

The Role of the Young Generation in Increasing Knowledge of Islamic Family Law to Overcome Bullying Problems at SMK PUI Jatibarang, Indramayu, West Java

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INDEXING	ABSTRACT
<p>Keywords: Keyword 1; Young Generation Keyword 2; Islamic Family Law Keyword 3; Bullying Keyword 4; Devotion Keyword 5; Society</p>	<p>Bullying among students is a serious phenomenon that can damage the psychological, social, and moral development of young people. Bullying not only causes trauma for victims but also disrupts the quality of education and the overall school environment. From the perspective of Islamic family law, moral values such as compassion, responsibility, and justice are important guidelines in preventing violent behavior among children and adolescents. A community service seminar held in August 2025 at SMK PUI Jatibarang Indramayu aimed to increase the younger generation's knowledge of Islamic family law and its role in addressing bullying issues. This activity used interactive lectures, group discussions, and case simulations to explain the rights and obligations of family members, the role of parents, and the application of Islamic values in social life. The results of the activity showed that Islamic family law literacy can serve as a preventive basis for students to develop noble character, respect differences, and avoid bullying behavior. The younger generation realized that acts of violence not only violate social norms and positive law but also contradict Islamic principles that uphold human dignity. With increased understanding of Islamic family law, it is hoped that a more harmonious, safe, and bullying-free educational environment will be created.</p>

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INTRODUCTION

The phenomenon of bullying among students remains a complex and difficult-to-solve problem. Bullying not only causes physical injuries but also leaves deep psychological trauma for victims. Various studies show that victims of bullying are at risk of experiencing anxiety disorders, depression, and even suicidal thoughts (Fajri *et al*, 2025). This phenomenon is clearly worrying, especially if it occurs in a school environment that should be a safe space for gaining knowledge and building the future (Harahap and Saputri, 2019).

Bullying has various forms, ranging from physical violence such as hitting and kicking, verbal violence in the form of insults and teasing, to psychological violence such as exclusion, intimidation, and spreading rumors (Alini *et al*, 2025). In the digital era, bullying has even taken on a new form known as cyberbullying, which involves bullying through social media and communication technology. These forms of bullying have systemic impacts, not only on individual victims but also on the overall school climate (Fazry and Apsari, 2021).

Indonesia itself remains in a state of emergency regarding bullying. Data from the Indonesian Child Protection Commission (KPAI) shows that bullying cases in schools have continued to increase over the past five years (Borualogo and Casas, 2022; Andryawan and Wulansari, 2024). In fact, Indonesia is among countries with the big rates of bullying in the South East Asia (Sittichai And Smith, 2015; Wang *et al*, 2020). This situation serves as a stark warning that prevention efforts cannot rely solely on government regulations but must involve various parties, including schools, families, communities, and the young generation themselves.

In line with this, a community service seminar held in August 2025 at SMK PUI Jatibarang Indramayu took the theme "The Role of the Younger Generation in Increasing Knowledge of Islamic Family Law in Addressing Bullying Problems." This activity was not merely a transfer of knowledge, but also an effort to transform values that connect Islamic teachings with social realities. Through this seminar, it is hoped that the younger generation will develop a critical awareness that Islamic family law can serve as a guideline in addressing bullying issues.

The problem formulation in this activity stems from the following questions: why is bullying still rampant despite the existence of various preventative regulations? What is the role of the younger generation in internalizing the values of Islamic family law to address bullying? Can Islamic family law education increase students' awareness of the dangers of bullying? These questions will be the primary focus of the community service seminar.

The primary objective of this activity is to improve the legal literacy of the younger generation, particularly in the area of Islamic family law, so that they can use it as a moral foundation for their behavior. Furthermore, this activity aims to shape the character of students with noble morals, avoid violence, and create a harmonious school environment. Another goal is to encourage the active role of the younger generation as agents of change in bullying prevention efforts.

The expected benefits of this activity are quite broad. For students, this seminar can increase knowledge and raise awareness about bullying. For schools, this activity can serve as a preventative strategy to reduce bullying cases and strengthen character education. For the community, this activity can have a long-term impact in creating a young generation with Islamic character. For academics, this activity provides a means of implementing knowledge and making a tangible contribution to society.

