

Received: 21 January 2025  
Revised: 20 March 2025  
Accepted: 25 May 2025  
Published: 10 June 2025

## Development of an Empathy-Based Literacy Module into Islamic Boarding School Education to Reduce Bullying Behavior

**Yulian Dinihari**

(Corresponding Author)

Universitas Indraprasta PGRI, Indonesia

Email: [yulian.dinihari@unindra.ac.id](mailto:yulian.dinihari@unindra.ac.id)

**Endang Wiyanti**

Universitas Indraprasta PGRI, Indonesia

Email: [endang.wiyanti@unindra.ac.id](mailto:endang.wiyanti@unindra.ac.id)

**Solihatun**

Universitas Indraprasta PGRI, Indonesia

Email: [solihatun@unindra.ac.id](mailto:solihatun@unindra.ac.id)

**Dian Nazelliana**

Universitas Indraprasta PGRI, Indonesia

Email: [dian.nazelliana@unindra.ac.id](mailto:dian.nazelliana@unindra.ac.id)

### ABSTRACT

*Bullying in Islamic boarding schools (pesantren) poses a significant challenge as it disrupts interpersonal relationships and hinders character development among students. This study aims to design a literacy module tailored to the needs of pesantren students, using the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model limited to the Analysis and Design stages. Data were collected through in-depth interviews with teachers and students, complemented by non-participant observations of daily social interactions within the pesantren environment. The proposed module consists of literacy-based activities such as reflective narratives, group discussions, role-playing, and creative assignments, all of which aim to foster empathy and address bullying behaviors. The design process also takes into account the hierarchical culture typical of pesantren, ensuring contextual relevance. However, this study is limited in that it does not include expert validation, module trials, or evaluation of learning outcomes. Future research is recommended to continue the development cycle through the remaining ADDIE phases. The findings contribute an initial educational tool to promote empathy and prevent bullying in pesantren settings.*

**Keywords:** Bullying, Educational Design, Empathy, Literacy Module, Pesantren

### INTRODUCTION

According to Novianti et al. (2023) bullying is a systematic act of violence used to intimidate and maintain dominance. Furthermore, Putu et al. define bullying as intentional actions aimed at causing physical, verbal, or psychological harm to an individual perceived as powerless (Putu et al., 2023). Physical bullying includes acts such as kicking, hitting, pushing, or stepping on someone's feet. Verbal bullying often involves calling victims by names with negative connotations, making offensive remarks, or mocking them. Psychological or mental bullying is characterized by threatening or intimidating behaviors. These various forms of

bullying highlight that violence can permeate many aspects of daily life, leaving profound and lasting impacts on victims.

Bullying cases in Indonesia are frequently found in both formal and non-formal educational environments, including schools. According to data from the Indonesian Child Protection Commission (KPAI) and the Indonesian Teachers Federation (FSGI), 226 bullying cases were reported in 2022, creating a climate of fear within schools. The types of bullying experienced by victims include physical bullying (55.5%), verbal bullying (29.3%), and psychological bullying (15.2%). In formal education settings, incidents are distributed across different levels: elementary school students account for 26%, junior high school students 25%, and senior high school students 18.75% (KPAI, 2022).

In pesantren (Islamic boarding schools), a common example of non-formal educational environments, bullying is also prevalent. Previous studies indicate that approximately 61–73% of bullying cases in pesantren involve physical violence, extortion, threats, and the confiscation of victims' belongings (Ndetei et al., 2007; Okoth, 2014). Ndetei and colleagues, along with Okoth, in their phenomenological studies, revealed that bullying in pesantren often takes the form of hitting, mocking, name-calling, threatening, and stealing the belongings of victims, with these actions frequently occurring repeatedly. This situation is difficult to address, as victims are often too afraid to retaliate or seek help.

The impact of bullying extends beyond psychological harm, affecting physical well-being as well. Psychologically, victims may experience feelings of shame, stress, fear, sadness, and anxiety, which, if prolonged, can lead to depression (Okoth, 2014). Furthermore, bullying also affects physical health, causing bruises, abrasions, swelling, sleep disturbances, and loss of appetite. Other symptoms include a sense of threat, difficulty concentrating, declining academic performance, and feelings of loneliness (Laeheem, 2013). These consequences highlight a gap in the application of religious values that should serve as the foundation for shaping the character of students in Islamic boarding schools.

Despite the moral and religious emphasis of pesantren education, the literacy modules currently used in these institutions exhibit several weaknesses. Many of them focus heavily on cognitive outcomes such as reading comprehension or rote memorization of religious texts, while neglecting emotional and social dimensions like empathy and interpersonal communication. This is aligned with findings by Latif et al. who observed that pesantren literacy practices tend to prioritize religious knowledge acquisition through memorization, with limited attention to socio-emotional competencies. In addition, the modules tend to be one-directional and teacher-centered, limiting students' opportunities to engage in interactive, reflective, or participatory learning processes (Latif et al., 2023). Most importantly, they rarely address real-life social issues such as bullying, power dynamics, or student well-being in a contextualized and dialogic way, making the literacy experience feel detached from students' lived realities. As a result, such modules are less effective in building holistic character or addressing the psychosocial challenges students face in their daily lives, particularly in communal and hierarchical settings like pesantren (Latif et al., 2023).

