

Pocketbook on Prophet Hadith to Prevent Bullying Behaviour

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ABSTRACT: *The increasing cases of bullying and various forms of violence in Islamic boarding schools have encouraged researchers to develop a Pocketbook containing the Prophet's Hadith which aims to guide students in understanding moral teachings that can prevent violent behavior. This study aims to produce a Pocketbook of the Prophet's Hadith that can be integrated into the Islamic boarding school curriculum to prevent bullying. This media is expected to be a source of inspiration and understanding for students about the importance of avoiding bullying behavior. Research methods are in the form of development research or R&D. The development model used is the 10-step method by Sugiyono. The product's effectiveness is tested by comparing the pre and Post-test values. This study uses data collection techniques through observation, questionnaires, documentation, and interviews. In terms of student response data analysis, evaluation is conducted using the Guttman scale, which includes only two possible answers: "yes" or "no". This research produced the Prophet's Hadith Pocketbook, an effective preventive tool for reducing bullying behavior in Yogyakarta Islamic boarding schools. This media succeeded in increasing students' understanding of anti-bullying values taught in the hadiths of the Prophet. Using this pocketbook decreased bullying behavior among students, showing the effectiveness of this media in supporting character education in the Islamic boarding school environment. This includes limitations in generalizing results because trials are limited to specific populations and have yet to measure their long-term effectiveness. The implication is the importance of developing ethical value-based learning media and its potential adaptation for a broader context.*

Meningkatnya kasus *bullying* dan berbagai bentuk kekerasan di pondok pesantren mendorong peneliti untuk mengembangkan buku saku berisi Hadits Nabi yang bertujuan untuk membimbing santri dalam memahami ajaran akhlak yang dapat mencegah perilaku kekerasan. Tujuan dari penelitian ini adalah untuk menghasilkan Buku Saku Hadits Nabi yang dapat diintegrasikan ke dalam kurikulum pondok pesantren sebagai upaya pencegahan *bullying*. Media ini diharapkan dapat menjadi sumber inspirasi dan pemahaman bagi santri tentang pentingnya menghindari perilaku *bullying*. Metode penelitian berupa penelitian pengembangan atau R&D. Model pengembangan yang digunakan adalah metode 10 langkah oleh Sugiyono. Efektivitas produk diuji dengan membandingkan nilai yang diperoleh dari *Pre-test* dan *Post-test*. Penelitian ini menggunakan teknik

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pengumpulan data melalui observasi, angket, dokumentasi, dan wawancara. Dari segi analisis data respon santri, evaluasi dilakukan dengan menggunakan skala Guttman, yang hanya mencakup dua kemungkinan jawaban: "ya" atau "tidak". Penelitian ini menghasilkan Buku Saku Hadits Nabi yang efektif sebagai alat preventif untuk mengurangi perilaku *bullying* di pondok pesantren Yogyakarta. Media ini berhasil meningkatkan pemahaman siswa terhadap nilai-nilai anti perundungan yang diajarkan dalam hadis-hadis Nabi. Dengan menggunakan buku saku ini, terjadi penurunan perilaku perundungan di kalangan siswa, menunjukkan efektivitas media ini dalam mendukung pendidikan karakter di lingkungan pesantren. Hal ini meliputi keterbatasan dalam menggeneralisasi hasil karena uji coba terbatas pada populasi tertentu dan belum mengukur efektivitas jangka panjangnya. Implikasinya adalah pentingnya pengembangan media pembelajaran berbasis nilai etika dan potensi adaptasinya untuk konteks yang lebih luas.

Keywords: *Pocketbook, Prophet Hadith, Preventing Bullying.*

Received: September 11, 2024; *Revised:* November 4, 2021; *Accepted:* December 25, 2024

I. INTRODUCTION

Education is vital in developing individuals and society (Chankseliani & McCowan, 2021; Koprina, 2020). However, to achieve the ideal educational goals, efforts are needed to overcome various existing challenges, including the issue of violence in academic institutions. The problem currently facing the Indonesian education system is the occurrence of violence within educational institutions. The world of education is often associated with acts of violence (Ferrara et al., 2019), several cases occurring in the Indonesian education system involve all school stakeholders, namely teachers, staff, students, and even parents (Adiputra et al., 2019; Fitriani & Istaryatiningtias, 2020). Cited from the Ministry of Women's Empowerment and Child Protection of the Republic of Indonesia, it is stated that bullying in educational institutions remains relatively high (Borualogo & Casas, 2022; Huang et al., 2019). Data from KPAI from 2011 to 2019 recorded 574 boys and 452 girls as victims of bullying in schools (Feng et al., 2022; Ribeiro et al., 2024). In 2021, 17 cases of bullying occurred at every level of the education system (Vaillancourt et al., 2021).

Initial research conducted through indirect interviews with Islamic boarding school administrators in Yogyakarta showed that bullying cases still exist in Islamic boarding school environments. Behavior such as teasing each other is often considered ordinary juvenile delinquency, while seniority issues sometimes lead to violence (Abdurrohman et al., 2024; Basit et al., 2023; García-Vázquez et al., 2020; Nurlia & Suardiman, 2020; Tran & Do, 2022). Asy-Syifa' Bantul Islamic Boarding School was chosen as the research location because it has a good reputation for combining formal education with Islamic values, supporting the development of students' characters in line with modern and traditional Islamic education principles.