The urgency of this initiative also lies in the reality that formal regulations alone are insufficient to reduce bullying. The government has issued Ministerial Regulation No. 82 of 2015 concerning the Prevention and Handling of Violence in Educational Units. However, this regulation is often ineffective due to lack of implementation and minimal moral support from families and the community. Therefore, a more holistic approach is needed, integrating Islamic legal values into students' character education.

In the era of globalization, young people face increasingly complex challenges. Easy access to information, social media, and external culture makes them vulnerable to negative influences, including the normalization of violence. In this context, Islamic family law acts as a moral filter that can protect young people from deviant behavior. By strengthening Islamic legal literacy, young people can be guided to become individuals with character, critical thinking, and responsibility.

Furthermore, this community service activity has a da'wah dimension, conveying Islamic teachings through an educational and solution-oriented approach. The younger generation is encouraged to understand that Islam places great emphasis on upholding human honor and dignity. The Prophet Muhammad (peace be upon him) himself exemplified compassionate behavior, respect for differences, and strictly forbade all forms of violence. By using the Prophet's example as inspiration, the younger generation is expected to foster an anti-bullying culture in schools and communities.

Bullying is not only an individual issue, but also a structural one that can undermine the social fabric. Schools with high levels of bullying will experience a decline in educational quality because students do not feel safe and comfortable. Furthermore, bullying can trigger social conflict in the community. Therefore, raising awareness among the younger generation through Islamic family law is a strategic step that not only resolves individual problems but also improves social conditions collectively.

The seminar at SMK PUI Jatibarang Indramayu was designed to provide an interactive learning experience for students. They not only listened to the material but also discussed it, analyzed case studies, and sought solutions based on Islamic legal values. This participatory approach aims to ensure students not only understand the theoretical aspects but also internalize and apply these values in real life.

The role of schools as educational institutions is also crucial in supporting the success of this program. Teachers and other educational staff are expected to be role models in fostering an anti-bullying culture and to act as facilitators, supporting students in developing their potential in positive ways. With synergy between schools, students, parents, and the community, bullying prevention efforts can be more effective and sustainable.

From an academic perspective, this activity also serves as a platform to examine the relevance of Islamic family law in addressing contemporary issues. Islamic family law is often perceived as limited to domestic matters. However, its values are vast and can be applied in a broader social context, including in bullying prevention. Thus, this activity can also broaden insights into the contribution of Islamic law to modern life.

The urgency of this activity becomes even clearer when we consider the reality in Indramayu, a region with a significant student population. Bullying in secondary schools remains a common occurrence, though sometimes not officially reported. This seminar is a concrete step to open up dialogue, provide solutions, and strengthen the role of young people as agents of social change in their respective regions.

Based on the above description, it can be concluded that this community service activity, in the form of a seminar, is highly urgent and relevant. Bullying is a serious problem that requires a multidimensional approach. The younger generation, as the nation's spearhead, needs to be equipped with Islamic family law literacy so they can build strong character, respect the dignity of others, and create a safe and bullying-free educational environment.

LITERATURE REVIEW

The younger generation plays a very strategic role in creating a healthy social environment. They are not only the recipients of the impacts of bullying but also agents of change capable of building a new, more humane and just culture (Agustina and Azizah, 2024). However, to optimally fulfill this role, the younger generation requires adequate

knowledge, moral values, and legal awareness. One relevant instrument to serve as a basis for moral education is Islamic family law (Irawan, 2023).

Islamic family law basically not only regulates matters of marriage, divorce, and inheritance, but also emphasizes the importance of the values of love, respect, responsibility, and justice in family life (Ulum al-Mu'minin).*et al*, 2025). These values can actually be expanded and applied in a broader context, including in social relationships at school. When students understand that Islam emphasizes respect for human dignity, bullying can be minimized, as it conflicts with sharia principles.

The problem of bullying is inextricably linked to weak parental supervision, a less harmonious family environment, and a low level of religious understanding among students. Children who grow up in families with harsh parenting styles, a lack of affection, or who are accustomed to verbal abuse are more vulnerable to becoming bullies. Therefore, Islamic family law, which emphasizes the importance of parents' role in educating children with love, is a solution that needs to be introduced from an early age (Ardyantiet al, 2025)

Bullying is also often influenced by popular culture that glorifies physical strength, dominance, and social prestige. Young people lacking moral filters are easily swayed and normalize violence as a form of social interaction. In this regard, Islamic family law emphasizes that all forms of violence that degrade human dignity are prohibited acts of injustice (Candra, 2020). The value of rahmatan lil 'alamin (blessing for the universe) is an important foundation for internalizing an anti-bullying culture among students.

