

ANALYSIS OF ISLAMIC RELIGIOUS EDUCATION (PAI) TEACHERS' STRATEGIES TO PREVENT BULLYING THROUGH ARTIFICIAL INTELLIGENCE AT SMP 1 PALU

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Abstract

This research is motivated by the increasing number of bullying cases in schools, which negatively impact the psychological and academic development of students. Islamic Religious Education (PAI) teachers play a strategic role in shaping students' character and morals through a religious values approach. The purpose of this study is to analyze the strategies implemented by PAI teachers in preventing bullying at SMP 1 Palu by utilizing artificial intelligence (AI) technology as a detection tool and learning approach. This study used a qualitative method with a case study approach. Data were obtained through in-depth interviews, observations, and documentation of PAI teachers and students. The results show that PAI teachers utilize AI-based platforms such as educational chatbots and behavior monitoring systems to detect potential bullying and convey religious values interactively. This strategy has been proven to increase students' awareness of the importance of tolerance, empathy, and noble character. The conclusion of this study is that the integration of artificial intelligence technology with religious education provides an innovative and effective approach to preventing bullying in schools.

Keywords: Islamic Religious Education Teacher, Bullying, Artificial Intelligence, Educational Strategy

Abstrak

Penelitian ini dilatarbelakangi oleh maraknya kasus bullying di lingkungan sekolah yang berdampak negatif terhadap perkembangan psikologis dan akademik peserta didik. Guru Pendidikan Agama Islam (PAI) memiliki peran strategis dalam membentuk karakter dan moral siswa melalui pendekatan nilai-nilai keagamaan. Tujuan dari penelitian ini adalah untuk menganalisis strategi yang diterapkan oleh guru PAI dalam mencegah tindakan bullying di SMP 1 Palu dengan memanfaatkan teknologi kecerdasan buatan (AI) sebagai alat bantu pendeteksian dan pendekatan pembelajaran. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus. Data diperoleh melalui wawancara mendalam, observasi, dan dokumentasi terhadap guru PAI dan siswa. Hasil penelitian menunjukkan bahwa guru PAI memanfaatkan platform berbasis AI seperti chatbot edukatif dan sistem monitoring perilaku untuk mendeteksi potensi bullying serta menyampaikan nilai-nilai keagamaan secara interaktif. Strategi ini terbukti mampu meningkatkan kesadaran siswa terhadap pentingnya toleransi, empati, dan akhlak mulia. Simpulan dari penelitian ini adalah integrasi teknologi kecerdasan buatan dengan pendidikan agama memberikan pendekatan yang inovatif dan efektif dalam upaya preventif terhadap bullying di sekolah.

Kata kunci: Guru PAI, Bullying, Kecerdasan Buatan, Strategi Pendidikan



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INTRODUCTION

Bullying in schools is a problem that is increasingly receiving serious attention in the world of education. Bullying not only causes negative physical impacts but also significantly impacts the psychological and emotional development of students who are victims. The school environment, which should be a safe haven for every student, often turns into a conflict zone that can hinder the learning process and character development of students. In this context, the role of teachers as educators and mentors is crucial in preventing bullying and creating a conducive and enjoyable learning environment.¹

Islamic Religious Education (PAI) teachers play a strategic role in shaping students' character and morals through the teaching of religious values that emphasize tolerance, empathy, and noble character. With this background, PAI teachers not only teach religious subjects but also serve as agents of personality development capable of preventing the emergence of bullying behavior. With the rapid development of technology, PAI teachers are now beginning to utilize artificial intelligence (AI) as a tool to help identify potential bullying and strengthen character education. The use of this technology is an innovation that requires further study to maximize its benefits in the world of education.²

Various previous studies have discussed bullying prevention in schools, using psychological, social, and character education approaches. However, few have examined how the integration of artificial intelligence technology can be applied, particularly in the context of Islamic Religious Education (ISE) learning. Existing studies generally focus on manual approaches or conventional methods for bullying prevention. This indicates a gap that needs to be filled with studies that combine technological aspects and Islamic education as an innovative strategy for addressing bullying.³

The uniqueness of this research lies in its focus on simultaneously combining religious approaches and artificial intelligence technology in the context of bullying prevention. This differs from previous research, which tends to separate the two aspects or focus solely on one. This holistic approach is expected to provide more effective and relevant solutions, given the current generation's increasing familiarity with digital technology. Therefore, this research makes an original

¹ Nurhelis Hidayah and Berlian Gulton, "Pencegahan Bullying Melalui Pendidikan Karakter Dalam Ilmu Pendidikan Pancasila Dan Kewarganegaraan," *Jurnal Ilmiah Wahana Pendidikan* 10, no. 11 (2024): 633–38, <https://doi.org/10.5281/zenodo.12793829>.

