was over, the group constantly teased him, including with inappropriate ridicule. "His scorn was not only in his class group; it also happened to his seniors, who bullied Ashraf." (See appendix)

"My name is Ashraf, and for some reason, my friend likes to mock and bully me; maybe he feels that he is the most perfect person in this boarding school or maybe in this world, and actually, it is not just me who likes to be bullied, but a lot; sometimes I feel sorrier to see my friends being bullied than myself." (See appendix)

"Whenever I have done activities at or outside of school hours, people always make fun of me; many people say I am trash, useless, and others." (See appendix)

"At that point, I made a fatal error because the entire class stared at me, and then I got constant teasing." When I was treated like that, I said, "It is okay; maybe tomorrow it will not be anymore," but the next day, it got worse; I was slandered, laughed at, and talked about. If I make a mistake, I will be bullied; if someone is not in the same frequency as them, they will be treated like that. I often think, "Are they joking or intending to bully me?" (See appendix)

As discussed in the preceding subchapter on the aetiology of bullying and following the aforementioned empathy-based stories, it is evident that bullying manifests low mutual regard among pupils, a common occurrence in residential and educational institutions. According to Eisenberg and Fabes (1990), the inability of pupils to empathize with others may be a contributing factor. Students anticipate receiving respectful treatment to prevent teasing or bullying due to their varied backgrounds, outward appearances, and personalities. Cultivating high-quality friendships among students at the boarding school is contingent upon the mutual respect they exhibit toward one another. In addition, the quality of friendship plays a significant role in fostering a strong bond among students, facilitating the exchange of ideas, and providing emotional support. Such

a relationship is characterized by loyalty, kinship, mutual care, shared interests, mutual assistance, complementarity, and affection. Santrock (2007), Baron and Byrne (2005), and Parker and Asher (1993) have all conducted previous studies that support these findings.

To sum up, the two frame stories created for this study revealed not only the participants' expectations of the boarding school, parents, and friends concerning bullying but also the efforts made by these parties to combat bullying. I realize that it is crucial to document the efforts made by the boarding school, parents, and friends to demonstrate that these things still need to meet the expectations and needs of students regarding bullying cases at the boarding school. The boarding school has made a concerted effort to address the issue of bullying. Based on a collection of empathy-based stories obtained from 20 participants, it has been determined that the boarding school has implemented various measures to address student well-being, including organizing anti-bullying workshops, displaying anti-bullying signage, and administering disciplinary measures to perpetrators of bullying following the severity of their actions. Notwithstanding, ensuring that these measures align with pupils' anticipations concerning incidents of bullying that transpire in residential boarding school is imperative.

Despite the efforts made by the boarding school, parents, and friends to address the issue of bullying, a significant number of respondents indicated that these measures still need to meet the needs of students in this regard fully. The students have certain expectations regarding bullying in boarding schools. Specifically, they expect the boarding school, parents, and friends to prioritize attention towards fostering friendships, demonstrating care and respect, providing a sense of security, and exhibiting empathy.

4.2.3. Method of Empathy-Based Stories: Strength and Limitation

The research employed the method of empathy-based stories as it is deemed suitable for addressing sensitive topics and allows respondents to relate to an issue through a narrative framework constructed by the researcher (Wallin, Koro-Ljungberg, & Eskola, 2018). Moreover, as previously mentioned, the utilization of empathy-based stories as a means of data collection has yet to be explored in Indonesia regarding bullying in boarding schools. Thus, one of the aims of this research is to investigate the implementation of empathy-based stories in the Indonesian setting, specifically concerning the issue of bullying in boarding schools. During this session, I presented a discourse on the methodology of conducting research through the utilization of empathy-based stories.

As delineated in the preceding chapter, the present investigation utilized the method of empathy-based stories to ascertain the efficacy of this method in obtaining empirical evidence. Based on the findings obtained through this method, I posit that it has the potential to yield comprehensive outcomes. Through the utilization of this particular methodology, I was able to acquire novel perspectives about the subject matter of bullying within the context of Islamic boarding schools. By utilizing empathy-based stories, I can gain a deeper understanding of how participants perceive the issue of bullying within boarding school environments. Furthermore, the method of empathy-based stories instills a feeling of safety as the participants' identities are meticulously safeguarded.

Accordingly, it facilitates the exchange of stories among participants, which may be derived from personal encounters, vicarious encounters, or creative endeavours. Specific data suggests that through empathy-based stories, individuals have disclosed for the first time the correlation between their mental health conditions and the bullying incidents and associated trauma they experienced during their time in boarding school.

As a result, this method has emerged as a means of providing a voice to those previously unheard of. The utilization of empathy-based stories, which have been previously highlighted as a means to depict instances of bullying, has an indirect impact on enhancing the empathy levels of individuals. It is supported by the accounts of certain participants who reported experiencing emotions akin to those of the characters portrayed in the overarching stories.

Even with the exposition of the merits of the method of empathy-based stories, I must delineate the constraints associated with utilizing this method in the present research. I wish to highlight that the empirical results of this investigation are derived from a limited sample size (20 participants as opposed to the 500 individuals in the residential school population) and, therefore, cannot be extrapolated to a broader scope. Furthermore, it is imperative to acknowledge that some empathy-based stories gathered did not conform to the conventional structure of a "story" but instead comprised inventories detailing various forms of bullying and the anticipations of the boarding school, parents, and peers perceived by the participants. Specific individuals may have encountered difficulties expressing themselves through written means, potentially resulting in the use of enumerated items. I needed help conducting a comprehensive analysis of specific data. Nevertheless, all empathy-based stories were subjected to thematic analysis. It is recommended that a more thorough analysis be conducted and that content analysis techniques be considered. In addition, the empathy-based stories the study participants authored were sufficient to address all research inquiries. Empathy-based stories proved to be a highly efficacious method to establishing a connection between the participants' viewpoints concerning the prevalence of bullying phenomena in boarding school settings.

CHAPTER V: CONCLUSIONS AND SUGGESTIONS

I expound on the conclusions from the results and discussions of the empathy-based stories gathered in this study in the section dedicated to conclusions and suggestions. Subsequently, in light of the anticipation of numerous forthcoming studies on empathy-based stories, the present section will offer suggestions to researchers and future inquiries regarding potential areas for advancement—even the most exceptional entities necessitate refinement and advancement.

5.1. Conclusions

5.1.1. Research Summary

It is emphasized that empathy-based stories are the primary data source for this research. I have created two frame stories with themes oriented towards this study's research questions; students' perception of bullying, students' expectations of boarding school, parents and friends towards bullying, and themes about using empathy-based stories in this research. Empathy-based stories collected from 20 students contain many stories that participants pour through their writing. Moreover, there are some valuable findings from the empathy-based stories of students.

The first finding related to students' perceptions revealed that all participants acknowledged bullying at X boarding school. Bullying that occurs at X boarding school is verbal and physical. The majority of the empathy-based stories are stories of participants' personal experiences with bullying, and some are stories of participants' testimonies of bullying that occurred against students at the X boarding school. Moreover, empathy-based stories say that verbal bullying is a type that often occurs compared to physical bullying. Then it is not surprising that the empathy-based stories that students write to say that verbal bullying attacks them mentally and leads to verbal bullying, which

ends with physical bullying. Verbal bullying that occurs at X boarding school is due to several reasons. The seniority culture in X boarding school is the cause of the rampant bullying that still occurs in X boarding school. Based on the findings in empathy-based stories, it is said that bullying at X boarding school is considered so painful. Because perpetrators and victims are often involved in many activities, friction is still ongoing in learning and teaching activities in class and outside the classroom, such as activities in the mosque, sports field, and dormitory. Thus, victims of bullying do not have space for themselves. Through the empathy-based stories the participants wrote, there were many complaints about the bullying at the boarding school and how they were very down and mentally sad.

The next theme from the findings of empathy-based stories is students' expectations towards boarding school, parents, and friends, as well as efforts that have been made related to bullying. From the 20 empathy-based stories obtained, it is known that participants have diverse expectations, especially towards boarding schools and generally towards parents and friends. Participants have high expectations of the boarding school, considering that it is their learning partner and where they live, grow, and develop daily. This attention can be shown through the presence of stakeholders in their daily lives, not only in teaching and learning activities in class but also in other activities outside the classroom. Stakeholders are expected to be able to become friends with students, which means that a personal approach needs to be taken. Furthermore, this attention is carried out through strengthening activities for students by motivating them by seeing things that happen to them from the student's perspective; in other words, stakeholders are expected to be able to empathize more with their students.

The next expectation is for parents. Through empathy-based stories, participants expect parents will continue to pay more attention to the development of students in boarding schools. Parents must fully understand that educating and caring for students will forever be their responsibility. Parents are expected not to be hands-off and leave all student affairs to the school. Like the rights given by the school to students and parents; weekly visits, parents can make it a means to pay more attention to students through motivation and reinforcement that can be given to students.

Through empathy-based stories, participants hope that parents can become friends with children, build closeness, and be able to hear and understand the circumstances and feelings of students. Participants also have hopes for friends regarding the problem of bullying in boarding schools. Participants realize that bullying occurs because of differences in physical and mental habits, so they hope that fellow friends in boarding schools can respect each other. Empathy-based stories are able to give participants hope that others might pose empathy, and further an understanding that bullying will never be fun for its victims. Empathy-based stories also show that students can care for each other, protect each other from bullying and defend themselves if they feel it is around them.