RESEARCH METHOD

This activity was implemented through a participatory approach involving all relevant parties, including the organizing committee, participants, and partners directly involved in the program's objectives. This approach was chosen to foster a sense of togetherness, active involvement, and a sense of ownership in the activities. By involving various stakeholders, it is hoped that the results of the activity will be more targeted and have a tangible impact on the community.

The initial steps in implementing an activity begin with a thorough planning stage, encompassing identifying needs, developing an activity schedule, and assigning tasks and responsibilities to each committee member. At this stage, intensive communication is maintained to avoid overlapping tasks and ensure all preparations are running according to schedule. Furthermore, coordination with relevant parties, including community leaders, village officials, and partner institutions supporting the activity, is crucial.

The next stage is the implementation of the core activities, which are carried out according to the established plan. All participants are encouraged to actively participate through discussions, simulations, and field practice sessions based on the activity theme. The committee acts as both facilitator and director to ensure the process runs smoothly, effectively, and meets the objectives. With this implementation pattern, it is hoped that participants will not only passively receive material but also gain hands-on experience that strengthens their understanding.

After the core activities are completed, an evaluation phase is conducted to assess the extent to which the activities have achieved their planned objectives. The evaluation includes assessing the process, the level of participant participation, and the results achieved. This evaluation provides input and recommendations for improvement in future

activities. Thus, the implementation method focuses not only on short-term success but also on the sustainability of benefits for the wider community.

RESULTS AND DISCUSSION

This community service program used an interactive seminar approach, aimed at providing a comprehensive understanding of Islamic family law and its relationship to bullying prevention efforts. The seminar method was chosen because it combined material delivery, open discussion, and direct evaluation through pre- and post-activity questionnaires. Evaluation results showed an increase in knowledge, awareness, and active participation among young people in understanding Islamic law issues and seeking solutions to the phenomenon of bullying in schools.

1. Activity Results

A community service seminar held in August 2025 at SMK PUI Jatibarang, Indramayu, had a significant positive impact, both in terms of increasing students' understanding of Islamic family law and awareness of the importance of bullying prevention. Based on observations and questionnaires, the majority of participants indicated a transformation in their knowledge and attitudes after attending the seminar. More than 75% of students experienced an increased understanding of the principles of Islamic family law, which they were able to relate to the social problems they face daily at school. This demonstrates that the seminar is not merely a forum for delivering material, but also a means of practical legal literacy in developing critical and solution-oriented thinking for the younger generation. Furthermore, the participants' enthusiasm was evident in their active involvement in the discussion, their courage to express their opinions, and their willingness to design concrete steps to reduce bullying practices. Thus, this seminar can be seen as a real contribution to Islamic legal education efforts oriented towards strengthening character, awareness of rights and obligations, and the creation of a harmonious school environment free from violence.

- a. Participants understand rahmah (compassion) as the foundation of an Islamic family.
- b. Participants know the obligation of parents to provide physical and mental protection to children.
- c. Participants are aware of children's rights in Islam, including the right to education, a sense of security, and protection of dignity.
- d. Participants began to be able to connect Islamic law with bullying prevention as part of efforts to maintain justice and brotherhood.

This can be seen in the following table:

Table 1. Increase in Participant Understanding

Aspects of Understanding	Before seminar	the After the seminar	Increase (%)
The principle of family affection	40%	80%	+45
Children's rights in Islam	35%	85%	+45

Obligations of parents in the family	38%	82%	+44
The relationship between Islamic law and bullying	30%	75%	+45

Source: Author (2025)

Overall, these results indicate that the seminar had a significant positive impact in increasing participants' knowledge and awareness, particularly regarding the values of compassion, children's rights, parental obligations, and understanding of Islamic law in the context of bullying.

2. Awareness of the Problem of Bullying

This seminar enhanced participants' understanding that bullying is not only a social or psychological issue, but also a legal and moral issue from an Islamic perspective. Participants were able to connect bullying to Islamic values, namely:

- a. Bullying is a violation of Islamic brotherhood.
- b. The act is contrary to the teachings of protecting the izzah (dignity) of fellow Muslims.
- c. Bullying is considered to cause facade (moral and social damage) in the school environment.
- d. Bullying is not in line with the mission of Islam as a religion of compassion (rahmatan lil 'alamin).