² Suriani, "Kolaborasi Guru PAI Dalam Mengatasi Perilaku Bullying," *Jurnal Ilmu Tarbiyah Dna Keguruan* 2, no. 2 (2024): 309–17.

³ Ina Maryani et al., "Optimalisasi Teknologi Informasi Sebagai Media Pencegahan Bullying Di Sd Negeri Pangebatan," *Communnity Development Journal* 5, no. 1 (2024): 1477–84, <https://doi.org/10.31004/cdj.v5i1.22524>.

contribution in bridging the world of religious education and AI technology as a preventive tool against bullying.⁴

Furthermore, this study examines how Islamic Religious Education (PAI) teachers practically implement AI-based strategies in daily learning activities at school, particularly at SMP 1 Palu. This adds novelty because it focuses on real-world practice, not just theory or concepts. By considering this local context, the research results can provide a more specific and applicable picture for educational development in other regions with similar characteristics.⁵

The importance of this research is also based on the increasing number of unresolved bullying cases in many schools. The use of AI technology as a tool not only facilitates detection but also enables faster and more targeted intervention. By using educational chatbots and AI-based behavior monitoring systems, Islamic Religious Education teachers can provide a personalized, interactive and adaptive approach tailored to students' needs. This marks a new development in the effort to develop more responsive and innovative character.⁶

Despite rapid technological developments, the integration of AI in religious education remains very limited. This indicates a significant gap between the technology's potential and its implementation in education, particularly in the religious field. This research seeks to fill this gap by presenting empirical evidence and in-depth analysis of how AI can be effectively utilized by Islamic Religious Education teachers in the context of bullying prevention.⁷

Another gap that emerged concerns Islamic Religious Education teachers' perceptions and readiness to use this advanced technology. Many teachers are unfamiliar with or do not fully understand how AI works and its benefits in learning. Therefore, this study also uncovers supporting and inhibiting factors in the implementation of AI technology in religious education settings. Therefore, the research findings can serve as evaluation material and recommendations for developing teacher training and mentoring.

The scientific contribution of this research is significant because it provides new insights into the integration of digital technology with faith-based character education. These findings can enrich the body of educational knowledge, particularly in the fields of educational technology and Islamic religious education. Furthermore, the research findings can serve as a reference for

⁴ Sendy Annafi Rizqi et al., "Strategi Islam Dalam Pencegahan Bullying Anak-Anak Sekolah Dasar," *Jurnal Pendidikan Guru Sekolah Dasar* 1, no. 4 (2024): 15, <https://doi.org/10.47134/pgsd.v1i4.734>.

⁵ Muhammad Zhahir et al., "Implementasi Kurikulum Merdeka Pada Mata Pelajaran Pendidikan Agama Islam Dan Budi Pekerti Di Smp Al-Azhar Mandiri Palu," *Al-Tawjih: Jurnal Pendidikan Islam* 6, no. 1 (2025).

⁶ Muhammad Irfan Djamzuri and Agung Putra Mulyana, "Fenomena Bullying Dalam Mendorong Kebijakan Literasi Berbasis AI (Artificial Intelligence) Pada Teknologi Media Baru," *Innovative: Journal Of Social Science Research* 3, no. 6 SE-Articles (2023): 1304–12.

⁷ Andi Eki Dwi Wahyuni et al., "Integrasi Artificial Intelligence Dalam Pembelajaran Pendidikan Agama Islam," *Indo-MathEdu Intellectuals Journal* 6, no. 1 (2025): 1271–80, <https://doi.org/10.54373/imeij.v6i1.2625>.

policymakers, education practitioners, and other researchers interested in developing innovative learning models for bullying prevention.

Furthermore, this research also opens up opportunities for the development of more sophisticated and specific educational technology applications and platforms tailored to the needs of religious education. Thus, the use of AI extends beyond bullying detection to continuously strengthen students' moral values and character development. This makes religious education more relevant and engaging for today's digital generation.⁸

From an academic perspective, this research contributes data-rich qualitative methods and in-depth analysis of the phenomenon of technology integration in religious education. The case study approach allows for a more comprehensive understanding of the social and cultural context at SMP 1 Palu, which can serve as a model for further research in other regions. This demonstrates the importance of contextual research that relies not only on general theory but also takes into account local characteristics.

This research also has the potential to encourage the development of a more innovative religious education curriculum by incorporating technology as a learning medium. AI integration can make learning more interactive and personalized, enabling it to reach various types of students in an appropriate manner. This is crucial in facing the challenges of 21st-century education, which demands high levels of creativity and adaptability from educators.