In Islamic education, there are Islamic boarding school as one of the Islamic educational institutions responsible for the development of the personality of students/*santri*, both in terms of intellectual growth and, more profoundly, in their moral behavior (Muniroh, 2021; Supriani et al., 2023). However, the fact is that there are still many Islamic

boarding schools that have humanitarian problems, such as the phenomenon of seniority among students, physical abuse, wandering, and bullying (Pasaribu et al., 2024; Thoyib, 2019). Seniors often use their power to belittle juniors, assign unreasonable tasks, and engage in discriminatory treatment (Colenbrander et al., 2020; Goosey, 2019). They openly mock juniors' appearance or academic abilities, creating a situation that makes them feel scared or uncomfortable (Li et al., 2023; Shamionov et al., 2021). This action not only creates an imbalance of power among students but can also hurt the emotional and psychological well-being of the juniors who become victims of bullying (deLara, 2019; Oktaviani et al., 2020).

This is the latest controversy highlighting the fact that bullying still occurs within the educational sphere, particularly in Islamic boarding schools. This is surprising, considering that Islamic boarding schools are associated with academic institutions that promote values of goodness, noble character, and high religious principles (Haryanto, 2022; Mundiri et al., 2022). Islam highly upholds the values of humanity and brotherhood (Dalacoura, 2018; Qorib & Afandi, 2024).

The bullying behavior that occurs in the Islamic boarding school environment includes physical violence, oppression, exclusion, mockery, seniority, coercion, and wandering (Mudzkiyyah et al., 2022). Bullying behavior is caused by several factors, such as the new Islamic boarding school environment for the students, being far from their parents, and meeting new people from various regions and different cultures, which makes some students struggle with socialization (Nengsi & Subaedah, 2024; Prasetyo et al., 2023). Then the seniority actions often carried out seem to become a "cultural heritage" that continues to be preserved (Faragalla et al., 2023). Students lack understanding regarding the substance and significance of combating bullying, ultimately leading to the trivialization of such behavior (Alsalem et al., 2021; Lönnfjord & Hagquist, 2022). Strengthening the understanding of bullying behavior is undoubtedly necessary to prevent and minimize bullying actions, especially in boarding schools (Borgen et al., 2021; Gaffney et al., 2021; Kubiszewski et al., 2019; Roca-Campos et al., 2021). With an understanding of the Prophet's hadiths about moral behavior, it is hoped that the morals of the students can be improved by prioritizing ethics in friendship and being aware of the dangers of bullying behavior that often occurs in Islamic boarding schools (Ningsih, 2023).

Pocketbooks containing the hadith of the Prophet can be a practical reference source to educate students on moral and ethical values in the face of bullying (Kosim et al., 2024; Mukowim et al., 2024). In Islamic boarding schools, the teaching of hadith focuses on theological aspects (Suryadi, 2019), and practical applications in daily life, including overcoming bullying (Mabud, 2018). Research shows that the integration of hadith material in the Pocketbook can help students understand the consequences of bullying behavior and develop an attitude of empathy and solidarity towards others. In addition, it can also minimize the occurrence of bullying and create a more favorable climate among students (León-Jiménez et al., 2020; Mora et al., 2022; Mucherah et al., 2018).

This study aims to create an Islamic boarding school environment that reflects positive values, such as justice, empathy, and compassion, through the application of Islamic teachings as a foundation for ethics and morals that correlate with the hadith of the Prophet (Albar et al., 2024; Mundiri et al., 2022). By integrating values into students' daily lives and utilizing the Prophet's hadith as a preventive measure, it is hoped that it can shape students' character, prevent them from bullying behavior, foster an attitude of

mutual respect, and stimulate behavioral reflection (Lorio et al., 2020; Poorchangizi et al., 2019; Sulaiman, 2021; S. S. Susanti et al., 2024). This approach is expected to create a holistic solution to prevent and overcome bullying problems in Islamic boarding schools so that it can be applied in daily interactions (Pérez-Jorge et al., 2023).

II. METHOD

This study developed a Pocketbook of the Prophet's hadith to prevent bullying behavior using a research and development (R&D) approach to test the product's effectiveness (Sugiyono, 2016). The study was conducted at the Asy-Syifa' Muhammadiyah Bantul Islamic Boarding School in Sumbermulyo, Bambanglipuro District, Bantul Regency. Established on July 18, 1990, this Islamic boarding school is a modern Islamic boarding school (*Khalafiyah*). This Islamic boarding school was chosen because it is located in a village where most of the population is non-Muslim and does not have a large wall separating the students from the surrounding community, unlike most Islamic boarding schools.

This study collected data through observation, questionnaires, documentation, and interviews. After the data was collected, analysis was carried out using two approaches. First, qualitative analysis was used to descriptively process input, suggestions, and criticisms from expert reviewers to improve the product. Second, quantitative analysis was applied to questionnaire data filled out by expert validators and test subjects using a 5-point Likert scale. This quantitative data was analyzed by calculating the average percentage score for each item in the questionnaire.