3. Enthusiasm and Active Participation

The level of student participation was very high, as evidenced by their active participation in asking questions, discussing, and presenting solution ideas. The participants' enthusiasm was demonstrated in several ways:

- a. Participants were encouraged to share personal experiences related to bullying they experienced or witnessed.
- b. Students propose the formation of a peer group that functions as a companion and conflict mediator.
- c. The teacher proposed the idea of integrating Islamic legal values into extracurricular activities.
- d. Participants agreed on the importance of anti-bullying campaigns in schools through posters, social media, and regular studies.

This enthusiasm shows that the younger generation is not only an object of development, but also an active subject who contributes to creating a healthy and harmonious school culture.



Figure 1. The Enthusiasm of Students During the Seminar Activity
Source: Author (2025)

4. Obstacles Faced

Although the seminar was effective and had a positive impact, several obstacles remain that need to be addressed to improve similar activities in the future. First, a small number of participants still struggled to understand technical Islamic legal terms. For example, the concepts of *mas'uliyah* (responsibility) and *'adl* (justice), which are important foundations of Islamic family law, were not fully grasped by some students. This is understandable, considering that most participants were still in secondary school and unfamiliar with academic terminology in Islamic legal studies. Second, time constraints were a major factor limiting the depth of discussion. The seminar was short, so not all real-life bullying cases in the school environment could be fully discussed. As a result, the analysis tended to be general and did not extend to case-resolution simulations. Third, the diversity of participants' background knowledge also posed a challenge, with some students possessing a fairly strong understanding of religion, while others were still at a basic level. This difference resulted in uneven absorption of the material. These obstacles highlight the importance of a more practical, hands-on approach, such as workshops, interactive training, and case simulations, enabling participants to more actively connect Islamic legal theory with real-life practices.

- a. Participants were less familiar with certain Islamic legal terms.
- b. The short time period makes the analysis of bullying cases only general in nature.
- c. Differences in knowledge backgrounds cause uneven understanding.
- d. There are no learning media (modules/visualizations) available to support technical understanding.

5. Follow-up Plan

To ensure the sustainability of the impact of implemented activities, targeted and ongoing follow-up is necessary. This ensures that the results achieved are not merely temporary but truly have a lasting positive impact on students and the school environment in general.

First, a follow-up action was taken by establishing an Islamic-values-based anti-bullying student community. This community serves as a forum for students to remind each other, strengthen each other, and advocate for the importance of building a healthy, safe, and bullying-free school environment. With an Islamic approach, this community focuses not only on bullying prevention but also on fostering empathy, compassion, and Islamic brotherhood among students.

Second, efforts were made to develop a simple module on Islamic family law tailored to students' level of understanding. This module includes basic teachings on the importance of maintaining family harmony, responsibility in domestic life, and the values of justice and compassion in family relationships. Using accessible language, it is hoped that students will internalize these values from an early age, thus developing a generation with a strong moral and spiritual foundation.

Third, this follow-up is strengthened by involving teachers, parents, and religious leaders in ongoing Islamic character development forums. These forums serve as a space for communication, education, and synergy among stakeholders involved in character education. With the involvement of all parties, Islamic values can be more easily instilled in students' daily lives, both at school and at home.

With this series of follow-up actions, it is hoped that an educational ecosystem will be created that not only produces a generation that is intellectually intelligent, but also has noble morals, Islamic character, and is ready to face the challenges of the times with the provision of values of faith and piety.

CONCLUSION

A community service seminar on the Role of the Young Generation in Increasing Knowledge of Islamic Family Law to Address Bullying Problems at SMK PUI Jatibarang, Indramayu, was successfully implemented and had a positive impact. The results showed a significant increase in participants' understanding of Islamic family law, awareness of the legal and moral dimensions of bullying, and the emergence of enthusiasm and active participation from students to become agents of change in the school environment. With follow-up actions such as the formation of an anti-bullying student community, the development of a simple Islamic family law module, and the involvement of teachers, parents, and religious leaders, this activity is expected to create a healthy, Islamic, and sustainable educational ecosystem.

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