On the other hand, literacy is often narrowly understood as the ability to read and write. However, literacy encompasses not only reading and writing skills but also the ability to comprehend, interpret, and critically analyze information received, whether orally or in written form (Dinihari, 2024). Empathy-based literacy offers a novel approach to addressing bullying by reinforcing emotional and social values, serving not only to instill religious principles but also to cultivate students with empathetic and caring character traits. Research indicates that adolescents with higher levels of empathy are significantly more likely to engage in prosocial bystander behavior during bullying incidents, which reduces the frequency and severity of such cases (Xie & Ngai, 2021). Therefore, it is essential to explore literacy approaches that focus not

only on understanding religious texts but also on strengthening empathy as an integral part of the educational process.

Religion-based education in Islamic boarding schools (*pesantren*) plays a strategic role in shaping students' (*santri*) religious, moral, and tolerant character. However, the issue of bullying, which often goes unreported, hinders the achievement of these ideal objectives. As institutions that instill religious values, *pesantren* must adopt innovative approaches to create a conducive and harmonious environment. One solution lies in the development of literacy modules grounded in religious values, which not only enhance reading and writing skills but also strengthen social awareness, empathy, and positive interpersonal relationships. Research indicates that character education approaches in *pesantren*, implemented through habituation, discipline, and the integration of religious values into the curriculum, are effective in fostering students' moral development comprehensively (Manshuruddin et al., 2021). Similar strategies have been applied to address juvenile delinquency by cultivating religious values, engaging students in social activities, and providing intensive guidance from *kiai* and *pesantren* administrators (Darussalam, 2023).

The empathy-based literacy approach, which is rooted in religious values, also enhances students' (*santri*) social awareness and fosters harmonious interactions within the *pesantren* environment. While *pesantren* traditionally emphasize religious literacy, this study expands the concept by integrating empathy as a core dimension of literacy. It redefines literacy not only as the ability to read religious texts, but also as the capacity to understand, feel, and act upon social realities with compassion and ethical responsibility. Therefore, the literacy module proposed in this study is not merely religious in content but is designed to cultivate empathetic character through religiously inspired literacy practices (Yusak et al., 2023).

Moreover, systematically designed character education modules enable the development of morality and empathetic attitudes among students while establishing a tolerant and pluralistic *pesantren* culture (Zaqiah et al., 2019). In this context, *pesantren* can serve as a hub for character formation that not only teaches religious values textually but also encourages students to apply these values in their daily lives, creating an inclusive and harmonious educational environment (Marlina, 2023). Through this comprehensive strategy, *pesantren* can effectively address bullying issues while reinforcing its role in nurturing a morally grounded generation prepared to face global challenges.

Several studies have explored the development of literacy-based modules within Islamic boarding schools (*pesantren*), particularly those integrating religious values. Efrizal developed English reading materials infused with Islamic content using the Communicative Language Teaching approach to help *pesantren* students contextualize religious knowledge while enhancing their language and literacy skills (Efrizal, 2023). Similarly, emphasized the importance of cultivating a literary-based literacy culture in *pesantren* through reflective writing and critical engagement, promoting deeper understanding and character formation (Dianita & Magfiroh, 2023). Meanwhile, analyzed the management of literacy-based Islamic education in elementary Islamic schools, highlighting how the integration of Islamic values into literacy instruction contributes to students' holistic development (Supriadi et al., 2024). Integrating literacy with *pesantren*'s cultural and religious values has proven to be effective in promoting empathetic and reflective student behavior (Dinihari et al, 2024).

While these studies demonstrate efforts to incorporate religious and moral elements into literacy, they have not explicitly addressed the role of empathy-based literacy in preventing social issues such as bullying. Therefore, the present study introduces a novel contribution by designing a literacy module specifically focused on fostering empathy and preventing bullying in *pesantren* settings. This approach not only extends the concept of religious literacy but also aligns it with contemporary social-emotional learning objectives, offering a contextually relevant and character-based intervention model.

This study aims to develop a literacy module specifically designed to enhance students' (santri) empathy and prevent bullying behavior within the pesantren environment. The module serves not only as a tool for literacy education but also as a strategic instrument for shaping students' character in alignment with religious values. By adopting an integrated approach, the module is expected to foster deeper social awareness and emotional sensitivity, enabling students to not only comprehend religious teachings textually but also apply them in harmonious social interactions.

Additionally, this research seeks to create a more conducive pesantren environment through the prevention of bullying behavior. Such negative behavior, if left unaddressed, can disrupt character-building processes and create an atmosphere contrary to the fundamental objectives of value-based religious education. With an empathy-based module, pesantren can play a more optimal role in fostering a culture of harmony and mutual respect among students.

## **METHOD**

This study adopts a research and development (R&D) approach, utilizing the ADDIE instructional design model—Analysis, Design, Development, Implementation, and Evaluation. However, this research is limited to the first two stages, namely Analysis and Design, as the study focuses on the initial development of an empathy-based literacy module to prevent bullying in pesantren. The R&D method is chosen because it allows researchers to systematically identify educational needs and develop appropriate interventions grounded in empirical data and contextual realities.