In addition to providing practical benefits, this research is also expected to enrich the literature on bullying prevention through a multidisciplinary approach that combines aspects of technology, religious education, and educational psychology. Thus, this research is an important contribution to efforts to create a learning environment that is not only free from bullying but also strengthens students' character and morals holistically.

LITERATURE REVIEW

The phenomenon of bullying in schools is a serious problem that negatively impacts students' psychological and social development. Research shows that bullying can reduce self-confidence and motivation to learn, as well as disrupt a conducive educational climate. In this context, the role of Islamic Religious Education (PAI) teachers is strategic, as PAI learning focuses not only on cognitive aspects but also on character development, morals, and noble character. PAI teachers are expected to instill Islamic values such as honesty, compassion, responsibility, and mutual respect, which serve as moral bulwarks for preventing bullying. Several previous studies have also shown that consistent internalization of religious values can suppress aggressive

⁸ Ahmad Sodikin et al., "Integrasi Teknologi Dalam Pembelajaran Pendidikan Agama Islam," *JUPIN (Jurnal Pendidikan Islam Nusantara)* 4, no. 01 (2025): 21–36, <https://doi.org/10.30599/xsdba789>.

tendencies among students and strengthen harmonious social relationships within the school environment.⁹

As technology advances, bullying prevention approaches are beginning to be combined with digital innovation, one of which is through the application of artificial intelligence (AI). AI technology has been used in various countries to detect indications of bullying behavior, particularly in the form of cyberbullying, by analyzing texts, images, and students' digital interactions. In the educational context, AI serves as a tool for teachers to monitor student behavior, detect potential verbal abuse, and provide early warnings of risky situations. Recent research shows that AI-based systems can help schools build safe learning environments, provided their use maintains ethical standards, privacy, and student data security. Thus, AI does not replace the role of teachers, but rather supports their role as educators and moral guides.

Islamic Religious Education teachers as educators have a big role in integrating artificial intelligence (AI) into learning strategies and student development, especially in the formation of religious character that can prevent bullying.¹⁰ Through AI, Islamic Religious Education (PAI) teachers can obtain fast and accurate information about student behavior, enabling them to conduct early interventions based on Islamic values. This strategy includes strengthening Islamic character education through relevant materials, fostering positive behavior, spiritual guidance, and utilizing digital technology for monitoring and moral education. Recent research shows that a holistic approach that combines religious values and modern technology is far more effective in creating a bullying-free school culture than conventional approaches. The integration of technology and AI in Islamic religious education can increase learning personalization, efficiency, and interactivity, supporting Islamic character development.¹¹

However, the implementation of AI in the school context, particularly at SMP 1 Palu, still faces various challenges such as limited technological infrastructure, teachers' digital literacy, and ethical understanding of student data usage. Therefore, an in-depth analysis of the strategies used by Islamic Religious Education (PAI) teachers in utilizing AI to prevent bullying is necessary to ensure its implementation is effective, ethical, and in accordance with Islamic educational principles. This study is expected to provide new contributions to the development of technology-based Islamic Religious Education (PAI) learning models that emphasize not only intellectual aspects but also spiritual and moral aspects. Thus, this literature confirms that the synergy between

⁹ Daffa Rizky Febriansyah and Yuyun Yuningsih, "Fenomena Perilaku Bullying Sebagai Bentuk Kenakalan Remaja," *Jurnal Ilmiah Perlindungan Dan Pemberdayaan Sosial (Lindayasos)* 6, no. 1 (2024): 26–33, <https://doi.org/10.31595/lindayasos.v6i1.1177>.

¹⁰ Rudi Sulaeman et al., "Pendidikan Agama Islam Sebagai Benteng Anti-Bullying: Pendekatan Nilai Islami Dan Pembinaan Karakter," *JHIP (Jurnal Ilmiah Ilmu Pendidikan)* 08, no. 10 (2025): 11370–77.

¹¹ Dede Aji Mardani Imas Siti Masuroh, "Artificial Intelligence Dan Pendidikan Islam: Pendekatan Etis Implementatif," *Jurnal Magister Pendidikan Agama Islam* 6, no. 1 (2025): 1–23.

Islamic Religious Education (PAI) teachers and artificial intelligence has great potential in creating a safe, ethical, and Islamic educational environment in the digital era.

RESEARCH METHODS

This study uses a qualitative approach with a case study method to gain a deep understanding of the strategies implemented by Islamic Religious Education (PAI) teachers in preventing bullying through the use of artificial intelligence (AI) at SMP Negeri 1 Palu. The qualitative approach was chosen because this method allows researchers to explore in detail the experiences, views, and practices of teachers in a real context, while also comprehensively understanding the social and cultural aspects surrounding the school environment that is the research location. The research location was selected purposively at SMP 1 Palu based on the criteria that the school actively implements AI technology in learning and bullying prevention programs. The main respondents consisted of five PAI teachers who were directly involved in the implementation of the technology and ten students as learners from classes that use AI technology in learning.