In addition to expectations, through empathy-based stories, it is also revealed that there have been efforts made by related parties, boarding schools, parents, and friends to deal with bullying incidents. However, all of them are considered outside the fundamental expectations of students. Data obtained through empathy-based stories said that it is true that the boarding school has made various efforts, including installing anti-bullying banners and socializing against bullying. Furthermore, the efforts made by parents so far as listeners and motivators of students are considered not optimal enough because a close and friendly relationship with students has yet to be built so that there is a sense of security

for students to share the problems they face. Lastly, some friends have tried to prevent bullying by reporting the incident to stakeholders and defending the victim. However, the cumulative number of friends who made these reasonable efforts cannot be said to have met the needs of students and balanced the incidence of bullying that occurred at X boarding school with the total number of students there.

5.1.2. Research Finding

The results of this research emphasize certain noteworthy aspects which partitioned into three distinct components: 1. the results of the students' perspectives on bullying within boarding schools, 2. the students' expectations of bullying-related issues, and 3. the results associated with implementing the method of empathy-based stories.

All study participants acknowledged the existence of bullying in boarding schools, as I had previously noted concerning the findings on school bullying. A significant proportion of the respondents composed stories about their individual experiences, while others documented bullying in their immediate surroundings. Boarding schools are settings where bullying can occur in various forms, including verbal and physical aggression. Verbal bullying is a form of aggression involving insults, ridicule, and harsh language directed toward a student's physical appearance, character, or cultural differences. Regarding the attributes of the victims, as per the empathy-based stories authored by the participants, they are perceived to be physically frail, inexperienced, excessively energetic, meek, non-compliant, and deferential towards the offenders.

Moreover, the attributes of the offenders are deemed crucial by individuals in the student and senior demographics, who typically operate in collectives and possess influence in terms of physical prowess and organizational hierarchies. The present study's results on students' perceptions of bullying do not offer novel insights compared to prior

research. However, a noteworthy finding is the participants' perception that bullying in boarding schools is significantly more distressing than in public schools due to the confined school environment that necessitates continued interaction inside and outside the classroom. The social interactions that transpire, particularly for individuals involved in bullying as either victims or perpetrators, elicit heightened fear and sadness. Moreover, these individuals reside independently from their parents and have limited interaction with school stakeholders. Consequently, they must address all issues autonomously without a platform to share stories or express grievances.

It is noteworthy to emphasize the discovery of students' expectations about stakeholders, parents specifically, and friends. The empathy-based stories demonstrate that students aspire to a friendly relationship with their parents and the boarding school. Individuals are surrounded by companions who allow them to express themselves and feel acknowledged while offering safety. Students are anticipated to seek acknowledgment and affirmation of their emotions by perceiving every challenge they encounter from their perspective. One of my discoveries from an empathy-based story was that the teacher's subtle touches, which served as a form of motivation and reinforcement, significantly influenced the students' emotional well-being and served as a source of encouragement for them to confront challenges and develop solutions. Stated differently, student expectations can be regarded as a manifestation of empathy. Moreover, the majority of participants consistently utilize the term "empathy" when expressing their expectations, whether directed towards the boarding school, parents, or friends.

The subsequent discovery pertains to the utilization of empathy-based stories. A noteworthy distinction from prior research on empathy-based stories (as discussed in the

literature review in Chapter 2) is that the present study's investigation of empathy-based stories was carried out exclusively in a male-only educational institution. The utilization of empathy-based stories as a data collection method has been found to provide a safe space for students to express their emotions without fear of being stigmatized as vulnerable. This method preserves their sense of self and shields them from external scrutiny, including that of the researcher. Subsequently, based on the empathy-based stories procured, respondents experience a sense of gratification as their desire to recount personal stories and express grievances is effectively channelled through this investigative study. Empathy-based stories can serve as a source of relief for individuals who perceive their perspectives as marginalized or overlooked, as such stories can amplify their voices.

5.2. Suggestions

5.2.1. Implications

The present study endeavours to understand the use of empathy-based stories to gather data to explore the phenomenon of school bullying in an Indonesian boarding school. This research has two implications:

5.2.1.1. Theoretical Implications

The study's findings present a wide perspective on how students view the issue of bullying in boarding schools. The study's conclusions elicit students' perspectives by highlighting the dimensions of affectivity and empathic understanding. Students recount stories regarding the factual depiction of the bullying phenomenon that has transpired within the confines of X boarding school. The findings derived from this study are replete with significance and authenticity. The stories composed by the participants are genuinely heartfelt and resonate with the readers on an emotional level. The findings of this study suggest that the experience of bullying is perceived by students as highly distressing and

alarming in boarding schools in comparison to non-boarding schools. This observation is made on a theoretical basis. Multiple factors contribute to the manifestation of the assertion mentioned above, as posited by the researcher in the preceding section. Using empathy-based stories within a boarding school setting with male students who share similar backgrounds holds potential as a viable approach to affording students a secure platform to share their personal experiences. This method is grounded in theoretical principles. The method of empathy-based stories provides a platform for historically marginalized and excluded individuals to express their perspectives. Empathy-based stories can be effectively implemented within the Indonesian educational sphere to unveil sensitive phenomena that may otherwise be taboo.

5.2.1.2. Practical Implications

The findings of this study can serve as empirical evidence for the prevalence of bullying phenomena within X boarding school. It may also serve as an informative and deliberative resource for boarding schools and parents in their endeavours to address and mitigate the occurrence of bullying. In addition, the findings provide insight into the necessary actions or interventions required to address the issue of bullying among students, thereby enhancing the efficacy and precision of the implemented measures. Empathy-based stories can be a practical approach to documenting, exposing, and comprehending sensitive and taboo issues. Finally, the results of this study underscore the potential of utilizing empathy-based stories to facilitate research and education, as demonstrated in Finland; incorporating empathy-based stories into the curriculum should be considered in Indonesian schools or used as a resource for counselling guidance teachers (BK) to identify and document issues that arise.

5.2.2. Recommendations

5.2.2.1. To Government

The utilization of empathy-based stories within the educational domain has the potential to significantly augment the process of knowledge acquisition and foster the cultivation of social and emotional competencies among students. The following recommendations are proposed for governments to successfully integrate this method:

1. The task at hand involves the creation of educational materials for a curriculum. Collaborate with professionals in the fields of education, curriculum development, and social-emotional learning to design instructional resources that incorporate narratives centred around empathy. The materials encompass a range of educational resources, such as suggested literary works, instructional outlines, discourse manuals, and interactive exercises, which facilitate students' exploration of empathy and comprehension.

2. One potential solution is to implement comprehensive teacher training programs. Provide professional development initiatives and workshops aimed at equipping educators with the necessary skills to proficiently integrate empathy-based stories into their instructional practices. Educators have the opportunity to acquire techniques for effectively facilitating dialogues, fostering empathy, and establishing connections between narratives and real-world encounters. Offer continuous assistance and access to various tools and materials to facilitate the implementation of these strategies.

3. Foster partnerships with publishers and libraries: Foster partnerships with publishers and libraries in order to facilitate schools' access to a wide array of storybooks that promote empathy. It is imperative to advocate for educational institutions to establish comprehensive libraries and allocate sufficient resources towards procuring literature that fosters empathy, diversity, and inclusivity.

4. Facilitate the incorporation of storytelling and empathy-based activities into diverse academic disciplines, beyond the confines of language arts or literature courses. For instance, history lessons may incorporate narratives that underscore the presence of empathy during pivotal historical occurrences, while science classes can delve into the ethical ramifications of scientific progressions by means of storytelling.

5. One strategy to promote empathy among students is to involve them in storytelling projects. Encourage students to create their own stories that emphasize empathy to achieve this. These projects can be incorporated into classroom assignments or extracurricular activities. Offer them various avenues for creative expression, encompassing writing, illustration, and even cinematography, to facilitate the manifestation of their narratives. This enables students to cultivate their creative, empathetic, and communicative abilities as they engage in the exchange of their viewpoints with their peers.

6. Promote classroom discourse: Advocate for educators to effectively facilitate substantive discussions pertaining to the literary narratives explored or exchanged within the educational setting. The focal points of these discussions may encompass empathy, emotions, and the comprehension of diverse perspectives. To foster empathy and mutual understanding, it is imperative to encourage active listening, respect, and constructive dialogue among students.

7. Employ technological advancements and multimedia tools to augment the effectiveness of the method of empathy-based stories. Examine interactive digital platforms, audiovisual content, and online communities that provide opportunities for students to actively participate in empathy-based stories. This can offer supplementary

opportunities for students to establish connections with a wide range of perspectives and actively participate in dialogues.

8. Assess and quantify results: Employ assessment instruments and methodologies to appraise the effects of empathy-based stories endeavours within the realm of education. Gather empirical data pertaining to the social-emotional competencies, attitudes, and behavioural modifications exhibited by students in relation to the construct of empathy. This information has the potential to inform and shape future enhancements and investments in this particular domain.