In the analysis stage, data were collected to identify the current state of literacy practices, the prevalence of bullying behaviors, and the level of empathy among students in pesantren. This stage involved the use of three instruments: (1) interview protocols for teachers and students to explore their perspectives on bullying, empathy, and classroom literacy dynamics; (2) questionnaires designed to measure students' baseline awareness of empathy and bullying; and (3) observation sheets used to document social interactions and learning activities during literacy instruction. Data from these instruments were then analyzed using a qualitative approach. Interview transcripts were coded thematically to identify recurring issues related to emotional expression, peer relationships, and religious-based values. Questionnaire results were analyzed descriptively to determine general trends in student attitudes, while observational data were reviewed using a qualitative interaction matrix to detect patterns of empathy or dominance in classroom interactions.

The design stage was informed by the findings from the analysis phase. In this stage, the module's framework was developed by outlining learning objectives, selecting literacy texts that integrate empathy themes, designing reflective and participatory activities, and aligning assessments with affective and cognitive goals. The design process was supported by the use of module planning templates to structure content, sequencing, instructional strategies, and learning outcomes. Although this study did not progress to the development, implementation, or evaluation phases, preliminary instruments such as expert validation sheets and draft rubrics were prepared for future research phases. Overall, the integration of the ADDIE model with qualitative data analysis ensured that the literacy module was designed based on real classroom needs, grounded in the socio-religious context of pesantren, and aimed at fostering empathy as a critical strategy for bullying prevention.

## **RESULTS AND DISCUSSION**

### **Results**

#### **Needs Analysis**

A needs analysis was carried out on eleven teachers and 20 students in the Islamic boarding school environment. Observations and interviews were carried out to obtain initial

data which includes (a) the condition of literacy mastery in Islamic boarding schools, (b) the importance of literacy in Islamic boarding schools, (c) teachers' views on the relationship between literacy and students' social awareness, (d) Islamic boarding school steps in preventing and handling bullying cases, (e) the role of literacy in efforts to prevent bullying in Islamic boarding schools, (f) strategies for growing literacy with the ability to access, understand and use information as a process of thinking, reading, interpreting, then realized in the form of writing or speaking. There are four levels of literacy, and (g) further plans to increase literacy and social awareness in the Islamic boarding school environment.

The results of the needs analysis obtained through interviews with eleven teachers and observations in the Islamic boarding school environment showed a number of important findings that led to the development of an empathy-based literacy module. First, the level of literacy mastery in Islamic boarding schools is still limited to basic reading and writing skills, while critical and reflective aspects of literacy, such as the ability to understand and use information to think, analyze and express ideas, still need to be improved. Second, the teachers emphasized the importance of literacy as one of the main instruments in building students' social awareness, especially in understanding the impact of bullying, both for victims and perpetrators.

The teachers' views also highlight that literacy has great potential in efforts to prevent bullying by providing students with the skills to access, understand and interpret information critically before taking action. This strategy includes a thinking process that involves reading, analyzing, and putting it into writing or discussion. Apart from that, the steps taken by Islamic boarding schools so far, such as lectures and supervision, are considered not effective enough in dealing with cases of bullying which have their roots in low empathy and social understanding.

The teachers expressed the need for a more comprehensive strategic plan to increase students' literacy and social awareness. They also support the development of modules that not only cover the cognitive aspects of literacy but also emotional dimensions, such as empathy, to create a harmonious environment. This module is expected to provide a systematic approach through activities such as discussions, role simulations, and reflection, which can facilitate strengthening social relationships while improving the literacy skills of students at various levels.

Based on the results of interviews and observations with 20 students, it was found that there was a low level of awareness among students regarding the impact of bullying, both for victims and perpetrators. Interviews with several students show that they do not fully understand the long-term consequences of bullying behavior, both in a social and psychological context. Apart from that, the results of observations of social interaction patterns in Islamic boarding schools reflect the existence of strong seniority. This greatly influences the social dynamics between students and often contributes to the emergence of bullying behavior in various forms. In many cases, bullying does not only occur physically, but also verbally, which has a negative impact on the social climate in Islamic boarding schools.

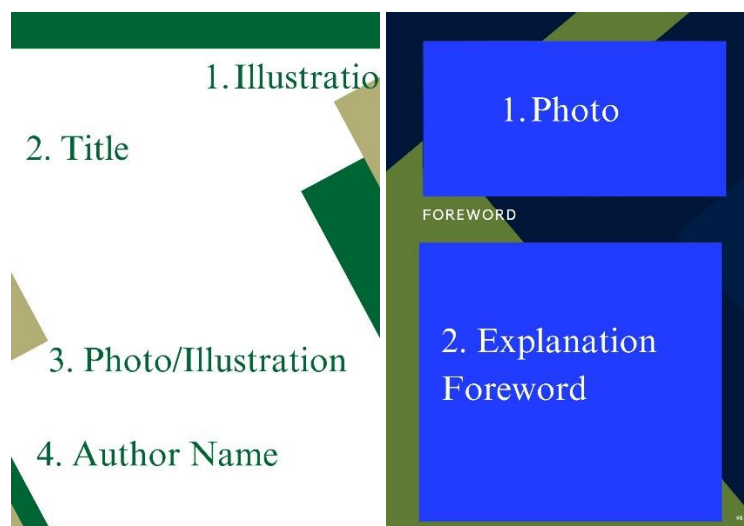
Based on this analysis, the urgent need to develop an empathy-based literacy module becomes very clear. This module is designed not only to increase students' social awareness, but also to provide a more effective approach to bullying prevention. By increasing students' empathy abilities, it is hoped that they will be able to better appreciate the feelings and perspectives of other people, and reduce the possibility of negative behavior appearing in social interactions. The development of this empathy-based literacy module aims to create a more harmonious and inclusive Islamic boarding school environment, as well as being a proactive solution in overcoming the problem of bullying which is still a big challenge in many Islamic boarding schools.