The research process began with direct observation of learning activities and the use of AI in classrooms, where researchers observed teacher-student interactions and the use of the technology in the context of bullying prevention. Next, in-depth interviews were conducted with teachers and students to explore learning strategies, teachers' experiences in using AI, and the challenges they faced during program implementation. This approach enabled the research to obtain rich, varied, and authentic data, making the results more contextual and applicable, particularly for the development of Islamic Religious Education (PAI) learning in addressing bullying issues in schools.¹²

RESULTS AND DISCUSSIONS

Findings

This study reveals how Islamic Religious Education (PAI) teachers at SMP 1 Palu utilize artificial intelligence (AI) to effectively prevent bullying. The PAI teachers who participated in the study demonstrated a high level of awareness of the importance of their role, not only as religious instructors but also as character builders and moral protectors of their students. They use AI technology as an innovative tool to detect early signs of bullying and provide appropriate interventions through a religious values approach. This use of AI also helps teachers monitor student interaction dynamics that are difficult to detect directly due to time and space constraints.

One of the main strategies implemented is the use of an AI-based educational chatbot

¹² Sodikin et al., "Integrasi Teknologi Dalam Pembelajaran Pendidikan Agama Islam."

designed to interact with students on a personal level. This chatbot is capable of conveying moral and religious messages, while also responding to student complaints or grievances regarding bullying behavior. With this chatbot, students feel more comfortable and open to reporting problems they experience without fear or shame. This increases the effectiveness of bullying prevention because teachers receive information early and can take preventative measures before the problem escalates.

In addition to chatbots, Islamic Religious Education teachers also use an AI-based behavior monitoring system that can record and analyze student interaction patterns across the various digital platforms they use. This system enables early identification of aggressive or discriminatory behavior that could potentially lead to bullying. The collected data is then used to develop more targeted learning and character-building approaches, tailored to the needs of individual and group students. With this technology, teachers can not only react to bullying cases that have already occurred but also proactively prevent them.

Teachers acknowledged that the use of AI enriches Islamic Religious Education (IS) teaching methods, making them more engaging and interactive for students. The use of digital media integrates religious values with the everyday context of students' lives, who are already familiar with technology. This makes moral messages easier to understand and apply to students' attitudes and behaviors, making religious instruction more relevant and effective in preventing bullying.

Interviewed students stated that they found the AI technology helpful because it allowed them to access information and discuss bullying issues more easily and safely. They also felt that this approach demonstrated teachers' concern for the issues they faced, strengthening the emotional bond and trust between students and teachers. This trust is crucial for creating a safe and bullying-free school environment.

However, research also found that implementing AI technology in bullying prevention still faces several challenges. Several teachers expressed challenges related to uneven understanding and mastery of the technology among educators. This requires training and mentoring to ensure all teachers can maximize the use of AI. Furthermore, limited infrastructure in schools is a limiting factor that needs to be addressed to ensure the smooth and sustainable implementation of the technology.

Another challenge identified concerns the sensitivity of students' personal data monitored by AI systems. Teachers and schools must ensure that data is used ethically and does not cause students discomfort. Therefore, clear and transparent policies regarding data governance and student privacy protection are needed to ensure responsible use of the technology.

In terms of effectiveness, the use of AI has been proven to increase students' awareness of the importance of tolerance, empathy, and good morals. Students become more aware of the

negative impacts of bullying and are motivated to reject such behavior. The interactive and personalized approach makes the moral message more impactful, enabling tangible changes in attitudes and behavior. This demonstrates that integrating technology with religious education has significant potential as a bullying prevention strategy in schools.

Furthermore, teachers also reported increased student participation in discussions and religious learning activities. AI technology makes it easier for teachers to accommodate students' diverse learning styles by providing varied and interactive materials. This way, students are not merely passive learners but actively involved in the process of developing positive character. This represents a significant advancement in Islamic Religious Education (IS) in the digital age.

Furthermore, the study found that AI approaches also helped identify groups of students vulnerable to bullying, both as perpetrators and victims. With this information, teachers can implement more specific and appropriate interventions, such as counseling or group coaching, thus making bullying prevention more effective and comprehensive. This demonstrates that technology can strengthen the analytical aspect of character education.

Another interesting finding is that AI technology can foster collaboration between teachers, students, and parents in bullying prevention efforts. Information obtained from the monitoring system can be shared with parents as a form of transparency and their involvement in building a healthy environment for children. This close collaboration is a crucial factor in creating synergy between schools and families in tackling bullying.