9. Promote parental engagement: Foster parental involvement by offering resources and suggestions for empathy-based stories that parents can utilize to engage their children within the home environment. Provide workshops and information sessions aimed at educating parents on the significance of fostering empathy in their children and equipping them with strategies to effectively support their child's educational progress.

Through the incorporation of empathy-based stories within the educational domain, governmental bodies have the potential to cultivate an educational milieu that is characterized by empathy and inclusivity. This, in turn, equips students with the necessary skills and mindset to thrive in a society that values compassion and understanding.

5.2.2.2. To Schools and Teacher

Empathy-based stories possess considerable potential as a pedagogical instrument for educators seeking to augment students' comprehension and empathy. I propose a recommendation for the integration of this particular methodology within the educational setting of your institution or classroom:

1. The following discussion aims to introduce the concept of empathy, which refers to the ability to understand and share the feelings, thoughts, and experiences of

others. To begin, it is imperative to explicate the concept of empathy and elucidate its significance in fostering the growth of students. Highlighting the capacity to comprehend and empathize with the emotions of individuals.

2. Choose suitable narratives: choose narratives that exemplify a wide range of experiences, perspectives, and emotions. Seek out narratives that emphasize themes such as triumphing over hardship, fostering cross-cultural comprehension, or navigating individual obstacles. It is advisable to incorporate a combination of fictional and non-fictional narratives in order to present a comprehensive perspective.

3. Engage in the activity of vocalizing written text and engage in a conversation about it. It is recommended to establish a consistent schedule for engaging in the practice of reading aloud narratives that foster empathy within the classroom setting. Following each reading session, it is recommended to facilitate a collective discourse among the students. I kindly urge the reader to engage in thoughtful contemplation of the emotions, motivations, and actions of the characters. In order to foster deeper thinking and promote the development of empathy, it is advisable to pose open-ended questions.

4. Facilitate personal connections: Foster an environment where students are prompted to establish meaningful associations between the narratives and their own personal encounters or those of individuals within their social circles. This essay will explore the correlation between the characters' personal experiences and their own lives, thereby facilitating the development of empathy through the identification of shared experiences.

5. One instructional strategy that can be employed to enhance students' understanding of a story is role-playing and perspective-taking. This technique involves assigning students specific roles in the narrative and encouraging them to enact scenes,

thereby immersing themselves in the characters' experiences and viewpoints. This activity promotes the development of perspective-taking skills and enhances students' comprehension of diverse viewpoints and emotions.

6. Creative endeavours: Offer avenues for students to manifest their empathetic inclinations through artistic projects. Individuals have the ability to generate alternative conclusions for narratives, generate visual representations, construct poetic compositions, or even produce concise theatrical performances that effectively communicate empathy and comprehension.

7. Incorporating guest speakers or arranging field trips that align with the themes explored in the empathy-based stories would be beneficial. For instance, in the event that the narrative centres around a particular culture or community, it would be beneficial to extend an invitation to a guest speaker who possesses firsthand knowledge and experiences pertaining to that specific background.

8. Incorporating reflection and journaling activities into the curriculum allows for dedicated periods in which students can engage in introspection and contemplate their learning and experiences through the lens of empathy. It is highly recommended that individuals engage in the practice of maintaining empathy journals, wherein they can document their cognitive and affective experiences as well as their personal development. This practice facilitates the cultivation of self-awareness and nurtures the growth of empathy.

9. Collaborative projects: Facilitate the development of collaborative skills among students through the allocation of group projects that necessitate their collective efforts, engagement in empathetic discourse, and formulation of resolutions for authentic societal challenges. The establishment of a collaborative environment enables individuals to

engage in the development of empathy skills while simultaneously cultivating interpersonal connections with their peers.

10. The integration of empathy-based activities within assessment methods is recommended for consideration. For example, it is recommended to assign students the task of composing reflective essays or engaging in individual or collective presentations that serve as platforms for demonstrating their comprehension and implementation of empathy.

It is important to note that the cultivation of empathy is a continuous and evolving endeavour. Setting up a classroom where empathy is valued and practiced can be made easier by using stories, discussions, and activities to reinforce empathy-based learning on a regular basis.

5.2.2.3. To Parents

To foster a secure environment for students to share personal narratives, it is imperative for parents to adopt a personalized approach. It is crucial for parents to act in a friendly manner in accordance with the students' clearly stated expectations. Consequently, it can be argued that fostering trust and establishing a close relationship between parents and students is essential for promoting healthy familial dynamics and overall well-being. The following are several strategies that can be employed to cultivate trust and establish a sense of closeness within the parent-student relationship:

1. The first key aspect to consider in effective communication is the practice of open and honest dialogue. Promote a culture of transparent and sincere communication between parents and students. Establish an environment that fosters a sense of safety and encourages open communication, enabling all individuals involved to freely articulate

their ideas, emotions, and apprehensions without fear of criticism or retaliation. Engage in active listening and demonstrate validation of one another's perspectives.

2. Allocate consistent periods of high-quality engagement to foster a meaningful connection with your child. Participate in mutually enjoyable activities, such as engaging in recreational games, engaging in collaborative cooking endeavours, embarking on leisurely walks, or engaging in intellectually stimulating conversations. The collective experiences contribute to the development of a feeling of intimacy and strengthen the connection between parents and students.

3. Demonstrate interest and provide encouragement. Exhibit authentic curiosity in your child's life, engagements, and accomplishments. Participate in the various school events, extracurricular activities, and parent-teacher meetings organized by the educational institution. Inquire about their daily experiences and areas of interest, and actively participate in their dialogues. The provision of both emotional and practical support establishes a fundamental basis of trust and enhances the relationship between parents and students.

4. It is imperative to demonstrate respect for the boundaries and autonomy of your child. Enable individuals to exercise autonomy in making decisions that align with their age and assume responsibility for the consequences of their choices. This exemplifies a belief in their capabilities and cultivates self-reliance. However, it is important to ensure that adequate guidance and support are provided as necessary.

5. It is imperative to exhibit reliability and consistency by ensuring congruence between one's verbal expressions and subsequent behaviours. It is imperative to uphold commitments and promises once they have been made. The establishment of reliability fosters trust and conveys to one's child that they can rely on their parent. The

establishment of consistency is crucial in fostering a stable and predictable environment, thereby playing a pivotal role in promoting the emotional well-being of children.

6. It is advisable to cultivate empathy and comprehension by actively endeavouring to comprehend your child's viewpoint and acknowledging the legitimacy of their emotions. Demonstrate empathy and compassion when individuals encounter obstacles or undergo emotional distress. It is imperative to refrain from disregarding or downplaying the emotions experienced by individuals. Instead, offer a supportive and empathetic presence that facilitates a sense of understanding and acceptance for the individual.

7. Foster the development of independence and responsibility: Gradually promote the cultivation of independence and responsibility in your child. Enable children to assume age-appropriate responsibilities and exercise decision-making abilities that are in accordance with their developmental level. By providing individuals with opportunities to showcase their skills and competencies, one can foster a sense of trust and confidence in their capabilities.

8. Encourage collaborative problem-solving: Facilitate the inclusion of your child in problem-solving and decision-making endeavours as deemed suitable. Engage the individual in active participation and inclusion within discussions pertaining to familial regulations, daily schedules, and choices that have an impact on their lives. The implementation of this collaborative approach fosters a heightened sense of value, bolstering individuals' feelings of belonging and trust.

9. It is imperative to acknowledge and rectify any errors made by parents, as they too are susceptible to making mistakes. In the event that an error is committed or unintended harm is inflicted upon one's child, it is imperative to express a genuine and

heartfelt apology. Assume accountability for one's actions and demonstrate a readiness to rectify any wrongdoing. This educational program imparts knowledge to children regarding the concepts of accountability, forgiveness, and the significance of restoring interpersonal connections.

10. It is advisable to seek professional assistance, if necessary, particularly in cases where trust or communication problems persist. This may involve engaging in family counselling or therapy sessions. An individual with specialized expertise can assist in the facilitation of discussions, the provision of guidance, and the implementation of strategies that are specifically customized to meet the unique requirements of your family.

It is important to note that the establishment of trust and intimacy requires a considerable investment of time and effort. In order to foster a strong parent-child bond, it is advisable to exhibit patience and consistency and create a nurturing and supportive atmosphere for your child's optimal growth and development.

5.2.3. Limitations

The study's limitations are associated with the multi-day observation process. One notable limitation was that the observation period overlapped with the boarding school's midterm exam schedule, during which students were primarily focused on preparing for exams. Another limitation was that certain two classes engaged in "study banding" activities with schools in other areas, preventing the observation of all students' activities around the boarding school.

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APPENDICES

Appendix 1. Interview Questions

OUTLINES OF INTERVIEWS

Appendix 1.1. Translated Transcript of a Vice Principal of Student Affairs Interview

1. What do you think bullying is?

Bullying has many categories. There is verbal bullying, and also physical bullying. Even if it's verbal bullying, sometimes it can make the victim feel more cornered, especially since usually the bully is physically bigger, he or she has power, usually senior to junior or usually has power, with a large number, while the bullied is only alone. Physically, such as beatings and so on. We have found bullying in the form of beatings, and we have also found bullying in the form of intimidation or coercion.

2. Is bullying normal or otherwise? Why?

If it's bad, it's not normal. Sometimes we think of it as bullying, but for them it's not because they are close enough or part of a joke.