## Literacy Module Design

The empathy-based literacy module design is designed to integrate interactive learning with a participatory approach that is relevant to the Islamic boarding school environment. This module includes various learning elements, such as material, short stories, poetry, writing activities, group discussions, and role-play, which are explicitly designed to instill the values of empathy. The module structure does not only focus on conveying material cognitively, but also aims to evoke students' emotional and social responses to issues related to bullying. The integration of gamification techniques in similar literacy modules has been shown to enhance student engagement and motivation (Dinihari, et al, 2024). With this approach, students are invited to actively understand the importance of empathy, both through personal reflection and group interaction. Visual elements such as discussion activity pages and role-play assignment illustrations are also integrated to strengthen the learning experience, ensuring that the material is not only understood but also deeply appreciated by participants.

Through this comprehensive approach, the module is designed to not only promote conceptual understanding but also facilitate significant attitudinal changes in preventing bullying behavior within Islamic boarding schools. The steps for developing the design of the literacy module are as follows:

1. The introductory section includes the cover page, table of contents, foreword, background, cognitive, affective, and psychomotor objectives, as well as the target audience for the literacy module.
2. The content section consists of a literature review, including discussions on literacy with explanations of empathy, bullying, and Islamic values. It also includes student activities such as articles, case studies, bullying statistics, bullying analysis, materials on empathy literacy, poetry, writing activities, role-playing, digital literacy, and concludes with a summary, references, and appendices.



**Picture 1. Prototype of the Cover Page**

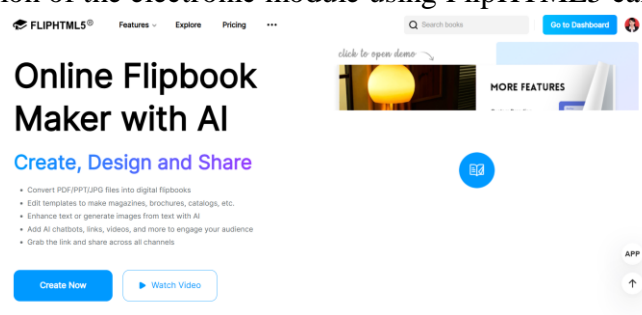
The creation of the cover page for the module was carried out using Canva. The cover page was designed in alignment with the focus of the module, which aims to enhance empathy and prevent bullying within the environment of Islamic boarding schools. The design incorporates visual elements that represent religious values, such as an image of students holding the holy book, the color green, and a positive interaction atmosphere within the pesantren. The cover page also features the module title, "Literacy Module for Enhancing Empathy and Preventing Bullying in Pesantren," along with the author's name. The process of

creating the cover page can be seen in Picture 1 (left), while Picture 1 (right) displays the prototype of the introductory section.

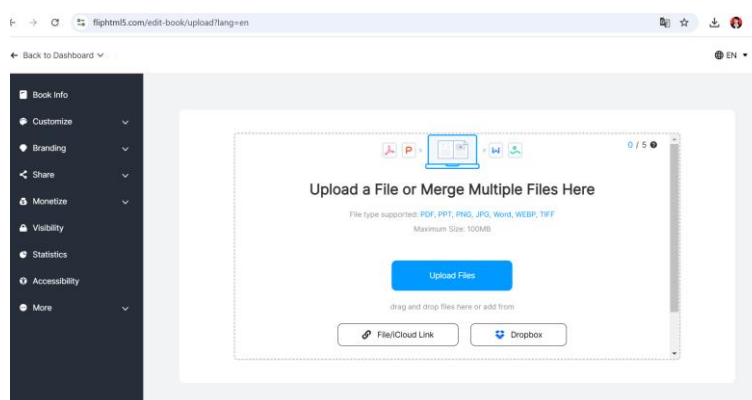
The design theme for the paper used in the literacy module aligns with the values of empathy and the culture of pesantren. The design blends visual elements that symbolize harmony, such as illustrations of students engaged in discussions, a collaborative learning environment, and symbolic elements like a lantern, representing enlightenment and social awareness. With this engaging and relevant design, the module is expected to attract users' attention and motivate them to delve into its contents more deeply.

### **Development of the Literacy Module**

The creation of the electronic module to enhance empathy and prevent bullying in pesantren is carried out using FlipHTML5 software. Before the development process, the content files, which were initially designed in Canva, are added, modified, and edited according to the specific needs of the literacy module. Subsequently, the module is transformed into an interactive format, incorporating navigation features, images, and visually appealing elements. The steps in the creation of the electronic module using FlipHTML5 can be seen in Picture 2.