The questionnaires from the respondents were analyzed using a formula, and the results were converted into assessment statements to assess the quality and usability of the product from the user's perspective.

Table 1. Product eligibility

Score in percent (%)	Criterion
<21 %	Very unworthy
21 - 40 %	Not eligible
41 - 60 %	Quite decent
61 - 80 %	Proper
81 - 100 %	Very worthy

Table 1 shows the assessment scores for assessing the quality and feasibility of the product, followed by the analysis of product effectiveness through a comparison of the Pre-test and Post-test values. This study uses interval data from pre-test and post-test on students before and after using the Pocketbook of the Prophet's hadith, analyzed using the Kolmogorov-Smirnov normality test and paired sample T-test using the SPSS application. The development model used is the 10-step method from Sugiyono (2016), which is relatively simple and easy to apply. Still, the researcher only reached stage 9 and had not completed stage 10, namely the final product (Sugiyono, 2016).

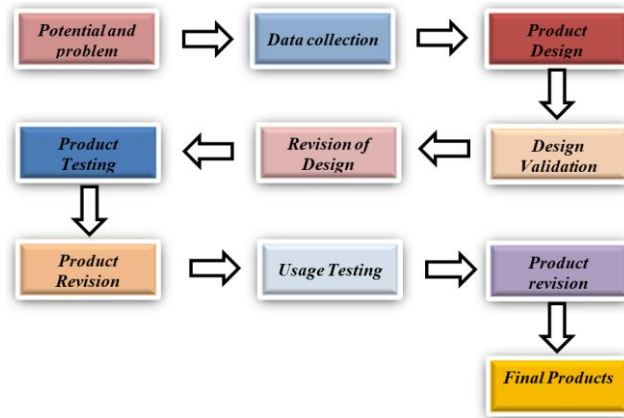


Figure 1. Product development stages

This research is limited to the ninth step, namely product revision, without proceeding to the final stage of mass production, with the procedures and development steps to be described:

1. Potential and problem

The potential and problems in the research on the development of a Pocketbook of the Prophet's hadith are related to the high level of bullying behavior among teenagers, especially students at Islamic boarding schools, where prevention efforts are still not optimal.

2. Data collection

At this stage, the researcher conducted interviews and observations at the Asy-Syifa' Muhammadiyah Bantul Islamic Boarding School to collect the information needed to compile the Pocketbook.

3. Product design

At this stage, the researcher designs the book product by determining the color, illustrations, posters, and writing systematics, as well as creating a digital product design as a guideline for production.

4. Design validation

At this stage, the product design will be validated by material and media experts to assess its feasibility so that advantages and disadvantages that need to be improved can be identified.

Material Expert

This study involved two expert validators, Mr. Muhammad Hasnan Nahar, S.Th.I., M.Ag and Dr. Betty Mauli Rosa Bustam, M.A., who are active lecturers at the Faculty of Islamic Studies, Ahmad Dahlan University, Yogyakarta.

Table 2. Subject matter expert validation instrument

No	Assessment Aspects	Indicator	Scale
1	Suitability of Material Organizing	- Clarity of material delivery - Systematics of material delivery - Materials fit the purpose	Likert 1-5

		- Accuracy of material selection	
2	Material Suitability	- Hadith and scientific truth - Relevance to bullying phenomenon - Facilitates student understanding of bullying - Suitability of hadith with material - Encourages curiosity about bullying behavior - Fosters a sense of humanity among students	Likert 1-5
3	Language Compatibility	- Clarity of use of words and language - Communicative language according to age level - Suitability of images to material - Correctness of language in the meaning of verses and hadiths	Likert 1-5

Media Expert

This study involved two expert validators, Dr. Mhd. Lailan Arqam, S.Pd., M.Pd. and Dr. Djamaluddin Perawironegoro, S.Th.I., M.Pd.I., who are academics and active lecturers at the Faculty of Islamic Studies, Ahmad Dahlan University, Yogyakarta.

Table 3. Media expert validation instruments

No	Assessment Aspects	Indicator	Scale
1	Size	- Book size - Pocketbook design - Attractive - Easy to carry	Likert 1-5
2	Text & Images	- Visibility and readability of letters in Pocketbooks - Suitability of images to material content - Images make it easier to understand the phenomenon of bullying - Good and attractive image quality	Likert 1-5
3	Cover Design	- The cover design reflects the	Likert 1-5

		content
		- Proportional color and layout
		- Attracts student attention
		- Appropriate and attractive colors
		- Harmonious front and back covers with rhythm and unity
4	Content Design	- Color selection: Enhances attractiveness
		- Illustration images: Easy to understand
		- Layout consistency: Headings, chapters, sub-chapters, numbers, and text
		- Illustration placement: Does not interfere with content

1. Revision of design

After receiving criticism and suggestions from experts, researchers will make revisions according to the input provided.