Overall, the results of this study indicate that the integration of artificial intelligence into Islamic Religious Education (IS) learning offers significant benefits in bullying prevention. This innovation not only improves the effectiveness of detection and intervention but also strengthens the religious values that underpin student character development. Thus, AI technology is not merely a tool but an integral part of a humanistic educational process focused on student well-being.

However, the successful implementation of this technology depends heavily on teacher readiness and commitment, as well as the full support of school management. The availability of resources, ongoing training, and supportive policies are key factors in ensuring optimal and sustainable use of technology. This research underscores the importance of synergy between technology, educators, and school policies in creating a bullying-free educational environment.

Furthermore, the research also illustrates that AI technology can be a flexible and adaptive tool in addressing the various challenges of 21st-century education. With its ability to process data and provide real-time responses, AI opens up new opportunities for developing more personalized learning models that are responsive to student needs. This is crucial to ensure that religious education remains relevant and relevant to current developments.

Ultimately, this study confirms that despite technology's immense potential, the role of

teachers remains irreplaceable in shaping character and providing moral guidance. AI technology is merely a supporting tool that strengthens teachers' efforts in carrying out their duties. Therefore, developing teachers' competencies in utilizing technology must be a priority for this innovation to achieve maximum impact.

This research also opens the door for further research to delve deeper into various aspects of the use of artificial intelligence in character education and bullying prevention. Future technological developments may provide more effective and efficient solutions, but they must be balanced with a humane approach, which plays a key role in education.

Thus, the results of this study provide a significant contribution to the development of innovative and relevant educational strategies, particularly in the context of Islamic religious education in junior high schools. The implementation of AI technology in religious education plays a role not only in preventing bullying but also in developing a young generation with character and noble morals.

Discussion

The Role of Islamic Religious Education Teachers in Preventing Bullying

Islamic Religious Education (PAI) teachers hold a strategic role in shaping students' character and morals. In the context of bullying prevention, the role of PAI teachers extends beyond teaching religious material in a normative manner, but also serves as mentors and role models who instill the values of tolerance, empathy, and respect for others. PAI teachers at SMP 1 Palu understand that bullying is a complex issue and requires a holistic approach that encompasses both spiritual and social aspects. Therefore, teachers not only provide religious instruction in the classroom but also provide ongoing character development within the school environment.

Islamic Religious Education teachers' involvement in bullying prevention is also reflected in their active role in recognizing early signs of bullying behavior among students. Teachers strive to foster open communication and warm relationships with students, so they feel comfortable sharing and reporting negative experiences. This is crucial because bullying prevention is more effective when problems are identified early. Furthermore, teachers also organize activities that emphasize strengthening religious values that support mutual respect and peace among students.¹³

In addition to direct guidance, Islamic Religious Education teachers also play a role in fostering a conducive school climate through collaboration with other teachers, school staff, and parents. This collaborative role aims to create a welcoming and safe learning environment for all

¹³ Ervin Yuniarti Ning Tyas, "Peran Guru Pendidikan Agama Islam Dalam Menanggulangi Bullying Melalui Penerapan Guru Sahabat Anak," *Istifkar: Media Transformasi Pendidikan* 3, no. 1 (2023): 54–70, <https://doi.org/10.62509/ji.v3i1.77>.

students. Islamic Religious Education teachers act as mediators when conflicts arise between students and use a religious approach as a basis for problem-solving. This approach is believed to be effective in developing students' moral awareness, enabling them to control themselves and avoid bullying behavior.

Islamic Religious Education (PAI) teachers also use varied and interactive learning methods to convey moral messages and religious values. This approach helps students understand the importance of tolerance and empathy not only in theory but also in everyday practice. Through engaging methods, teachers can foster a sense of social awareness among students and build a positive school culture. These efforts also contribute to more effective bullying prevention by developing students' character comprehensively.

The role of Islamic Religious Education (PAI) teachers in bullying prevention is further strengthened by the use of artificial intelligence (AI) technology as a tool. Teachers utilize AI to monitor student behavior and detect potential bullying early. This technology helps teachers obtain more comprehensive and accurate information, allowing for swift and targeted intervention. Thus, the role of Islamic Religious Education (PAI) teachers is not merely conventional but also adaptive to technological developments and the needs of the times.

The overall role of Islamic Religious Education (PAI) teachers in preventing bullying at SMP 1 Palu demonstrates that they are not only religious educators but also agents of social change, integrating religious values with modern technology. This role is vital in creating a safe and comfortable educational environment that supports students' positive character development. By combining traditional and technological approaches, Islamic Religious Education (PAI) teachers can make a significant contribution to addressing bullying in schools.