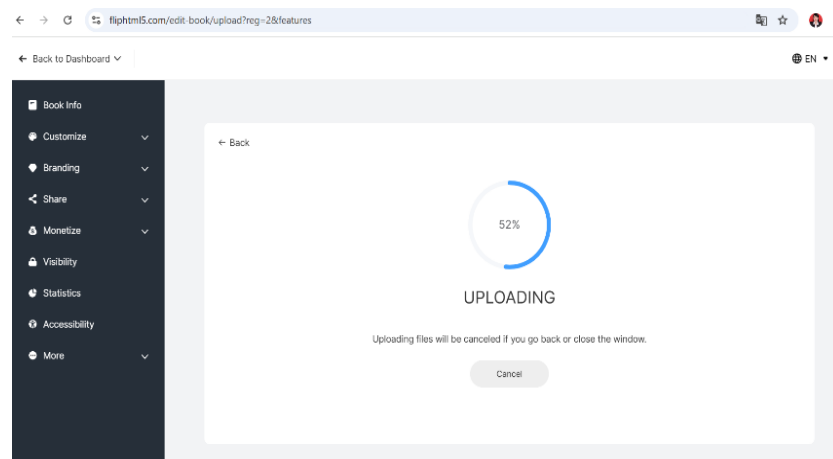


**Picture 2.** Initial View of FlipHTML5 E-Module Creation



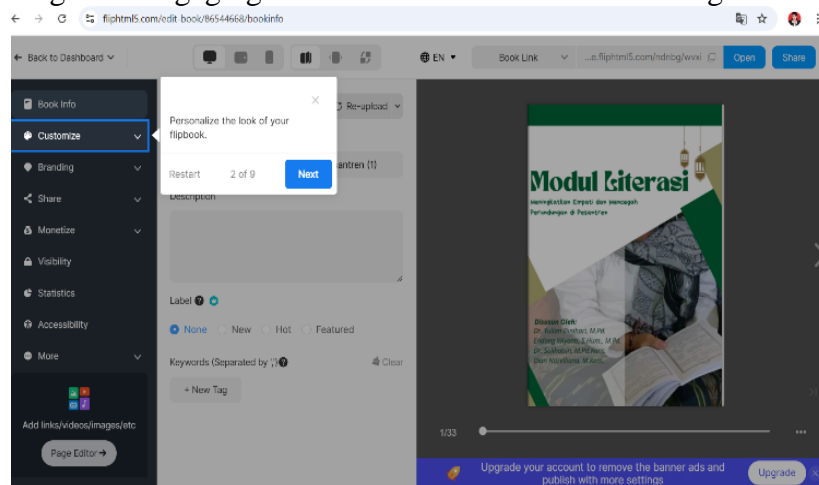
**Picture 3.** FlipHTML5 Interface Display E-Module Creation

Figure 3 above illustrates the initial interface of the FlipHTML5 platform used to develop the interactive e-module. The development process of the e-module begins with preparing the content files to be used. These files can be in PDF, PowerPoint (PPT), Word, or image formats (PNG, JPG, TIFF, WEBP). On this platform, users have the option to upload a single file or combine multiple files to create a more complex and structured module.



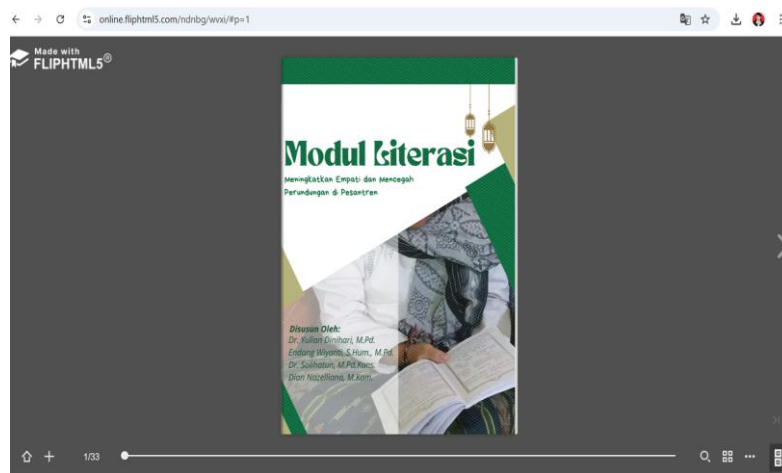
**Picture 4.** File Upload Process for Developing Literacy E-Modules

Figure 4 shows the ongoing file upload process on the FlipHTML5 platform, which is a crucial stage in the development of the interactive e-module. At this stage, the files previously prepared in PDF, Word, or other supported formats are being processed to be converted into a digital module. The duration of this process depends on the file size, and users can monitor the progress through the displayed percentage indicator. It is essential to ensure that this process runs without interruption, such as avoiding closing the window or returning to the previous page, to prevent upload failure. This stage serves as the foundational step before further processing the files by adding interactive features, navigation, or other visual elements, ultimately resulting in an engaging and effective e-module for learning.



**Picture 5.** E-Module Customization Interface in FlipHTML5

The image above illustrates the interface of the e-module customization process using FlipHTML5. Once the file is successfully uploaded and processed, the platform provides users with options to tailor the module's appearance according to their needs. The customization process includes settings for design elements such as themes, layouts, colors, as well as adding module descriptions and labels. Additionally, users can insert supplementary multimedia elements, such as videos, images, or interactive links, to enrich the module content and enhance the learning appeal. Previous studies suggest that multimodal literacy, including visual communication elements, significantly enhances emotional engagement and learning depth (Dinihari et al., 2023). This feature enables module developers to create relevant, interactive e-modules that meet learning needs, thereby providing users with an optimized experience.