2. Product testing

The revised and validated product was tested on 5 students at the Asy-Syifa' Muhammadiyah Bantul Islamic Boarding School, with the response results used as evaluation material and consideration for further improvements.

3. Product revision

Product revisions are made based on input and suggestions from test subjects, but researchers will continue to make improvements according to expert input and adjust to test subject responses.

5. Usage testing

After being revised, a pre-test was conducted covering all students at the Asy-Syifa' Muhammadiyah Bantul Islamic Boarding School.

Table 4. Instrument of student response

No	Assessment Aspects	Indicator	Scale
1	Attraction	- Attractive appearance - Material relevance - Student needs - Islamic boarding school needs	Yes or no
2	Understanding	- Easy to understand - Makes learning easier	Yes or no

		- Fun	
3	Benefits	- Pocketbook: learning medium - Benefits: prevent bullying - Usage: practical for students	Yes or no

1. Product revision

This stage is the final evaluation stage where revisions to the pocketbook are made based on responses, suggestions, and criticisms from trial subjects to correct weaknesses before the final product is released.

III. RESULT AND DISCUSSION

Development of a Pocketbook of Prophetic Hadiths to Prevent Bullying

This Pocketbook of the Prophet's Hadith uses the Research and Development model designed as additional learning media for Madrasah Tsanawiyah/ Junior High school students and higher levels, aiming to foster students' morals through verses of the Qur'an and the Hadith of the Prophet to prevent acts of violence at the Asy-Syifa' Bantul Islamic Boarding School.

Potential and Problem

Research at the Asy-Syifa' Muhammadiyah Bantul Islamic Boarding School shows that bullying behavior still occurs among students, especially in the form of teasing that can insult individuals and trigger conflict. Therefore, Islamic boarding schools need to develop more specific strategies to deal with bullying, such as through teaching, mentoring, and routine educational activities that instill religious values as an anti-bullying program. One of the proper preventive steps is developing a pocketbook of the Prophet's hadiths, which offers a new approach to religious education that has so far relied on conventional methods such as lectures and memorization. This pocketbook is designed with colorful and attractive illustrations to improve the understanding and memory of readers. Thus, to overcome the phenomenon of bullying in Islamic boarding schools, preventive efforts are needed that provide a deeper understanding without ignoring the religious basis, with the Prophet's hadiths as the core of its teachings (Arif et al., 2024; Kartika et al., 2023).

Research in Islamic boarding schools shows that bullying behavior still occurs among students, as expressed by the Head of the Asy-Syifa' Muhammadiyah Bantul Islamic Boarding School. This mocking behavior is a form of aggression between individuals that can insult and trigger conflict (Mat So'od et al., 2020; Vveinhardt et al., 2019). Therefore, Islamic boarding schools need to implement unique strategies to deal with the phenomenon of bullying, such as through teaching, mentoring, and routine education that instills religious values in anti-bullying programs (Fathoni et al., 2024; Gutzwiller-Helfenfinger, 2021). To overcome this problem, developing a Pocketbook on the Prophet's hadith to prevent bullying is considered appropriate, considering that religious education still often relies on conventional methods such as lectures and memorization. This pocketbook can also be an absorbing learning medium, thus

increasing readers' enthusiasm for understanding the material (Afifah et al., 2021; Wandira et al., 2024).

Data Collection

Researchers collected data and literature reviews to plan products to address previously identified problems. Data were collected through observation, interviews, and documentation with supervisors and students at the Asy-Syifa' Muhammadiyah Bantul Islamic Boarding School related to the issues faced and the proposed solutions, including their responses to the development of a pocketbook of the Prophet's hadiths as a preventive measure against bullying. The data collection results showed that bullying behavior still exists in the boarding school, which should be a place for moral development, so more specific efforts are needed, such as learning activities with appropriate media.

Product Design

At this stage, a model design design is carried out that will be developed into a pocketbook product.

1. Product Specification

This study produced a pocketbook of the Prophet's hadiths aimed at preventing bullying behavior in educational institutions, especially at the junior high school/Islamic junior high school level, where adolescents are often involved in reprehensible actions. The primary material of this book is based on moral hadiths and related lectures. In compiling it, the researcher utilized the Canva application to design visual elements, including images, fonts, and other supporting components. This pocketbook is expected to be a practical reference source in shaping positive adolescent behavior and creating a safe learning environment.

2. Cover page

The cover of this pocketbook depicts the phenomenon of bullying with an illustration of a person who is sadly contemplating a victim and many hands symbolizing discrimination and bullying behavior. The design is designed to be attractive to provide a brief overview of the book's contents, combining clear image and font elements and choosing attractive colors. According to Pratiwi et al. (2018), colors that match the material and character of students can influence psychology, give a strong impression, help students remember the material, and influence behavior and emotions. Therefore, using colors in this pocketbook aims to improve emotions and brain performance in learning.