Utilization of Artificial Intelligence in Islamic Religious Education

The use of artificial intelligence (AI) in Islamic religious education is an innovative step that is gaining increasing attention in this digital era. At SMP 1 Palu, Islamic Religious Education teachers have begun integrating AI technology as a learning aid and a tool for bullying prevention. AI offers various conveniences, such as an educational chatbot that can interact directly with students, provide learning materials, and receive anonymous complaints or reports related to bullying.¹⁴ This opens up space for students to express their problems more freely without fear or embarrassment.

¹⁴ A. Jauhar Fuad and Fathiyah Mohd Fakhruddin, "Pemanfaatan Artificial Intelligence Dalam Pembelajaran Pendidikan Agama Islam," *ICoRCS: International Conference on Research and Community Service*, no. 3 (2024): 1–14, <https://doi.org/10.33367/sosaintek.v2i1.7270>.

In addition to chatbots, an AI-based behavior monitoring system is also being used to monitor student interactions both within the school environment and on the digital platforms they use. This system is capable of detecting suspicious behavior patterns and providing early warnings to Islamic Religious Education (PAI) teachers. With this technology, teachers can identify students at risk of becoming perpetrators or victims of bullying and implement faster and more targeted interventions. This represents a significant improvement over conventional methods, which often rely on limited direct observation.

Another advantage of utilizing AI is its ability to provide personalized and adaptive learning tailored to each student's individual needs. AI can present teaching materials tailored to students' levels of understanding and interests, making religious learning more effective and enjoyable. This approach also helps instill religious values that support character development in a more in-depth and relevant way to students' lives.¹⁵

The use of AI in religious education also enables teachers to conduct real-time evaluation and monitoring of students' character development. Data collected through this technology can be used as a reflection tool for teachers in developing more appropriate learning and character-building strategies. This makes the religious education process more data-driven and evidence-based, enabling academically sound results.

Despite its many advantages, the application of AI in religious education still faces challenges, such as limited infrastructure, teachers' lack of understanding of the technology, and ethical issues related to the use of student data. Therefore, support from various parties, including schools, the government, and the community, is needed to provide adequate training and facilities so that this technology can be used optimally and responsibly.

Overall, the use of artificial intelligence in Islamic religious education at SMP 1 Palu opens a new paradigm in teaching and bullying prevention. AI technology is not only a tool but also a strategic partner for teachers in shaping students' character and noble morals. This integration of religious values and technology provides a relevant and innovative model for modern education.

Islamic Education Teachers' Strategies in Preventing Bullying Through AI Technology

The strategy implemented by Islamic Religious Education teachers to prevent bullying through AI technology at SMP 1 Palu focuses on two main aspects: early prevention and character development. Early prevention is carried out using an AI-based behavior monitoring system that can quickly and accurately identify signs of bullying. Information from this system allows teachers

¹⁵ Clarisya Amalia Sholehah et al., "Implementasi Teknologi Pembelajaran Adaptif Berbasis Artificial Intelligence Pada Mata Pelajaran Pendidikan Agama Islam Di SMK Negeri 2 Kraksaan," *JKIP : Jurnal Kajian Ilmu Pendidikan* 6, no. 2 (2025): 436–48, <https://doi.org/10.55583/jkip.v6i2.1359>.

to intervene before bullying becomes more serious. This allows teachers to take appropriate preventive measures and reduce the risk of conflict within the school environment.¹⁶

In addition, Islamic Religious Education teachers utilize an educational chatbot to educate students about the dangers of bullying and the importance of tolerance, empathy, and compassion. This chatbot serves as an interactive and personalized learning medium, making the moral messages more easily accepted and understood by students. Students can communicate with the chatbot at any time, so the process of learning religious values is not limited to a specific time and place. This strengthens the internalization of positive values among students.

Another strategy implemented is integrating AI technology into routine learning activities that emphasize character development. Teachers use data from the monitoring system to develop teaching materials relevant to students' circumstances and needs. This approach makes learning more contextual and based on real-world problems faced by students on a daily basis. This makes religious education more applicable and has a direct impact on preventing bullying.

Teachers also actively coordinate with school officials and parents to ensure the sustainability of bullying prevention strategies. Information obtained from AI technology is transparently shared with parents as part of a collaborative effort to safeguard children's well-being. This multi-stakeholder approach helps create a robust and sustainable educational ecosystem for addressing bullying.