**Picture 6.** Final Result of Literacy E-Module Product

Figure 6 shows the final result of the e-module developed using FlipHTML5. The module, titled "Literacy Module: Enhancing Empathy and Preventing Bullying in Islamic Boarding Schools," is displayed in a flipbook format. This final product reflects a neat design with consistent layout and visually appealing aesthetics. The e-module features interactive navigation tools, such as buttons for page turning and zooming, which facilitate reading. This digital format allows the module to be easily accessed on any device, both online and offline, thereby enhancing its flexibility for use in learning. This image highlights the success of using FlipHTML5 to create an innovative and effective digital learning medium.

## DISCUSSION

In interpreting the research findings, it is crucial to connect the results with existing theories and previous studies to provide a deeper context and a more comprehensive understanding. Empathy theory, as described by Noorden et al., emphasizes the critical role of empathy in preventing aggressive behaviors, including bullying, as empathy allows individuals to feel and understand others' emotions, which in turn reduces the potential for conflict (Van Noorden et al., 2015). The findings of this study indicate that the implementation of an empathy-based literacy module in Islamic boarding schools successfully enhanced the social awareness of students, as reflected in the changes in their interaction patterns. For example, there was a significant increase in positive communication among the students, where they became more open in expressing their opinions and showed greater consideration for the feelings of others.

Previous studies, such as those conducted by Van Ryzin & Roseth, have also demonstrated that empathy-based learning is effective in reducing interpersonal conflicts across various settings, including schools (Van Ryzin & Roseth, 2019). This aligns with the findings of the present study, where the empathy-based module not only increased awareness but also reduced bullying incidents in the Islamic boarding school setting. Through a series of reflective activities, group discussions, and role-plays, the module successfully created a safe space for students to practice and apply empathy in the social situations they face. The descriptive results obtained from interviews and observations further support the claim that this empathy-based approach has significant potential in fostering a more harmonious and supportive environment. The observable shift in attitudes, particularly the reduction in bullying cases, indicates that this module can serve as an effective intervention in shaping the character of students in Islamic boarding schools.

Although this study demonstrates promising results regarding the development of the empathy-based literacy e-module, further research is necessary to conduct expert judgment

assessments, test its implementation, and evaluate its effectiveness in broader contexts. Experimental studies involving both control and experimental groups in different Islamic boarding schools with varying characteristics could provide deeper insights into the impact of this module on student behavior. Additionally, such research could strengthen the findings of this study and provide more robust evidence on the application of the literacy module as an intervention for preventing bullying.

The development of the literacy module is expected to be applied in other educational contexts, such as public schools or inclusive educational institutions, to expand the reach of its impact. Given the cultural diversity and social dynamics present in various educational settings, it is essential to adapt the module so that it is accepted and effective across different backgrounds. One important aspect that could be added is digital elements, such as an empathy-based learning application, which could enhance the accessibility of the module and allow students from different regions to access the materials more easily and interactively.

Furthermore, longitudinal studies are highly recommended to evaluate the long-term impact of implementing this module. According to Fullan, sustainable change in educational settings requires time and continuous reinforcement, particularly in character-related outcomes (Fullan, 2007). Long-term research would allow scholars to track the development of empathy and the reduction of bullying over time, offering a more comprehensive understanding of behavioral transformation. Studies by Thornberg et al. also emphasize that interventions targeting empathy and bullying need longitudinal evaluation to assess their durability and the contextual variables that affect their outcomes (Thornberg et al., 2018). Therefore, longitudinal research could significantly contribute to cultivating a deeper culture of empathy and character development among students in Islamic boarding schools and beyond.

The application of the empathy-based literacy module has the potential to create a significant impact not only in literacy education but also in social development and counseling contexts. From a social perspective, empathy is strongly correlated with prosocial behavior and conflict resolution (van Noorden et al., 2015), both of which are essential in reducing bullying. By instilling empathy values, students become more sensitive to others' emotions and better equipped to respond constructively to differences and tensions, thereby mitigating aggressive tendencies (Zhou et al., 2002). Consequently, this module may help shape a generation that is more caring, tolerant, and inclusive—key attributes in building a peaceful community, as suggested by Hoffman in his theory of moral development (Hoffman, 2001).

In terms of literacy education, this module goes beyond traditional definitions of literacy which often limit learning to decoding text and producing written output by including emotional and social dimensions. This broader approach aligns with Freire's concept of critical literacy, which views literacy as a tool for reflection, dialogue, and transformation of oppressive social conditions (Freire's, 1970). Through empathy-infused texts, reflective writing, and dialogic activities, students are encouraged not only to interpret meaning but also to engage emotionally and ethically. This integration supports the development of contextualized character education, particularly in pesantren where emotional literacy is often underexplored (Latif et al., 2023).