3. Have you heard or witnessed bullying during your time at this boarding school? Where and when does bullying occur? When do perpetrators usually bully their victims? What kind of bullying have you seen?

We have heard several times, there are reports, usually children who are bullied tend to be silent, but when there is evidence, for example there are bruises on the face, we usually investigate, usually the students do not want to confess because they are afraid, maybe there is pressure from the perpetrator. But after we investigate, it turns out that there really is bullying. For verbal bullying, we teachers rarely hear about it, unless the bullying has gone too far where the victim feels uncomfortable and wants to move out. And bullying usually happens in the dormitory, at certain times, usually seniors call juniors to come to their senior dormitory. When there is no teacher guarding during the break at 8pm-10pm or maybe also in the afternoon at 16.00-18.00. Then, bullying has also occurred in the classroom, when there is no teacher.

4. What is the picture of bullying incidents in this boarding school?

We found physical bullying between seniors and juniors several times, then there is pressure, or intimidation so that the victim does not report to the teacher. So, we find it difficult to recognize bullying, unless there are visible marks.

5. What exactly causes students to become victims of bullying?

Usually, the perpetrator was once a victim. When the perpetrator becomes a senior, he does the same thing to his junior. It's a kind of bad habit that is transmitted.

6. What are the characteristics of the bully?

Usually students who lack discipline, sometimes they don't do it alone but together with other friends who have the same hobby.

7. What are the characteristics of victims of bullying?

Usually, students who are hyper active and cannot maintain ethics towards seniors. So that seniors consider them as bullies. Then, students who are introverted, and that usually get verbal bullying from their friends or seniors.

8. What do you think is the real cause of bullying?

Usually, the perpetrator used to be the victim. When the perpetrator becomes a senior then he does the same thing to his junior. It's a kind of bad habit that is transmitted.

9. So far, how have the teachers reacted when they found out about bullying? What do they do?

We make some efforts. Calling the victim and the perpetrator and asking the bullying story from the perspective of the perpetrator and the victim, then communicating with the parents.

10. To what extent do you think bullying affects the lives of students in this boarding school? How do you see the real impact felt by students from bullying?

Varies, some respond to it as a normal thing. There are students who do not feel at home and want to move out. However, they do not openly say the reason is because of bullying, they convey other reasons such as lesson reasons. However, when they leave the school, it is only known that they have become victims of bullying.

11. If you see an incident of bullying, or know of a student who is a victim of bullying, what does the victim of bullying need and what would you do?

Students need to recover from bullying incidents. Maintain students' mental health because it will affect their learning activities at the boarding school.

12. Have you ever asked students who are bullied directly what they need?

We have. We asked them several times. But they did not admit that they were victims of bullying.

13. What school policies have been made to anticipate bullying?

The school provides quite harsh punishments such as the threat of being expelled from school, or getting a warning letter and also if the bully is a member of the organization, it will be removed from its position, and not allowed to carry out organizational activities. Or also threatened that they will not get permission to go home monthly, or not allowed to play sports, they will be afraid. But in giving a big punishment such as being expelled from school; it needs to be discussed with other school leaders. There is socialization to students if there has been considerable bullying. Then lectures from teachers to students about bullying.

14. What are the challenges in implementing the policy?

It is quite challenging, especially if the big bullying cases are physical. Then it is necessary to call the parents. It is quite challenging because the school has to mediate between the parents of the perpetrators and the parents of the victims of bullying. Because sometimes the parents of bullying victims want to report legally, but the school tries not to take the case to legal channels, because it is feared that it will bring the good name of the boarding school. Maybe bullying can also occur due to a lack of supervision from us teachers.

Appendix 1.2. Translated Transcript of a Counselling Guidance Teacher (BK) Interview

1. What do you think bullying is?

Bullying is an act committed by a strong person against a weak person, usually on an ongoing basis. There are different types of bullying, whether it is words, attitudes, or silencing someone is also part of bullying.

2. Is bullying normal or otherwise? Why?

I don't think it's normal, because bullying is an act that can be said to make people uncomfortable. Especially for the victim. Although there are many kinds of bullying, if it is accompanied by violence, it is even more fatal. Just saying something can make people uncomfortable. And many children who are not strong also feel uncomfortable.

3. Have you heard or witnessed bullying during your time at this boarding school?

Where and when does bullying happen? When do bullies usually bully their victims? What kind of bullying have you seen?

Actually, in the journey of life it is like a highway, the highway is if we walk alone, if on the highway speeding is also good. But if there are many vehicles, we have to be careful, sometimes there is friction on the right, friction on the left, and can even be hit again from behind. Such is life in this boarding school. Some of his friends, for example, say things like that to him, which he considers bullying. Because I think sometimes it's also a joke. But there are also, but often, sometimes yes, especially new children, maybe they have adapted, there are often taunts like that. What is it, I mean nicknames that are not good. Then, sometimes when children are called by their parents, they feel uncomfortable. They feel embarrassed, maybe, to be called their father. Maybe sometimes that's the case too. If there is a case like that, for me it's more about talking to the child, providing reinforcement. Both the victim, and the perpetrator. If the perpetrator is right, we advise them not to repeat it again.

4. What is the description of bullying incidents in this boarding school?

Physical bullying, yes, I have. But from what I have witnessed, what happens more often is physical incidents. For example, A and B have a conflict, then they fight. Well, it's not bullying if it happens like that - fighting. Yes, more often than not, it's mutual teasing that leads to a fight.

5. What exactly causes students to become victims of bullying?

Maybe here they are just a little bit different from the others. Maybe they are loners, or too weak, right. Or it could also be because they are too meek. Like that. So mostly those who are in a weak position like to be taken advantage of. For example, being told to wash their friend's dishes. Now that's part of, if it continues, yes, it's part of bullying. Loners can be considered introverts.

6. What are the characteristics of the bully?

Yes, the character does have power or leadership. Indeed, but used in the wrong way. The placement. If you can say the character at every level is like that. So, if it's at those levels, it's more prominent. Well, usually if it's not utilized, used, enhanced, it ends up being bullying.

7. What are the characteristics of bullying victims?

Those who are weak like before. Most of them don't dare to fight back. They give in a lot. Usually like that.

8. What do you think are the real causes of bullying?

Many things. Some are teased. There are friends who tease like that. Maybe one of them is to show that I am more senior and want to be respected.

9. So far, how have the teachers reacted when they found out there was bullying going on? What do they do?

If they see it directly, if it is not their domain, they usually report it. Reporting to related parties, to the homeroom teacher, to their friends forever. Then we call the children, we process them, we talk to them, we give them direction. Then yes, if it has indeed led to violence, yes to beatings, he will get a warning.

10. To what extent do you think bullying affects students' lives in this boarding school? What real impact do you see felt by the students from the bullying?

The real impact may not feel at home in the boarding school. But not many are bullied actually. But there are, there are children who really feel uncomfortable if they are bullied, so they leave.

11. If you see an incident of bullying, or know of a student who is a victim of bullying, what does the victim of bullying need and what would you do?

He needs attention. For me personally, I call the victim of bullying, I talk to them, I give them reinforcement, I give them motivation, I give them understanding. Because victims of bullying, especially here away from parents, all children need attention, need help from the people around them actually. So, it takes care from people who do have power, one of them is the teacher. Teachers have power over their students like that.

12. Have you ever asked bullied students directly what they need?

Yes, the point is that those who confide usually say, sir, this child is joking too much, please remind him, like that. If violence has occurred, the victim asks for protection.

13. What school policies have been made to anticipate bullying?

One of them is that we have an anti-bullying program. So, each batch has one delegate, two delegates, so that from those two people can spread kindness. Although sometimes the name, this is called an effort, sometimes this program also runs not optimally. Then bullying also still exists. Because every year we graduate, there are new people entering, and so on.

14. What are the challenges in implementing the policy?

Yes, the challenge is that to overcome bullying, there must be solidarity from all parties. Especially teachers, dormitory guardians must care, not left to individuals. Because if an individual handles many children, it is rather difficult. But if everyone is united, then bullying can be minimized. Teachers move, dormitory guardians move, everyone moves when they see bullying, and are not ignorant

Appendix 1.3. Translated Transcript of a Teacher Interview

1. What do you think bullying is like?

Bullying has a broad meaning actually; each has its own characteristics. But for the case here, in my opinion, bullying is a form of oppression, both physically and psychologically, both verbally and non-verbally, thus cornering a person or a certain group.

2. Is bullying normal or otherwise? Why?

In my opinion, this is something unnatural because what usually happens in boarding school or boarding schools is that someone, all students, should have a sense of security, have the right to get a sense of security, a sense of comfort, but with this bullying they

are more or less intimidated, well what does that mean? So, this is something unnatural because it disturbs the comfort of the victim.

3. Have you ever heard or witnessed bullying during your time at this boarding school? Where and when does bullying occur? When do perpetrators usually bully their victims? What kind of bullying have you seen?