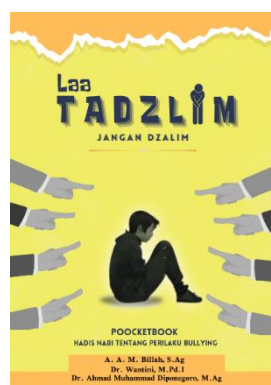


Figure 2. Cover page

Color serves to beautify the observed object Nugroho (2015) so the selection of colors in the Pocketbook developed by researchers is essential. According to Kosim et al., (2024), color can increase individual attention and aura and influence the ability to remember information (Griber & Delov, 2023). This pocketbook optimizes the cover design with attractive colors and visual elements to attract readers' attention. The use of yellow as the base color of the cover aims to stimulate curiosity. From a psychological perspective, yellow can increase mental activity and create a strong impression of the object (E. Susanti et al., 2018).

3. Material pages

This pocketbook presents material on the phenomenon of bullying among teenagers, linking it to a religious perspective through the hadith of the Prophet Saw and stories from the time of the Prophet that are relevant to current bullying behavior. The researcher also includes guidelines and laws related to bullying, referring to the Laws of the Republic of Indonesia. Thus, this book is a comprehensive source for improving understanding and preventing bullying behavior among teenagers. The following are the main points of the hadith material presented in this pocketbook:

Table 5. Hadith material in a pocketbook

No	Course Group	
1	Hadith Imam Muslim No. 6541	The Messenger of Allah <i>sallallaahu 'alaihi wa sallam</i> reminded us not to envy, hate or belittle fellow Muslims, emphasized the importance of brotherhood and piety, and stated that insulting a Muslim brother is a despicable act.
2	Hadith Imam Muslim No. 2563	The Prophet <i>sallallaahu 'alaihi wa sallam</i> reminded us to stay away from lousy prejudice and negative behavior such as finding fault, competing, envying each other, insulting and turning our backs and called on us to become servants of Allah who are brothers.
3	Hadith Ibnu Majah No. 4213	The Messenger of Allah (peace and blessings of Allah be upon him) stated that sins that are immediately punished in this world, such as persecution and severing ties of kinship, will be punished in the hereafter.
4	Hadith Imam Muslim No. 6578	The Messenger of Allah <i>sallallaahu 'alaihi wa sallam</i> taught that Muslims must help and protect each other, and promised that Allah will remove difficulties and cover the intimate parts of those who do good to fellow Muslims.
5	Hadith Imam Bukhari No. 10	The Messenger of Allah <i>sallallaahu 'alaihi wa sallam</i> taught that a Muslim must protect fellow Muslims from hurtful words and actions, and that migration means abandoning Allah's prohibitions.

This Pocketbook is arranged systematically to facilitate student understanding and is equipped with a bibliography on the last page.

Design Validation

The feasibility assessment was carried out through two validation stages, namely material validation and media validation, each involving two experts/validators.

1. Material Expert Validation

This stage involves validation by material experts, Bustam (2024); Nahar (2024) by filling out the validation sheet provided by the researcher. The results are as follows:

Table 6. Results of subject material expert validation I and II

No	Course Group	Phase I Validation Score	Phase II Validation Score	Percentage Score (%)
1	Suitability of material organization	66	59	89%
2	Material suitability	90	80	85%
3	Language compatibility	90	90	90%
	Sum	66	59	89%
	Result	94%	84%	
	Average			89%

Based on the table above, the validation score from the material expert in phase I was 94%, which is classified as very valid with some comments and suggestions for revision. Phase II produced a score of 84%, also in the very valid category, with comments and suggestions for improvement. The average validation of the material in developing the Prophet's hadith pocketbook reached 89%.

2. Media expert validation

The Prophet's hadith pocketbook to prevent bullying behavior has been validated by media experts by filling out the validation form. The media experts in developing the Prophet's hadith pocketbook product are Arqam (2024); Perawironegoro (2024). The results are as follows:

Table 7. Results of media expert validation

No	Course Group	Indicator Count	Phase I Validation Score	Phase II Validation Score	Percentage Score (%)
1	Size	2	7	10	90%
2	Text and Images	4	14	19	82,5%
3	Cover design	5	16	24	80
4	Content Design	4	14	19	80
	Sum		51	72	85
	Result		68%	96%	
	Average			82%	

Based on the table above, material experts' first-stage validation score is 68%, including the valid category with some comments and suggestions for revision. In the second validation phase, the score increased to 96%, which was also classified as very valid with input for improvement. The average validation of materials in developing the Prophet's hadith pocketbook reached 82%.

Revision of Design

Researchers must revise the product sections guided by module experts and content specialists. Suggestions from the module expert included improving the color selection. Based on media expert feedback, researchers made several enhancements: correcting typos, adding a page on past stories about bullying, including a section on policies and laws related to bullying, and updating the table of contents. Below is a comparison table of the module sections before and after these revisions.

Table 8. Revision design of media experts

Before		No previously revised pages	No previously revised pages	No previously revised pages	
After					

Based on the table, the researcher made improvements according to the suggestions from media experts, namely: 1) Changing the color on the front page of the pocketbook; 2) Adding an introductory design on the first page; 3) Including a "Foreword" as a guide; 4) Adding a new page containing bullying cases in Indonesia in the form of diagrams, and 5) Changing the size of the Arabic font. The following is a table of input and suggestions added by the author in the revised module by the material expert:

Table 9. Revision results of material experts

Before		No previously revised pages	No previously revised pages	
After				

Based on the table, the researcher made improvements according to the suggestions of media experts, namely: 1) fixing typos; 2) adding a new page about the previous story about bullying behavior; 3) adding a page that includes policies and laws on bullying; and 4) improvements to the table of contents.