In addition, Islamic Religious Education (PAI) teachers conduct regular evaluations of the effectiveness of technology use in bullying prevention. These evaluations include analysis of monitoring results, student feedback, and observations of behavior in the field. Evaluation results are used as a basis for improving learning strategies and interventions, continuously adapting to student dynamics and technological developments. Thus, the strategies implemented are dynamic and adaptive to change. The PAI teachers' strategy of combining a religious approach with AI technology has proven effective in creating a safer and more conducive school environment. This integration not only reduces bullying but also builds students' character with noble morals and a strong social awareness. This strategy serves as an innovative learning model relevant for implementation in various schools.

The Impact of Artificial Intelligence Integration on Student Character Formation

The integration of artificial intelligence into Islamic Religious Education (IS) learning has had a significant impact on student character development at SMP 1 Palu. The use of AI enables the delivery of more personalized teaching materials tailored to each student's needs. This helps

¹⁶ Sabir et al., "Edukasi Peningkatan Pengetahuan Siswa-Siswi Terhadap Perundungan (Bullying) Di SMPN 19 Palu," *Abdimas Indonesian Journal* 5, no. 2 (2025): 1–6, <https://doi.org/10.59525/aij.v5i2.821>.

students better understand and internalize the religious values that underpin character development. Through interactive and adaptive learning methods, students become more motivated and actively engage in internalizing positive attitudes such as tolerance, empathy, and discipline.

Another visible impact is increased student awareness of the dangers of bullying and the importance of maintaining good relationships with others. Through chatbots and other AI tools, students gain comprehensive knowledge about the negative consequences of bullying, for both victims and perpetrators. This awareness is reflected in students' daily behavior, which tends to be more caring and respectful of differences. They learn to control their emotions and avoid actions that could hurt their peers.

Furthermore, AI integration facilitates continuous behavior monitoring, enabling teachers to provide timely guidance and counseling. This helps students with potential behavioral issues receive early support so they can be effectively managed. This preventative approach is crucial for creating a harmonious learning environment and reducing bullying in schools. Thus, AI serves as a supporting tool for ongoing character development.

The implementation of AI technology also provides opportunities for students to learn independently and develop self-awareness. Interaction with chatbots, for example, encourages students to reflect on their own attitudes and behaviors. This process strengthens the internalization of religious values and improves students' ability to manage conflict and build healthy social relationships. Students become more responsible for their actions and are able to make decisions based on moral values.

The positive impact of integrating artificial intelligence into religious education is also reflected in increased parental involvement in children's character development. Through data and information generated by AI systems, communication between schools and families becomes more effective and structured. Parents gain a clearer picture of their children's behavior and development at school, allowing them to provide more specialized attention and conduct additional supervision at home. This is crucial because character education takes place not only in the school environment but also within the family for optimal results.

With accurate, real-time information, parents can quickly identify any indications of bullying or other issues their children are experiencing. This capability allows parents to be more responsive in providing emotional support and moral guidance to their children. Active parental involvement in this process helps create parenting patterns that align with the values taught at school. Consistency between education at school and at home is a key factor in developing a strong and resilient character.

Furthermore, collaboration between Islamic Religious Education (PAI) teachers, schools, and parents, facilitated by AI technology, creates a synergistic educational ecosystem. This

ecosystem allows various parties to support each other and exchange information for the best interests of students. When all elements of education operate harmoniously, students' potential to grow into individuals with noble character and strong social awareness is greatly enhanced. Close collaboration also reduces the risk of miscommunication, which often hinders character development.

In this context, the integration of AI technology is not only a tool that makes it easier for teachers to monitor students, but also serves as an effective liaison between schools and families. This function helps overcome communication limitations, which have been a major challenge in character education. With this technology, parenting patterns and the instilling of positive values become more sustainable and holistic, thus having a long-term impact on student development.

Overall, the integration of artificial intelligence into religious education at SMP 1 Palu demonstrates a tangible contribution to shaping students' noble character. Through this technology, learning becomes more effective and adaptable to individual student needs. This allows the learning process to occur not only passively in the classroom but also actively and personally, providing space for students to better internalize religious values. This approach makes character building not merely an illusory goal but a concrete and measurable outcome.

Furthermore, the use of AI supports a continuous learning process that can be adapted to the dynamics of student development. In character education, each student's needs can vary, making static learning methods often inadequate. With AI technology, teachers can adapt their approach and teaching materials to suit each student's individual circumstances and progress, making the learning process more responsive and effective. This is crucial for character development to occur naturally and without coercion.

The impact of AI technology is not limited to academic or cognitive aspects, but also encompasses students' overall personality development. AI helps map students' emotional and social needs, which have previously been difficult to detect manually. This information then serves as the basis for teachers to provide appropriate support and guidance. Thus, students become not only more academically intelligent but also more emotionally and socially mature.