Okay, I will divide this into two clusters for the first cluster, if what happens in class is actually simple, if for example in class usually this is also in my opinion something that leads to bullying, for example in the class something happens, there is one person who shows up like that, wants to show something or come forward or yes it's a bit over the top, but among his friends he responds with inappropriate remarks so like pretentious this, pretentious that, and that happens a lot in one group or one class, So this one person feels that finally his confidence is lost and so on so this one person, for example, wants to bring up his confidence, wants to come forward, or what, but maybe it can be seen from the attitude of unhealthy competition in the class, finally like dropping him if in class, in my opinion this is also an act of bullying, but finally everyone joins in so finally he falls mentally because his confidence is also eliminated. For example, for cases in class, the teacher immediately gets angry, meaning that in, what yes, for him to come forward it is not a form of wanting to, what the hell is the language to show off and so on, but instead he is honing his abilities, his confidence then his public speaking and so on in front so we understand that it could be a misperception between teachers and students so the teacher's intention is to come forward to foster this ability but it turns out that behind it the child's perception is, wow it turns out that he is considered smart and so on.

4. What is the description of bullying incidents in this boarding school?

If for example in boarding school or for example in a dormitory especially, it is also the same thing that usually happens in the dormitory, where, which escapes supervision. Simply put, maybe the lack of a complete understanding of bullying so that children feel that the incidents of teasing each other and so on are just a joke for them even though the victims are quite hurt, and this makes them feel oh this is just a joke, just want to get a joke or just want to laugh and so on but not for the victims, so the perpetrators really feel that this is not bullying, this is just a joke. So, in the end I can conclude that there is indeed a lack of understanding in students or santri in boarding school related to bullying, so that what was intended to be a joke, turns out to be bullying for the victim, so the

understanding is not the same. Usually the cases in the dormitory are what, for example, it's simple, for example, the food ration or food of A is taken for example, finally he feels that his food ration is taken then he is teased and so on, wow he doesn't get this food, finally he fights, then for example his clothes are removed or what recently happened was that one of the students had his book taken away so he didn't study because he felt the smartest in class for example, so in the dormitory his book was taken away, then he was confused about what to study. Because that mindset has not been formed in my opinion in some classes in some dormitories, so the competition is not healthy so let's be one dormitory, solid, there is no need to study all but seeing someone studying feels disturbed, right, if the competition is healthy then please study each other, let's compete, but here so that he doesn't feel at the bottom, he drops the one above, that's what I think and this often happens usually in new students.

5. What actually causes students to become victims of bullying?

Okay, if for example what is the name of the cause, the first is usually people who are minorities, meaning that people who are minorities are different from most people, for example, sorry, there are usually those who are a little shy, then for example a small body with a small body is as if it is held by one person, he can't do anything or his body exceeds his height, well people who are out of the ordinary are usually people who are too small, If for example this is again due to the lack of maturity of the students themselves in addressing the differences that exist, then what else makes the same too smart and too less so something different, the overweight are bullied, the underweight are bullied, the safe ones are in the middle, that's all. Well usually that's what is called the causes that exist or also the same thing that usually people are comfortable chatting to make this but when the child can't be talked to, not comfortable to talk to, not comfortable to make fun, it's usually bullied.

6. What are the characteristics of the bully?

Well usually like this, the characteristics of bullying perpetrators are people who have power, people who have more power in their group, for example, in boarding school there is such a thing as a class, in that class there is such a thing as a chairman, there is such a thing as a leader, people who are vocal, appear and people who can be accepted by other friends who have a position there, well usually these people, if for example they are not mature, they also go to the left. For example, there is an example of this figure who is

respected by his classmates, everyone can obey him, he abuses his power. For example, inviting other friends to bully other friends, because everyone trusts this person and every level must have something like that. And it has nothing to do with economic status because the characteristic of this boarding school is that all students are the same, starting from uniforms and so on.

7. What are the characteristics of bullying victims?

The characteristics of the victims are usually people who have difficulty joining groups, then weak people, then people who are usually new people who have high aspirations but are not accepted, for example, if they enter the boarding school, it turns out that their environment does not study, and they want to study and when they maintain their aspirations, they are bullied because they do not fit into the group, so usually the culprit is also the same as before, he has advantages that are out of the ordinary so he is bullied.

8. In your opinion, what exactly causes the perpetrator to bully?

9. So far, how have the teachers reacted when they found out about the bullying?
What do they do?

If for example the teacher means that it is in the classroom, usually if for example in the classroom it is usually immediately charged and given understanding, but if it is out of reach, it is difficult to see, for example if it is in the room, it is difficult for us to detect when bullying occurs in the room and so on because there is also bullying that is intimidation and so on, We don't know because it's not in the school area because or in the room, in the bathroom and so on that are out of reach, maybe from Mr. S, from the dormitory field can explain because if for example at school usually if it's like that, the child is immediately reprimanded or called to be reminded.

10. To what extent do you think bullying affects students' lives in this boarding school? What are the real impacts you see felt by students from bullying?

Very influential. Because victims of bullying feel uncomfortable. So that it affects their academics, and there are cases of bullying that cause victims to want to leave schools.

11. If you see an incident of bullying, or know of a student who is a victim of bullying, what is needed by the victim of bullying and what will you do?

Again, what is needed right now for the victim is a sense of security. The victim of bullying wants the bully to understand that he/she is not comfortable with the action. Even if the bully says that what they are doing is just a joke, the victim does not feel that it is a joke. The victim of bullying just wants the bully to understand their feelings.

12. Have you ever asked a bullied student directly what they need?

Never. Victims only ask to understand each other. If there is something on the victim's body or their activities are different from others, just leave it alone, because they are not bothering others.

13. What school policies have been made to anticipate bullying?

There is a "Sat-gas" to anticipate bullying. There are banners posted around the dormitory or school.

14. What are the challenges in implementing the policy?

The number of "Sat-gas" teams formed by the school has not been able to keep up with the number of students. Lack of supervision from teachers due to the many activity programs in this school, so that anticipating bullying is not a priority.

Appendix 2. Empathy-based stories

OUTLINES OF EMPATHY-BASED STORIES

Appendix 2.1. Positive Frame Story

Story 1. Entering the boarding school is not wrong; many positive things exist, such as independence, frugality, discipline, and others. But there are also many negative things. Most negative things come from friends because not all come from the same area; there are different provinces, cultures, and lifestyles. All of them are different and continue to gather, play and even live together in one building. You meet at school and the mosque; everywhere you meet, it feels terrible to be away from your parents. It takes work to talk. When I was treated like that, I said it was okay, maybe not tomorrow, but tomorrow it got worse; I was slandered, laughed at, and talked about. If I make a mistake, I will be bullied;

if someone is not in the same frequency as them, they will be treated like that. I often think, "Are they joking or intend to bully me?" Whenever I call my parents, my mother says, "Don't think about it, just let it go" What he says is quite true, but what else? Maybe he has a point. Bullying is like hitting, talking, mocking, pitting and being slandered. Yes, what else can I do? Every time I'm bullied, sometimes I'm mentally down because of the heartache, and sometimes I cry, but what else can I do? My mother said it's also called life; sometimes the trials are complex and light, so just be patient; you can't reply to the bullies either."

Story 2. My name is Ashraf; for some reason, my friends like to mock and bully me; maybe he feels that he is the perfect person in this cottage or maybe in this world, and actually, it's not just me who likes to be bullied but a lot, sometimes I feel sorrier to see my friends being bullied than myself. My parents are so gentle that when my parents know or hear the news that I am often bullied, my parents only tell me to be patient and continue to be patient and believe that Allah will reward everything we do. Indeed, being patient is not as easy as I think, and I am thrilled if my cottage is so concerned about this problem. Like my teacher when I told or heard about this problem, my teacher immediately called my friends, who liked to bully me occasionally, I was called by my teacher and asked questions about the problem, and I was thrilled when my teacher advised me and made me always be patient because Allah is always with patient people. I also like my friends who are so respectful of me because, in my boarding school per class, there can be more than 150 students, so the various characteristics that friends have, so that when I was bullied, other friends happily helped me to stand up and separate me from my friends who bullied me because my body was tiny and helpless and could not fight back. So, until now, I am still thrilled and at home in the boarding school.

Story 3. Bullying in boarding school tends to be more physical with habits because boarding school with a dormitory system makes the interaction intense. The sense of solidarity is so high that it does not make bullying something that is not allowed; it is considered normal. As parents, of course, they will love their children very much when they know their children are bullying victims. Then parents must treat their children by taking them to psychologists and interacting more often with children to convey the consequences of bullying properly. Children do not feel lonely or desperate when bullied. As a boarding school, it must improve socialization related to bullying so that students can know the causes and consequences and the characteristics of bullying. Islamic boarding schools must also counsel bullying perpetrators and victims to find out the motive for bullying so that the chain of bullying treatment can be broken. As friends, we must give our empathy to the victim. Like what parents do, but still consider politeness and looking friendly and caring.