Product Testing

Five junior high school students were involved as respondents in this trial. The researcher asked for permission and ensured the respondents' readiness before lending the Prophet's hadith pocketbook for one day. After that, the respondents were asked to answer several questions with the answer options "yes" or "no," as listed in the following table:

Table 10. Product test results

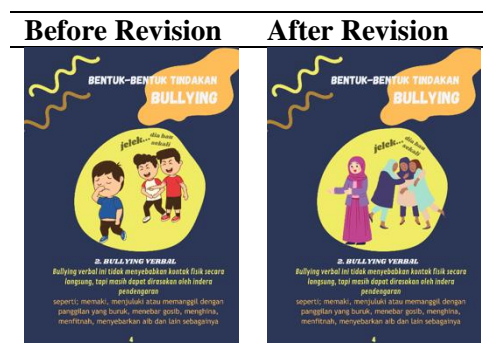
No	Aspects	Indicator	Valuation	
			Already	No
1	Attraction	Pocketbook appearance: attractive, appealing design, engaging layout	5	0
		Material relevance, student needs, Islamic boarding school suitability, current alignment, pocketbook content	5	0
2	Understanding	User-friendly, clear, comprehensible, accessible	5	0
		Pocketbook: simplifies learning, engaging, enjoyable	5	0
3	Benefits	Pocketbook benefits, learning medium, bullying prevention	5	0
		This Pococketbook is practically used by students	5	0

Based on the table above, all students answered "yes" to the questions regarding the appeal, understanding, and usefulness of the learning media studied. This leads to the conclusion that the product of the Prophet's hadith pocketbook, as a learning resource to prevent bullying behavior, meets the Brog & Gall development criteria according to the Sugiyono model. Students expressed that this pocketbook provides a new nuance and increases interest in reading and understanding its content, especially related to bullying.

Product Revision

After a limited product trial, the next stage involves revising the product based on feedback from the small-scale trial to enhance quality and ensure accuracy. Respondents suggested diversifying illustrations in the "Chapter on Forms of Bullying" to include perspectives beyond just male characters. The results of these revisions are as follows:

Table 11. Product revision



Based on the table, the researcher changed the illustration of the image showing verbal bullying behavior. Initially, the illustration depicted two men mocking another man. Improvements were made by replacing the illustration using a woman's perspective.

Usage Testing

The next stage is a trial of use on a broader scale with 20 respondents from the students of the Asy-Syifa' Muhammadiyah Bantul Islamic Boarding School, different from the product trial which only involved 5 respondents. Respondents were selected randomly and consisted of 10 male students and 10 female students. During the trial, there were no significant obstacles, and students were asked to fill out a questionnaire about the appeal, understanding, and benefits of learning media with the answers "yes" or "no."

Table 12. Results of the trial

No	Aspects	Indicator	Valuation	
			Already	No
1	Attraction	Does this pocketbook have an attractive appearance?	20	0
		Is the material in the developed pocketbook in accordance with the needs of current students and Islamic boarding school	20	0
2	Understanding	This pocketbook is easy to understand?	20	0
		This pocketbook helps learning be easier to understand and fun	20	0
3	Benefits	Does this pocketbook have benefits as a learning medium to prevent bullying?	20	0
		This Pocketbook is practically used by students	20	0

From the table above, it can be concluded that 20 respondents gave a "yes" response to the assessment indicators, indicating that they assessed the development of the Prophet's hadith Pocketbook learning media as very good and feasible to prevent bullying behavior.

Product Revision

The trial results showed that the Pocketbook of the Prophet's hadith as an effort to prevent bullying was very feasible and did not require further revision. This trial involved 20 students from the Asy-Syifa' Muhammadiyah Bantul Islamic Boarding School as respondents, so no modifications were made to the products that had been developed.

Final Product

Researchers have carried out a series of scientific procedures in research and development, starting from potential and problem analysis, information collection, to product design that has been validated by media and content experts. This product went through several stages of testing and revision, resulting in a Pocketbook of the Prophet's hadith as an effort to prevent bullying. This book is intended for educational institutions that require learning media to avoid or handle bullying behavior.

Effectiveness of the Prophet's Hadith Pocketbook for Bullying Prevention

The researcher evaluated the effectiveness of the Prophet's Hadith pocketbook as a learning medium for 20 students at the Asy-Syifa' Bantul Islamic Boarding School. Initially, the students took a pre-test to assess their knowledge of bullying, where the lowest score was 45 and the highest was 75. After a brief explanation and three days to study the pocketbook, the post-test showed the lowest score was 75 and the highest was 100.