The module also holds important implications for school counseling practices. According to Shechtman, therapeutic literacy activities such as expressive writing and group discussion can be used effectively in school-based counseling to reduce aggression and improve socio-emotional skills (Shechtman, 2002). In this context, the empathy-based literacy module can serve as a counseling tool that facilitates reflection, emotional regulation, and interpersonal awareness. By fostering these skills, school counselors can support bullying prevention and promote mental well-being. This is consistent with research by van Ryzin & Roseth, which found that empathy-based group learning significantly reduced interpersonal conflict in school environments (Ryzin & Roseth, 2019).

Therefore, integrating this module into counseling and literacy programs in Islamic boarding schools represents a strategic step toward creating more inclusive and emotionally intelligent learning communities. Its capacity to blend character education, social empathy, and reflective literacy practices makes it an innovative intervention model for addressing bullying and promoting holistic development in educational institutions.

## CONCLUSION

This study resulted in the design of an empathy-based literacy module aimed at preventing bullying in Islamic boarding schools (pesantren). The module incorporates various interactive activities, such as reflective narratives, group discussions, role-playing, and creative assignments, to foster social awareness and enhance empathy among students. A needs analysis conducted through interviews and observations indicates that the design aligns well with the unique characteristics of pesantren, including its hierarchical social structure and complex interpersonal dynamics. By integrating empathy values into literacy activities, the module offers a proactive approach to creating an inclusive and harmonious environment, contrasting with conventional methods that tend to be reactive. These findings contribute significantly to the literature on character education through literacy and provide a strong foundation for further implementation.

Further research is necessary to evaluate the effectiveness of the empathy-based literacy module in implementation within pesantren. Pilot studies should be conducted in stages, involving both teachers and students, to assess its impact on reducing bullying and enhancing empathy. In addition, the module design can be expanded to other educational contexts, such as public schools or inclusive institutions, to explore its applicability beyond pesantren. Integrating digital elements, such as empathy-based learning applications, can further enhance accessibility and engagement. Longitudinal studies are also recommended to measure the module's impact on students' social behavior over extended periods, providing insights into the sustainability of its effects on character development. Furthermore, the module has the potential to be integrated into character education curricula in pesantren. To ensure consistent application, teacher training programs should be developed, and partnerships between pesantren and educational institutions should be established to promote the incorporation of empathy-based values. Strengthening teachers' digital literacy has also been shown to be essential in preventing bullying in pesantren environments (Dinihari et al, 2025). Finally, this study highlights the need for multidisciplinary collaboration, involving fields such as educational technology, psychology, and counseling, to strengthen literacy-based interventions for bullying prevention and to maximize their impact across diverse educational settings.

## REFERENCES

- Dianita, E. R., & Magfiroh, G. (2023, December). Literary-based literacy learning in Indonesian pesantren. In *2nd Annual Conference of Islamic Education 2023 (ACIE 2023)* (pp. 53-58). Atlantis Press. [https://doi.org/10.2991/978-94-6463-314-6\\_9](https://doi.org/10.2991/978-94-6463-314-6_9)
- Dinihari, Y., Musringudin, M., & Lutfi, L. (2024). Membangun Literasi anak dalam pendidikan Islam di sekolah dasar. *Jurnal Holistika*, 8(2), 41–50. <https://doi.org/10.24853/holistika.8.2.41-50>
- Dinihari, Y., Rafli, Z., & Boeriswati, E. (2023). Visual communication and multimodal literacy: An analysis of the "Dancing for Justice" image. *Proceeding AISELT*, 8(1), 110–120. <https://proceedings.uinjkt.ac.id/index.php/aiselt/article/view/413>
- Dinihari, Y., Rafli, Z., & Boeriswati, E. (2024). *Literasi dan gamifikasi pedagogi*. Jakarta: Penerbit Adab.
- Dinihari, Y., Rafli, Z., Boeriswati, E., & Hidayat, F. (2024). Generating interest in literacy among elementary school students through gamification technology. *IJLECR*