Story 4. My name is Fulan; I entered the boarding school in the first grade of elementary school; at that time, I joined the boarding school because there was a brother there, and on the day, I entered the boarding school, I immediately received bullying treatment which turned out to be bullied by my own brother, and I don't know why I was bullied. Still, I don't care about it, and because I don't care about it, I don't think it exists, and I don't want to tell this news to other people. So, people didn't know I was bullied, especially my parents. From grade 1 to 3, my brother bullied me relentlessly. By the time he was in grade 3, he had already upset me, and I was fed up with being quiet and not fighting back. Finally, one day, as usual, he bullied me, and finally, I fought back. The fight resulted in a massive injury: his head leaked because I threw it with a buckle. Still, even though it was like that, he was not deterred, He continued to bully me, and the news reached both of my parents' ears, and I panicked. Still, it turned out that my parents

supported me "Just finish it! if people like that mah" My parents cared about me, but I never told them, but the people around me don't care about me, and no one defended me; instead, they bully me. When I was in grade 4, my brother was bullied by his senior. He asked me for help to protect him against the senior, and then I helped. My brother said, "Bang, bully ya Fulan" Even though I helped him, why did he tell me that finally, the senior bullied me, I did not fight back, and eventually, he got tired of bullying me. Maybe the person is not interested in bullying me because the bullied is fun or resisting, and usually, the bully wants to invite the bullied person to play in the wrong way. From the boarding school's side, maybe it's because I didn't tell them, so they didn't act, but perhaps if they knew, they would have acted too. In my opinion, parents also play an important role because most people who bully lack attention from parents. Teachers and boarding schools also play an important role because people who bully are usually looking for attention or want to play in their way, but we don't like their way. Actually, internal factors make us bullied, one of which is that we are different from others. In my opinion, the way to avoid bullying is to just listen, and if you fight back, it will make him feel cool because he has been invited to play.

Story 5. Before introducing my name is Ashraf, and my friends usually call me 'sraf'. I am in a boarding school, or the cool language is a prison under the guise of religion or a holy prison. At the beginning of the year, I thought boarding school was a fun place where I always met my friends, but as time went by, the words fun and fun began to fade, and I was bullied by people around me. Whenever I did activities during or outside of school hours, people always made fun of me, even many who said I was trash and useless. This is certainly a concern of teachers and Ustadz, and even the boarding school once held a bullying seminar; maybe I can be affected by mental anxiety, which is where I am socially traumatized, and of course, this incident is known by my mother and father. And my

mother and father always said, "be patient, God always loves you, remember that patient people are dear to God", as well as teachers and Ustadz said so. Therefore, I always clung to those words, and in that position, I always carried out my life at the boarding school with my situation there, too; the friends always encouraged me. Yes, even though I was always discouraged, my environment always supported me; in those difficult things, I always struggled to reach my target, and that's where every time I got bullied, I remembered those words and tried to fight towards the target. My message to people in my position is that you are not as bad as you imagine or as bad as you say bad words for yourself. And realize that you can reach your target, keep fighting even though many obstacles come your way, and there are still many people around you who care about you. And don't assume that the people around you hate you, and get up from adversity and fight the things that make you fall.

Story 6. If I were Ashraf, I wouldn't tell my parents, teachers, or anyone. I would do self-introspection, such as why I was bullied and what mistakes I might have made with them. Then slowly, I embraced them with the mindset that my friends were the best and I couldn't live without them; they were my family. In X, I always planted that mindset together. We are constantly reminded to remind each other that we are only in this high school for 3 years, and it is a very short time to pass together. Like yesterday, the feeling of just entering high school in grade 10, but suddenly, it's already grade 12. It doesn't feel like it's been 3 years since we spent beautiful times together full of laughter and jokes, sometimes disagreeing but a moment later making up. It is true in the words of adults that high school is the most beautiful period in life because it is during this time that we are in the phase of self-discovery and what we will become. So once again, if I become Ashraf, I will try to embrace my classmates and enjoy my remaining high school time. Actually, I personally want to disagree if it is said that bullying in boarding school is

worse or more severe than bullying in public schools, because what? Because based on what I and other friends have experienced, we actually think that bullying in public schools is worse or even more sadistic than bullying in boarding school. Because first, the name of the boarding school must be instilled with Islamic understandings, so as naughty as the students are, they must still have Islamic souls, or at least there is one boarding school teaching that is stuck in their heads so that at least they still pray and fast Ramadan and in the boarding school, God willing, the environment is maintained because they are not allowed to leave the boarding school for 24 hours total, and this is clearly different if the case is in a public school, where many teachers may not care or their friends close their mouths, eyes, ears, if bullying occurs and not infrequently many of the bullying perpetrators are indeed naughty from childhood such as hanging out drinking or consuming drugs or getting drunk or often participating in brawls. So, with temperament or nature like that, it is not uncommon for victims of bullying in public schools to be beaten even to death. If bullying in boarding school, especially in the Integrated boarding school X Bogor, most bullying that can be said to be joking is still within a reasonable level, such as teasing each other's parents' names or mocking physical conditions, and so on. And it is scarce to bully in the form of blows or physical or other examples; maybe seniors act strict towards their juniors, but this is not just a seniority factor. The intention is to enforce discipline in their juniors because this boarding school also has an organization such as OSIS like in other schools, only here it is called ABC or the X Integrated Islamic Boarding School santri organization.

Regarding the bullying case that is currently rife in the Gontor Islamic Boarding School in East Java until a student was killed, honestly, I personally did not expect a case like this because what is in my mindset that Gontor is one of the excellent Islamic Boarding Schools in Indonesia. They are very strict in upholding Islamic values, so I was amazed

and quite shocked when I heard this news. Something is wrong, not with the boarding school, but maybe with the students. Because the victim was killed experiencing persecution by his seniors, what needs to be questioned is the students; what did they think until they had the heart to eliminate the lives of others. After the lengthy explanation above, of course, firm efforts need to be made to overcome or at least minimally reduce the number of bullying in the school concerned and if the X boarding school has made various efforts with anticipation to prevent bullying in X, which has been installed a banner that reads "stop bullying" which can become something that needs to be seen by students so as not to bully. In addition, the boarding school has conducted socialization both to the parents of students and to the students themselves, as boarding school officials have conveyed the importance of maintaining a friendship or strengthening a sense of kinship, to mention the arguments of the Quran or prophet's hadith about the beauty of peace or harmony and togetherness and the school has also taken firm action if there is bullying, namely giving a warning letter to the bully and if the level is severe it can be dropped out. Hopefully, these steps will deter the bully from repeating it again.

Story 7. If I become Ashraf, there may be verbal and physical bullying. The type of bullying that happens to Ashraf depends on Ashraf himself. If Ashraf is a whiny child, a complainer or ugly, he may only experience verbal bullying. However, if Ashraf is a stubborn, pretentious child, he may be the subject of physical bullying. But this goes back to the environment itself or maybe the class. In boarding school, the class usually has certain norms. For example, suppose Ashraf does something that makes his class name tarnished or can be a witness to his behaviour. In that case, it can be physical or verbal, depending on how big the problem is, or if Ashraf is pretentious or disrespects seniors, he is called and beaten. Usually, it doesn't necessarily make a mistake and then immediately get beaten up, and depending on the level of the problem, some witnesses

just push up or squat. Still, some get beaten up, like bullying. So, it can't be as if stating that if a beating occurs, blame the beater, but it can be caused by the beaten or the victim, just like society in general. If parents know and boarding school know, there will automatically be a particular discussion; for example, Ashraf smokes, goes inside to break the rules, then is beaten by a senior coach or disciplinary senior, then caught by the school, then both are called, asked the cause and both are given a warning letter. Usually, there is counselling about bullying immediately after the incident. If the parents find out, they are generally not instantly angry because their children are also wrong, but they usually ask for something fair for both.

Story 8. Bullying in boarding schools is usually done by seniors or by seniors or friends. The motives for bullying vary; some are because the perpetrators are not liked by people, or some are for no reason, such as just being asked for pocket money, or some are because they violate student council rules or do not want to obey the student council. Sometimes, if the violator is frequent, they will be lectured in the management room, but if the attitude is already outrageous or rude, the management will start playing physically from safe to severe; some may only be slapped until someone is hit many times. Even friends sometimes do the same thing. Usually, their friends just tease them; the teasing varies; some tease their habits, some tease their parents' names, or some tease them physically. Some enjoy the teasing or have no problem, and some feel offended. If parents find out about this, they will immediately complain to the teacher so that the teacher will call and advise the perpetrators. The boarding school's response to this phenomenon will certainly not be silent. The boarding school will take action against the perpetrator, either with a letter of reprimand or a warning letter. Those who are prosecuted are usually if the perpetrator is the victim's senior because if it is only between friends, it is usually not as severe as if the perpetrator is senior. Even if there are friends, they are only advised. From

ordinary friends, some support or are neutral; some friends support and actually want to report to the teacher, but the consequences will definitely be treated worse by seniors, and those who report will be affected as well. When hearing about bullying incidents, the boarding school will close it to parents as much as possible because if it spreads to parents, it will definitely make the problem bigger. The boarding school also urges students not to report directly to parents but to report to the teacher first so that it is resolved in the boarding school first because the teacher's job in the boarding school is not only to teach but as a substitute for parents who look after students.