Here is a table summarizing the data on students' performance in pre-test and post-test stages regarding their understanding of bullying through various questions and hadiths:

Table 13. Pre-test and post-test student's performance

Question Type	Pre-Test	Post-Test	Change
Definition of Bullying (Arabic)	0% (0 students)	95% (19 students)	+95%
Knowledge of Q.S. al-Hujurat Verse 11	5% (1 student)	10% (2 students)	+5%
Hadith of Imam Muslim (I)	50% (10 students)	100% (20 students)	+50%
Hadith of Imam Muslim (II)	60% (12 students)	90% (18 students)	+30%
Hadith of Ibn Majah (III)	35% (7 students)	100% (20 students)	+65%
Hadith of Imam Bukhari (IV)	30% (6 students)	95% (19 students)	+65%

This table outlines the percentage of correct answers before and after the interventions, highlighting significant improvements in students' understanding of bullying-related content. The researcher noted an increase in the average value and percentage of correct answers on the hadith material. Pre-test and post-test analyses were conducted using Paired Sample T-Test with SPSS 26.0 software, including statistical descriptions, normality, and effectiveness tests.

Tabel 14. Descriptive statistic

	N	Minimum	Maximum	Mean	Std. Deviation
Pre Test	20	45.00	75.00	61.5000	7.62613
Post Test	20	75.00	100.00	88.5000	8.28759
Valid N (listwise)	20				

Table 14 shows the results of descriptive statistics indicating an increase in the minimum, maximum, and average values of students' knowledge after using the Prophet's Hadith Pocketbook. The minimum value increased from 45 to 75, the maximum value from 75 to 100, and the average value from 61.5 to 88.5. This increase shows a significant improvement in students' knowledge, followed by a normality test and paired T-Test for further analysis.

Tabel 15. Test of normality

	category	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result	Pre test	.222	20	.011	.928	20	.143
	Post test	.164	20	.167	.921	20	.105

The results of SPSS data processing show a pre-test significance value of 0.143 and a post-test of 0.105, both of which are greater than 0.05. This indicates that the pre-test and post-test data on student understanding are typically distributed. To analyze the

results of the Paired Sample T-test, the research hypothesis is described as follows: H0 states that there is no significant difference in students' understanding before and after using the Prophet's hadith book to prevent bullying behavior, while Ha states that there is a substantial difference in this understanding.

Tabel 16. Paired samples test

	Mean	Paired Differences				t	df	Sig. (2-tailed)
		Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
PRE TEST - POST TEST	-27.0000	6.95852	1.55597	-30.25669	-23.74331	-17.352	19	.000

The decision of the paired sample t-test is based on the sig value (2-tailed); if the value is less than 0.05, H0 is rejected and Ha is accepted. This study obtained a sig value (2-tailed) of 0.000, which indicates a significant difference in increasing students' understanding of the bullying phenomenon before and after using the Prophet's hadith book. Thus, H0 is rejected and Ha is accepted.

The study results show that this pocketbook is not only successfully produced with informative and relevant content but is also effective in being a reference for students and educators to understand the importance of good morals according to Islamic teachings. This pocketbook has increased students' awareness of bullying and strengthened the values of togetherness and tolerance (Afifah et al., 2021). Further analysis shows that the development of this pocketbook provides educational material and contributes to positive attitudes and behavioral changes. The field test results showed that students were more interested in reading and discussing the content of the pocketbook, which created a more conducive Islamic boarding school environment in preventing bullying. Thus, this Pocketbook not only achieves the main objective of the study, but also creates a sustainable positive impact in building understanding and awareness of bullying in the Islamic boarding school educational environment (Mora et al., 2022; Supriani et al., 2023).

The results of the product test show that this pocketbook is very effective in conveying bullying prevention messages to students. The increase in students' understanding of bullying behavior, its impacts, and how to avoid it shows that this pocketbook has successfully created positive changes in knowledge and attitudes (Wandira et al., 2024). Feedback from educators supports this finding, showing that students who use the Pocketbook tend to show a more reflective attitude and are aware of the importance of avoiding bullying (Nengsi & Subaedah, 2024).

In terms of efficiency, this pocketbook is designed with high practicality: its compact size and simple language make it easy for students to access it in various situations without feeling burdened (Wandira et al., 2024). This allows the pocketbook to be used in formal learning contexts and everyday environments, making it a practical tool for continuing education. In addition, the learning process using this pocketbook requires minimal time, making it easy to integrate into the dense Islamic boarding school curriculum (Tran & Do, 2022). Thus, this pocketbook is effective in conveying educational messages and efficient in supporting the needs of Islamic boarding school-

based education, which often requires easily accessible and applicable materials (Basit et al., 2023).

This pocketbook, based on the character education theory, presents essential moral values in the context of religious education, significantly reducing bullying behavior (Pasaribu et al., 2024). Many studies have shown that character education rooted in spiritual values has excellent potential to form positive behavior and reduce bullying among students (Fathoni et al., 2024). Referring to the hadith of the Prophet, this pocketbook provides a strong foundation that good behavior and mutual respect are integral parts of Islamic teachings (Tan et al., 2018).