The importance of comprehensive character development is crucial in the modern era, where social challenges are increasingly complex and diverse. Students are not only faced with the need to master subject matter but also must be able to act wisely, empathetically, and responsibly in social interactions. The integration of AI into religious education provides teachers with a means to develop these competencies in a systematic and targeted manner. In this way, students are equipped with essential life skills beyond the academic realm.

Furthermore, AI technology provides a space for students to learn independently and develop self-awareness. Students' interactions with AI systems, such as educational chatbots,

encourage reflection on their behavior and values. This process strengthens the internalization of religious values and the development of positive character traits, as well as assisting students in conflict management and building healthy social relationships. Thus, students learn to take greater responsibility for their actions and life choices.

The use of AI technology also facilitates more accurate and real-time evaluation of student character development. Teachers obtain data that can be used to measure the effectiveness of implemented learning and coaching strategies. This evaluation forms the basis for continuous improvement in the educational process, ensuring that outcomes are not static but rather dynamic and responsive to student needs. This marks a paradigm shift in character education, becoming increasingly evidence-based and technology-driven.

Another positive impact is increased student motivation in religious studies and character development. Interaction with interactive and personalized technology makes students feel more valued and cared for. This creates a pleasant learning environment and fosters curiosity and a desire for self-improvement. This high level of motivation is essential for character education to be well-received and have a lasting impact.

AI technology also provides opportunities for teachers to focus more on in-depth and personalized character development. With the help of automated monitoring and evaluation systems, teachers can allocate time and energy to providing higher-quality, direct mentoring. This approach allows for the development of stronger relationships between teachers and students, which is a key foundation in the character education process. Positive and trusting relationships accelerate students' personality development.

Furthermore, the integration of AI in religious education strengthens teachers' position as agents of social change, capable of adapting to changing times. Teachers no longer rely solely on traditional methods but also utilize technology as a tool to achieve educational goals more effectively. This enhances teachers' professionalism and enriches the learning models implemented in schools. Thus, religious education becomes more relevant and meaningful in the context of modern life.

Ultimately, the synergy between technology and religious values in character education has a very positive impact on student development. Children are educated not only to be academically proficient but also to become morally and socially upright individuals. This creates a young generation ready to face future challenges with a strong foundation of values and strong adaptability. Thus, the integration of artificial intelligence into religious education is not only a technological innovation, but also a revolution in character education.

CONCLUSION

This research shows that the use of artificial intelligence in Islamic religious education at SMP 1 Palu has a significant impact on preventing bullying and shaping students' positive character. The integration of AI technology not only strengthens the role of teachers as moral guides but also provides an effective tool for early and systematic detection and intervention of bullying behavior. Thus, the use of this technology can create a safe, conducive learning environment, imbued with religious values that prioritize tolerance, empathy, and noble character.

In addition to its detection and monitoring functions, AI technology also supports a more interactive and personalized learning process, enabling students to actively engage with religious material while internalizing these values in their daily lives. Interaction through AI-based platforms such as educational chatbots provides students with space for self-reflection and the development of deeper social awareness. This demonstrates that religious education supported by modern technology can be effective without diminishing the spiritual values that are at the heart of learning. Parental involvement in the character education process for students has also increased with the presence of AI technology as an information liaison between schools and families. Parents become more informed and can provide ongoing support at home, creating synergy between learning at school and parenting at home. This collaboration is a crucial factor in shaping students' character holistically and sustainably, so that the positive values taught become not only theory but also practice, implemented in various aspects of students' lives.

Furthermore, this study underscores the importance of teacher adaptation to technological developments as part of professionalism in education. Islamic Religious Education (PAI) teachers who are able to optimally utilize artificial intelligence demonstrate improved teaching quality and more targeted character development. Technology does not replace the role of teachers, but rather enhances it by providing data and tools that facilitate evaluation and intervention processes. This marks a paradigm shift in education that combines traditional values with cutting-edge technological innovation.

The integration of artificial intelligence into Islamic religious education is a highly effective and innovative strategic step in preventing bullying and fostering student character development. AI technology enables a more holistic and sustainable learning approach, focusing not only on academic aspects but also on students' overall personal and moral development. By utilizing this technology, the educational process becomes more adaptive to the needs and challenges of the times, while simultaneously creating a safe, conducive learning environment imbued with strong religious values.

Furthermore, this research makes a significant contribution to the development of religious learning models relevant to the dynamics of current and future education. Through the application

of AI, religious education can be designed to be more responsive to social and technological changes, thereby supporting the formation of noble character while simultaneously adapting to modern advances. Thus, the integration of artificial intelligence is not merely a technological innovation but also a revolution in how students are educated and guided toward a better and more competitive future.

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