Story 9. Entering the boarding school is not a bad choice; many positive things exist, such as independence, frugality, discipline, and others. But there are also many negative things. Most negative things come from friends because not all come from the same area; there are different provinces, cultures, and lifestyles. All of them are different and continue to gather, play and even live together in one building. You meet at school; you meet at the mosque; and everywhere you meet, it feels terrible to be away from your parents. It's not easy to talk. When I was treated like that, I said it was okay, maybe not tomorrow, but tomorrow it got worse; I was slandered, laughed at, and talked about. If I make a mistake, I will be bullied; if someone is not in the same frequency as them, they will be treated like that. I often ask, "are they actually joking or intend to bully me?" Every time I call my parents, my mother says, "don't think about it, just let it go" What he says is entirely accurate, but what else? Maybe he has a point. Bullying is like hitting, talking, mocking, pitting and being slandered. Yes, what else can I do? Whenever I'm bullied, I'm mentally down because I'm hurt, and sometimes I cry, but what else can I do? My mom said it's also life; sometimes the trials are complex and light, so just be patient; you can't reply to the bullies either".

Story 10. Bullying can occur due to various factors, such as physical characteristics or unique nature. In boarding schools, where diverse students form their own communities, bullying can be pervasive. Verbal bullying is more common than physical bullying. Victims often feel uncomfortable and experience a decline in self-esteem. Bullying stems from a lack of familiarity and interaction between different social groups, leading to gossip and nicknames based on physical attributes. The bullying environment is perpetuated by the seniority culture in boarding schools, resulting in ongoing friction. Victims of bullying feel isolated and face mental distress. Intervention from caregivers, friends, and parents is crucial to support victims and address the issue. However, victims may hesitate to report or fight back, believing it won't stop the bullying unless the perpetrators are separated from their environment. Parents play a vital role in raising awareness and taking action. Over time, understanding and acceptance can develop, with the support of student councils and class leaders. Examples of bullying experiences demonstrate the impact on individuals' self-perception and social interactions.

Appendix 2.2. Negative Frame Story

Story 1. I closed the door to the room, then lay down on the bed and cried; I don't know how many times I've been bullied today. I can't count the number of ugly words that have hurt me. I can no longer measure the amount of pain in my body. Do I really exist only to be played with or made fun of? Hit or berated? Teased or picked on? Or what? Didn't the teacher say that everyone deserves to be treated properly? Then why am I the only one being bullied? Why didn't my parents and teachers know how I felt? The same questions that had never been answered came back to my mind. A sigh of annoyance escaped from my nose to replace my tears. "My parents and teachers are so inconsiderate that they don't understand what I feel. I'm too lazy to tell them—not friends, not parents—all the same, no understanding". Never mind; I'd just go for a snack instead of worrying

about my fate. As usual, after the snack, I went alone to enjoy my snack. It's even better if it's in a place where my friends don't know. After all, they would ask for my snacks if they were around. It was late afternoon when I finished eating my snacks and returned to my room. In the room, my friends were preparing to shower before going to the mosque. Immediately, I felt too lazy to take a shower after seeing that. Let it be occasionally not taking a shower for a few days; after all, the bathroom always has a queue when I shower.

After praying in congregation at the mosque, for some reason, I was called by the teacher. At first, I didn't intend to go, but the teacher insisted I go with her for a while. "Surely I'll just get scolded again". Never mind, I just gave up. But instead of being scolded, I was asked about my relationship with my parents and friends. I answered that it was terrible. Then I was asked, "Do I want to improve those relationships?". I was too lazy to respond, so I just said no. After all, they didn't want me to change and continue to be the butt of jokes. Suddenly his right hand shot up. I immediately closed my eyes, thinking he would slap me for my careless answer. But no, not at all. A light pat on my left shoulder made my eyes open. The teacher sighed and said, "If you don't want to change, how do you want your treatment to change". My heart sank hard at that moment as if his words were a sword that stabbed me. But the sword made me realize that what they did to me was a reflection of how I was treated.

Story 2. Assalamualaikum, my name is Rama; I will share my bullying experience here. When I was in junior high school at the boarding school, I felt uncomfortable living there; my heart was always restless. When I first entered the boarding school, I couldn't sleep well; I always thought about my home and wanted to meet my parents and joke with them. I lived daily with sincerity and patience, hoping to utilize and take helpful knowledge from the teachers/ustadz at the boarding school. I didn't expect it would soon be time for

the grade promotion to return; I was very excited and couldn't wait to meet my parents and play with my siblings. But before going home, I must do the grade promotion exam first. The exam lasted one week, and I went straight home to wait for my mother to pick me up. On the way home, I looked for Takjil to break the fast with my mother. When I arrived at the fried food stall, I exited the car and hurried to buy something to avoid running out. After buying fried foods, I moved to the beverage seller; I bought fruit ice and iced grass jelly. After purchasing the takjil, I went straight to the car because it was time for the Maghrib call to prayer. My extended family, who had been waiting for me to get home so we could break the fast together, welcomed me right away. After the vacation, I was ready to return to the boarding school.

I had gone through 1 year in 7th grade with many obstacles, there were still 2 years left in junior high school, and now I was ready to undergo the second year at the boarding school. In the second year, or grade 8, I felt calmer and more at home in the boarding school than in grade 7. I've been able to adjust my lifestyle when I'm at the boarding school or at home. And in the 8th grade, I focused on improving my poor rates and increasing my memorization of the Koran. In the 8th grade, I felt more enthusiastic and confident because I had become a senior. But in the middle of the journey, an incident happened to my class. And this incident really involved a class above me, namely a clash between classes. One of my friends caused this incident by acting haughtily or impolitely when a senior asked for assistance or was passing by. As a result, three people surrounded my friend and started fighting with my seniors. After it was over, my friend got many injuries, but not serious ones, only abrasions. The next day was Thursday, the day of the student assembly. My friend's parents visited him and inquired as to the nature of his injuries after our altercation with the class. After trying to lie, my friend was finally caught, and his parents reported it to the police. My older brother injured my friend the

day after, and as a result, my friend suffered bullying from my older brother's friends, who called the police and expelled him from the boarding school. Then he could not stand it because he was constantly forced to, so he finally left the boarding school.

Story 3. When bullying occurs, a person will feel that their scope will be narrowed, and the pressure is extraordinary, as I first set foot in this boarding school in 7th grade. I also experienced what happened to Ashraf, where I was bullied while the dormitory did not know anything. At that time, I was mentally shaken because it was the first time I had experienced bullying, and I did not know how to respond. I was also confident that the bully would feel more muscular than the victim. At that time, I tried to fight my fear and fight back as much as possible; all I could do was cry and complain to my parents. I lived side by side all the time in the same environment, and on the other hand, the dormitory guardian was a little indifferent because sometimes bullying seemed to be just a joke among male friends. My parents always cared about what happened to me, and I needed to adapt to the environment and become stronger than before. Eventually, I went through stressful days, but that's where my parents always emphasized that "there are many lessons you will learn as long as you are strong, so don't give up because not everyone gets the opportunity like you. If you don't have friends in the world, it's okay because God is still there," was more or less what my parents said, strengthening me. Even because of the bullying, my soul wanted to improve myself because only Allah is the best place to return to, making me always feel at home in the mosque and i'tikaf. But also, a very anxious feeling of wanting to confide in Rabb often relieves the heart. As time passed, I began to show my true self and bring out all my abilities to help. At the end of the even semester, he (the bully) had become a basketball rival until now; those who used to bully me had begun to soften even when I was in grade 8. We worked together in competitions

that we often participated in. But the traumatic moment I was bullied is still felt; I became a little afraid of expressing my heart.

Story 4. What Ashraf feels has become commonplace among teenagers at the educational level, but what needs to be underlined is that every human has a different nature. If Ashraf is one of the students attending a boarding school whose friends have different backgrounds, a case of bullying can be caused by various factors, some of which are caused by physical disability, mental retardation, or even just because they are not considered cool by their friends. Sometimes it is also the beginning of an excessive bullying joke, or it could be a joke often done to friends who are considered cool. Still, when it is done to another friend, it could be similar to making his friend uncomfortable; maybe that's what the person who bullied Ashraf felt. Talking about Ashraf's point of view as a victim. There are several types of bullying that I see. First, victims can accept the joke so that they consider it mere entertainment, and second. These victims do not take it and consider it a nuisance that hinders them in their activities, but sometimes bullies ignore the types of victims of their jokes. However, the phenomenon seen is that requests for mistakes made are becoming increasingly minimal since people recognize the word "baper" or what is commonly referred to as "bringing feelings". The people who bullied Ashraf clearly made a mistake, but unfortunately, he did not admit his mistake and apologize. Instead, he considered it a person who was a paper.

Regarding the actions of boarding schools, some boarding school pay less attention to this matter, maybe occasionally conducting anti-bullying seminars, which are often ignored by their own students until one day something undesirable happens due to bullying, and a student dies because he was bullied by his friends in boarding school X the incident shocked the Indonesian community. Finally, new boarding school pay more

attention to bullying incidents that occur in their boarding school. Boarding school should be closer to the students rather than knowing what the students are doing. Regarding the role of parents in bullying, it is not far from the part of boarding school. Children are sometimes not too close to their parents, so they are reluctant to tell them what is happening to them. Parents must be close and know what their children are experiencing because the role of parents is vital in giving advice to their children. The role of friends is no less critical, especially Ashraf's friends who saw the incident; they should have defended Ashraf, or what might be better known as *amal ma'ruf nahi mungkar*. But sadly, only a few are willing to do this because they tend to choose to be silent and not care.