From an Islamic perspective, behavior that belittles others and bullying is considered a despicable and condemned act because it does not reflect the character of a Muslim who should uphold an attitude of brotherhood and compassion (Ribeiro et al., 2024). The Qur'an warns about the dangers of this behavior, especially in Surah Al-Hujurat verse 11 which prohibits Muslims from mocking, cursing, or degrading the dignity of others (Hossain & Salama, 2023). This verse reminds us that such behavior can damage individual relationships and lead to injustice. By including these principles, this pocketbook becomes an effective means of providing a deep understanding of social ethics in Islam, emphasizing that bullying behavior is contrary to the noble values of Islam (Albar et al., 2024).

The Qur'an emphasizes that every believer is prohibited from committing acts of injustice against others, including belittling, criticizing, or insulting others (Tan et al., 2018). This principle emphasizes the importance of respecting others and encourages the creation of a harmonious social environment (Arif et al., 2024). From an educational perspective, especially in religion, learning media that support these principles significantly impacts the formation of students' character (S. S. Susanti et al., 2024). With its practical approach and high relevance, this Pocketbook contributes to developing practical learning media literature in religious education in Islamic boarding schools, enriching interactive and in-depth teaching methods to improve students' understanding of Islamic teachings (Wantini et al., 2023). Previous research has shown that contextual media can optimize students' knowledge and application of religious values. Therefore, this pocketbook not only complements existing teaching materials but also strengthens educational approaches appropriate to the needs and context of Islamic boarding schools (Wandira et al., 2024).

This pocketbook has several advantages that support its effectiveness in educating students about bullying behavior. Its attractive design and simple language make it easy to understand, especially in the Islamic boarding school environment (Afifah et al., 2021). The presence of illustrations and real examples also strengthens the students' understanding, making bullying more accessible and internalized. Another advantage is the potential for this book to be distributed to other Islamic boarding schools to broaden its educational impact (Fathoni et al., 2024).

However, several weaknesses need to be considered. The limited number of pages inhibits space for in-depth exploration of several important topics, limiting the scope of material that can be delivered. In addition, some students who are not yet accustomed to reading-based learning methods may feel less involved in discussions, which can reduce the effectiveness of this book as a learning tool. This situation indicates the need for additional training for educators in Islamic boarding schools to be better prepared to facilitate interactive discussions based on this pocketbook (Arif et al., 2024).

This study has significant practical implications, especially in using pocketbooks as learning media in Islamic boarding schools to prevent bullying and shape students' character. By including these pocketbooks in the curriculum, students are expected to understand and apply positive values in their daily lives, strengthening the integration of character education in the scope of religion (Wandira et al., 2024). Other Islamic boarding schools can also adopt this model as an inspiration to develop religious-based learning media relevant to students' contexts and needs (Arif et al., 2024).

Theoretically, this study strengthens the idea that learning media containing religious values effectively increases understanding and concern for social issues like bullying. These findings contribute to the literature on character education, demonstrating the relevance of hadith in contemporary education and opening up opportunities for further study on integrating religious values in preventing negative behavior among adolescents (Albar et al., 2024). Thus, this study becomes a foundation for a better understanding of the role of religious-based education in building character and overcoming social challenges (Mundiri et al., 2022).

For further research, it is recommended that the scope of the product trial be expanded to various Islamic boarding schools with different cultural and social backgrounds. This step will help evaluate the extent to which the pocketbook is practical in diverse contexts and provide deeper insight into the adaptability of this media in various educational environments. In addition, a more comprehensive evaluation method, such as a longitudinal study, can be adopted to assess the long-term impact of using the pocketbook on bullying behavior and student character development. This approach will allow for more in-depth data collection to support or update similar educational media development methods, resulting in more potent and more targeted recommendations in efforts to prevent bullying.

IV. CONCLUSION

Research and development of the pocketbook of the Prophet's Hadith as an effort to prevent bullying behavior at the Asy-Syifa' Muhammadiyah Bantul Islamic Boarding School resulted in several conclusions. This pocketbook was developed through the Research and Development (R&D) method, which includes problem identification, information collection, product design, and expert validation, with results indicating that this media is feasible to use. Trials on students suggest that this pocketbook is effective in increasing understanding of bullying based on the Prophet's Hadith. The Paired Sample T-Test's effectiveness test showed a significance level of 0.000, indicating a significant increase in knowledge. This study shows that integrating religious teachings through easily accessible media, such as pocketbooks, can be an effective strategy in character education and in dealing with behavioral problems such as bullying in educational environments, especially in Islamic boarding schools. This study provides practical and theoretical implications. Practically, developing a pocketbook of the Prophet's hadith as a medium for character education effectively prevents bullying in Islamic Boarding Schools. Theoretically, this study strengthens the importance of integrating religious teachings in learning, shows that a value-based approach can improve students' understanding of bullying behavior, and encourages a more inclusive and responsive educational strategy to behavioral problems in the Islamic boarding school environment.

V. ACKNOWLEDGEMENTS

This study was supported by Directorate of Research, Technology, and Community Service Ministry of Education, Culture, Research and Technology, Indonesia under the Grant No. (0609.12/LL5-INT/AL.04/2024, 138/PTM/LPPM UAD/VI/2024)

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