- (*International Journal of Language Education and Cultural Review*), 10(2), 176–187.  
<https://doi.org/10.21009/ijlecr.v10i2.45173>
- Dinihari, Y., Solihatun, S., Wiyanti, E., & Nazelliana, D. (2025). Penguatan literasi digital guru untuk pencegahan perundungan di pondok pesantren. *Jurnal PkM (Pengabdian kepada Masyarakat)*, 8(1). <https://jurnal.umt.ac.id/index.php/PKM/article/view/10724>
- Efrizal, D. (2024). English reading materials with islamic materials and values at Islamic Boarding schools-based communicative language teaching. *Linguistics: Journal of Linguistics and Language Teaching*, 9(1), 62-78.  
<https://doi.org/10.29300/ling.v9i1.9143>
- Fullan, M. (2005). The meaning of educational change: A quarter of a century of learning. In *The Roots of Educational Change: International Handbook Of Educational Change* (pp. 202-216). Dordrecht: Springer Netherlands. [https://doi.org/10.1007/1-4020-4451-8\\_12](https://doi.org/10.1007/1-4020-4451-8_12)
- Freire, P. (2020). Pedagogy of the oppressed. In *Toward a Sociology of Education* (pp. 374-386). Routledge. <https://doi.org/10.4324/9780429491699>
- Hoffman, M. L. (1996). Empathy and moral development. *The Annual Report of Educational Psychology in Japan*, 35, 157-162. [https://doi.org/10.5926/arepj1962.35.0\\_157](https://doi.org/10.5926/arepj1962.35.0_157)
- KPAI. (2022). *Catatan pelanggaran hak anak tahun 2021 dan proyeksi pengawasan penyelenggaraan perlindungan anak tahun 2022*. In <https://www.kpai.go.id/>
- Laeheem, K. (2013). Guidelines for solving bullying behaviors among Islamic private school students in Songkhla Province. *Asian Social Science*, 9(11).  
<https://doi.org/10.5539/ass.v9n11p83>
- Latif, M. Y., Sulaiman, M., & Prasojo, L. D. (2023). *Pesantren resistance to Indonesia's national curriculum to defend its curriculum model*. ResearchGate.  
<https://www.researchgate.net/publication/379707579>
- Manshuruddin, M., Tumiran, T., & Yunan, M. (2021). Application Values of character education in the modern pesantren system and culture (Study at Pondok Pesantren Modern Ar-Raudlatul Hasanah Medan). *International Journal of Multicultural and Multireligious Understanding*, 8(12). <https://doi.org/10.18415/ijmmu.v8i12.3241>
- Marlina, Y. (2023). Expanding avenues in building students' character through religious and spiritual development in digital era. *EDUTECH: Journal of Education And Technology*, 7(1). <https://doi.org/10.29062/edu.v7i1.639>
- Ndetei, D. M., Ongecha, F. A., Khasakhala, L., Syanda, J., Mutiso, V., Othieno, C. J., Odhiambo, G., & Kokonya, D. A. (2007). Bullying in public secondary schools in Nairobi, Kenya. *Journal of Child and Adolescent Mental Health*, 19(1).  
<https://doi.org/10.2989/17280580709486634>
- Novianti, C. et al., 2023. (2023). Sosialisasi perundungan ( bullying ) terkait Undang-Undang Perlindungan Anak terhadap siswa SDI Wolowona II. *Jurnal Pengabdian pada Masyarakat Nusantara (JPkMN)*, 4(1), 295–298.  
<https://doi.org/10.55676/jpkn.v4i1.180>
- Okoth, O. J. (2014). Teachers' and students' perception on bullying behaviour in public secondary schools in Kisumu East District, Kenya. *Journal of Educational and Social Research*. <https://doi.org/10.5901/jesr.2014.v4n6p125>
- Putu, N., Saraswati, V. D., Yudistira, N., & Adikara, P. P. (2023). Analisis sentimen terhadap perundungan siber pada twitter menggunakan algoritma bidirectional encoder representations from transformer (bert). *Jurnal Pengembangan Teknologi Informasi dan Ilmu Komputer*, 7(2), 909–916. <https://j-ptiik.ub.ac.id/index.php/j-ptiik/article/view/12345>
- Shechtman, Z. (2002). Cognitive narratives in group counseling with students. *The Journal for Specialists in Group Work*, 27(2), 223–244.  
<https://doi.org/10.1080/01933920208413791>

- Supriadi, S., Hosaini, H., & Sain, Z. H. (2024). Transformation of literacy-based Islamic education learning management integration in elementary schools. *International Journal of Social Learning (IJSL)*, 5(1), 294-304. <https://doi.org/10.47134/ijsl.v5i1.358>
- Thornberg, R., Wänström, L., Hong, J. S., & Espelage, D. L. (2018). Classroom Characteristics and student bullying involvement: A social-ecological perspective. *Children and Youth Services Review*, 86, 1–9. <https://doi.org/10.1016/j.childyouth.2018.01.017>
- Van Noorden, T. H. J., Haselager, G. J. T., Cillessen, A. H. N., & Bukowski, W. M. (2015). Empathy and involvement in bullying in children and adolescents: A systematic review. *Journal of Youth and Adolescence*, 44(3). <https://doi.org/10.1007/s10964-014-0135-6>
- Van Ryzin, M. J., & Roseth, C. J. (2019). Effects of cooperative learning on peer relations, empathy, and bullying in middle school. *Aggressive Behavior*, 45(6). <https://doi.org/10.1002/ab.21858>.
- Xie, J., & Ngai, S. S.-Y. (2021). Adolescent empathy influences bystander defending in school bullying: A Three-level meta-analysis. *Frontiers in Psychology*, 12, 690898. <https://doi.org/10.3389/fpsyg.2021.690898>
- Yusak, N. M., Madrah, M. Y., & Ardi, M. N. (2023). Islamic Education for a resilient faith communities: A study of religious literacy practices in pesantren. *Indonesian Journal of Islamic Literature and Muslim Society*, 6(2). <https://doi.org/10.22515/islimus.v6i2.5949>
- Zaqiah, Q. Y., Hasanah, A., Heryati, Y., & Gunawan, H. (2019). *The model of cultivating national character values in an Islamic boarding school (pesantren)*. <https://doi.org/10.2991/aes-18.2019.31>.
- Zhou, Q., Eisenberg, N., Losoya, S. H., Fabes, R. A., Reiser, M., Guthrie, I. K., ... & Murphy, B. C. (2002). The relations of parental warmth and positive expressiveness to children's empathy-related responding and social functioning. *Child Development*, 73(3), 893–915. <https://doi.org/10.1111/1467-8624.00446>