Story 5. In bullying cases, there are two perpetrators and two victims, and in this story, Ashraf is the victim of bullying. Since he entered class A when he had just entered the boarding school in grade 10, he started being bullied because he looked geeky. During the true orientation week, he started to mingle with others. Still, he was not accepted into one of the groups, and when the orientation week was over, he was always teased every day by the group—such inappropriate ridicule. Still, his ridicule was not limited to his class group. It also happened to his seniors, who also bullied Ashraf. But after 1 year of walking Ashraf, Ashraf realized that he was bullied because of his geeky behaviour, such as sleeping during dhikr, rarely bathing, and often not wearing sandals. Then he changed his daily life for the better. As a result, he went to grade 11. Finally, he was rarely bullied because he had changed. The cause of bullying often occurs in his first impression when he first enters school, and sometimes bullying is not always bad, like in the story earlier. Maybe his friends bully him because they want to change him for the better, and as Ashraf, he should have at least one close friend who understands his situation and can treat him mentally when he is bullied by his friends. And also, a victim must understand

the reason why he is bullied. If he is bullied for no apparent reason, he should tell his parents or change schools. This is all I can say about bullying. Thank you.

Story 6. My friend once told me about his story. His name is Ijul, and "joking" is the daily food. He is often teased by his friends, as he experienced this morning; he stood in front of the class for not wearing his school uniform, and whispers were heard at the end of the room. "What did I do wrong?" the sentence was constantly spinning in his head; he was not negligent, but his clothes were nowhere to be found even before he took a shower folded in the top position, but when he finished bathing perfectly, the clothes were gone. "What did he do wrong that his friends were so willing to do that?" the incident that morning was over time had turned around now it was 8:00pm dinner time, but he didn't have much appetite for dinner because his friends insulted him for his weakness in memorizing. So he went straight to bed, hoping it would all be over soon, but a moment later, "Ijulllllll" shouted Lutfi, his employer; it had become his routine to wash Lutfi's dishes every dinner so that no bad words would fly into his face. After it was over, he lay on his bed with a thought running through his brain. "Why didn't anyone reach out?" "Why didn't the teacher see" "Hey, where is everyone" The world felt so cramped, not once or twice; it had become his routine, but this was not the worst. He had been treated much worse before; if he had complained, there would have been blue bruises all over his body. "Why don't you move? Why can't you let me move?" that was my friend's story when I was in 9th grade. He finally got away from bullying because he changed. Actually, many people get away from bullying because they change, whether they become able to fight back or ignore it all or don't bother, don't take it to heart. If he decides to move on, wherever he goes, the same test will still follow him, and if the parents or school know, it will usually trigger a more extended problem, so he is better off solving it by himself with his wisdom. Sorry, bang, if the writing is rambling, the point is more or less there

must be a change. This change does not have to follow their wishes; try to make the change in a positive direction.

In some cases, the bullied and the bully are friends, even closer than in others. I once gave advice like this "any pain that doesn't kill you will make you stronger" A little bit of whatever we do will come back to us today or tomorrow. As his friend, we see what help we need, but don't let him become idle. Because people who are bullied have narrow minds, people who are forced need help, especially mentally and psychologically. This is a little note; so far, I have seen bullying around me occur because the bully considers something that is not in the bully, or he sees something that is not in the victim. The bullying that often happens in the boarding school is excessive joking, differences in strata, etc.

Story 7. Previously, if you talk about changes, for me, bullying nowadays, primarily that directed at this boarding school, has multiple meanings because there are those who, in enforcing punishment, are said to be bullying behaviour, so for me, there is actually a miss perception of bullying in the boarding school. In the past, when I was in classes 1,2,3, I felt how the forging was given by the older brothers and sisters of the management. When my friends and I did something wrong, we were punished with some sort of squatting, push-ups, and harsh warnings. Now that's what changed me and my friends a long time ago; it could be said that we used to be "naughty", but because they were punished, they became aware and changed; this is the first one. The second perception of bullying can be interpreted as bullying that is understood outside, such as those who berate, bully and so on. If seen between these two perceptions of bullying, for the first, I agree and disagree (some things I agree with and some things I disagree with), but for this second factor, it is evident that I strongly disagree; what is the reason for my

views on these 2 things? For the first one, I agree because this is not a bullying act, as others exaggerate. Still, for me, this is a teaching in the form or method of punishment; if you look at the current reality in this boarding school where the level of punishment decreases, it is directly proportional to the discipline of students. Hence, the strictness of punishment reduces, and the field also decreases.

But on the other hand, I disagree with this punishment because it often also makes other people afraid, meaning that they obey this rule not because of awareness but fear. So the solution there must also be an understanding approach in addition to punishment. For cases of bullying that are really bullying, usually, the range occurs in juniors (7th, 8th, 9th grade); they are vulnerable because they can also be bullied by their seniors. For grades (10,11,12), it is common for them to be bullied only by their classmates. How is bullying in the boarding school? Usually, people are bullied. Most often, the case is verbal bullying, for example, mentioning their shortcomings or calling someone's father's name. And for physical bullying, usually, some are teased and watered, some are punched, and some have their belongings taken.

Well, verbal and non-verbal bullying cannot be deflected at all because we simply do not know which one can hurt someone's heart, and usually, the targets are weak people and those who typically do not fit the habits of other friends. For me, the solution to resolve this bullying requires all elements related and bound, namely boarding school, students and parents. The first thing must be preventive action, namely by holding anti-bullying seminars or socialization and general training against bullying for boarding school staff, students and parents. Why boarding school staff? Because the staff or boarding school employees are the closest to the students. Why parents? Because there are usually people who bully because of their parents' teaching background, parents are also the closest when

at home and students have a long vacation time; often, there is a mindset that boarding school is a "laundry" place where dirty clothes are entered and immediately clean. Whereas there is a significant role for parents to continue educating their children at home. In conclusion, bullying is very despicable and needs to be eradicated, and contributions from all lines are needed to resolve bullying.

Story 8. When bullied by others, the first thing is to tell the problems being faced to the creator first by praying, visiting the counselling center, and then telling the issue to the *ustadz* or teacher concerned. After getting the solution, try to change for the better; the best revenge is to do good even though other people hurt us. The view of bullying does have a profound negative impact, especially bullying in boarding schools; these actions should not exist. In daily life in teaching life at boarding school, fellow students should respect and appreciate each other, and parents should be very concerned about the situation when their children are being bullied or judged. The role of a parent is to enlighten, explain, and take the time to receive outpourings from their children. The role of his friends is to at least ask when he sees his friend being hurt to try to increase communication with him about the problems he faces. The type of bullying usually carried out by students in boarding schools is verbal or physical. The act of bullying depends on the students who do it. Bullying with verbal or words is a negative action that significantly affects a person's psychology because verbal bullying hurts a person's heart and is difficult or cannot heal because it is imprinted.

Story 9. Imagine if I were Ashraf, or try if I were Ashraf. First, the boarding school is a place to study, a holy place, a place blessed by Allah or a noble place because if we leave home to study, Allah will count it as *jihad fisabilillah* (fighting in the way of Allah). So, if we study at the boarding school, it is as if Allah will count it as *jihad fisabilillah* until

we return to our respective homes, but what happens if bullying occurs in that noble place, and we become the victim? How despicable the perpetrator of the bullying is. I will first describe the types of bullying that commonly occur around us or in our environment. First, the perpetrator carries non-verbal or physical bullying to the victim, employing physical contact such as hitting, kicking and punching. Verbal or mental bullying is done by mocking the victim and others. So, what do I do if I am a victim of bullying? First, the step I take is to be patient and think of it as a joke, but if it continues, I will try to disappear and stay out of sight. Something may be wrong with me, so I must change my personality. I will continue to try to talk to the perpetrator, "what happened to me so that you do this bullying" If he answers, alhamdulillah. If not, then wassalam. My view on this bullying is that it is despicable; anyone is prohibited from bullying, and the reactions of the people around are also different; some help because they are able, and some are indifferent because they are afraid of the perpetrator; the parents' reaction will also certainly be very angry with the perpetrator. If it is a school, it must punish the behaviour with appropriate and firm punishment to deter the perpetrator. This is all I can say on this piece of paper.

Story 10. Bullying in boarding school is more painful than bullying in schools that go home every day; like a bird in a cage, victims of bullying will not be able to escape the pressure and threats of bullying unless they can get out of the boarding school and not all boarding school give their students permission to leave, not all parents also allow their children to go home. This can be caused by the victim's mouth is closed either because of the threat of being afraid of being called "paper mentality or weak" or not wanting to trouble the parents and other factors. Things to do:

Parents: (1) Pay more attention to their attitude; caring parents can find out the condition of their children from their attitude and environment (2) Must be more friendly with their

children; children are close to their parents because they don't want their secrets to be exposed. Many parents are not close to their children and are even hostile; if their children complain, they will blame their children (3) Worrying about their children and asking their cottage to pay attention to their children's situation.

Cottage: (1) pay more attention to the activities of their students, socialize bullying (2) be more friendly with their students (3) be open to each of their students (4) do not corner one of their students (5) do not open the disgrace of their students.

Friends: (1) do not make a habit of bullying (2) do not talk about other people's bad behaviors (3) do not open other people's disgrace openly (4) often play together to create togetherness.