



Psychoeducation and Spiritual Guidance for the Prevention of Violence Against Children in the Context of Creating a Child-Friendly School at the Nurul Ikhlas Islamic Boarding School in Padang Panjang

M. Arif¹, Nurhasnah², Afrinaldi³, Rafli Dwilianto⁴

^{1st 2nd} Universitas Islam Negeri Sjech. M Djamil Djambek Bukittinggi, m.arif@uinbukittinggi.ac.id

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ABSTRACT

The prevalence of violence in educational institutions, exacerbated by a fatal case in an Islamic boarding school in West Sumatra, underscores the urgent need to establish Child-Friendly Schools (CFS). In response, a community service program was designed to equip teachers in boarding schools with violence prevention skills through a psychoeducational and spiritual approach. This community service activity was carried out to improve teachers' competence in violence prevention through a psychoeducational approach combined with the strengthening of spiritual values. The activity began with a *Focus Group Discussion* (FGD) with academics to design interventions, which were then implemented in the form of direct assistance to teachers. The approach used was *Community-Based Research* (CBR). The program was well received because it provided a new framework that combined psychological insights with existing spiritual foundations. The results showed that this mentoring successfully validated the intuitive practices that teachers had been carrying out, while also increasing their awareness of various forms of violence. Teachers were also able to identify challenges such as the importance of collaboration with parents. Overall, this program successfully empowered educators with concrete strategies for building a safe school environment. Teachers have now shifted from an instinctive approach to a more structured and conscious method of preventing violence, becoming proactive agents of change to realize SRA. In conclusion, this program effectively empowers teachers as proactive agents of change to realize child-friendly schools with a structured approach based on psychological and spiritual insights.

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Introduction

Schools, as agents of the educational process, must have a child-friendly culture, better known as Child-Friendly Schools (SRA), in order to fulfill their function of achieving educational goals. It seems that the goal of child-friendly schools is still far from being achieved, as can be seen from the various reports of violence in schools that have often occurred among students lately. Cases of violence in the educational environment in Indonesia are rampant. According to Sindo, Indonesia ranks first in cases



of violence in schools in ASEAN with a figure of 84% (Almizri, 2022). This is reinforced by data revealed by *kompas.id*, which shows that throughout 2023 there were 136 cases of violence in schools (Aranditio, 2023). From this data, it can be concluded that every week there are around 2-3 cases of violence in the field of education. A similar incident also occurred in the city of Padang Panjang, which is one of the Islamic education cities in West Sumatra, where violence was committed against a student at the Nurul Ikhlas Islamic Boarding School in Padang Panjang. RA died after being beaten by 17 of his fellow students, all of whom were minors aged between 15 and 16 years old. They repeatedly committed violence on Thursday night (February 7), Friday (February 8), and Sunday (February 10). The violence was triggered by the victim allegedly taking another student's belongings without permission (Cable News Network Indonesia, 2019). According to the examination results, the victim suffered head injuries with a consciousness level of 6 percent, a concussion, and thoracic trauma or chest injuries, which led to RA's death.

Violence occurring in educational settings cannot be separated from the increase in aggressive behavior among students. Mayyer and Smith (Nurani et al., 2020) define aggression as physical or verbal actions intended to intentionally harm others. Hurlock argues that as humans in a developmental stage, adolescents experience many physical and psychological changes, which increase the likelihood of conflict (Sekar, 2021). Therefore, adolescents emotions are unstable, so they can become aggressive if they do not receive proper guidance and manage themselves well. In order for the educational environment to be a safe place where students can develop their potential, student violence must be suppressed. To reduce student violence, psychoeducational and spiritual guidance can be used. Compared to other methods such as CBT and social intervention, which do not focus too much on values/meaning, psychoeducational and spiritual counseling has advantages in improving coping, resilience, meaning of life, and quality of life (Febriana et al., 2021; Okere et al., 2024).

A method for increasing a person's knowledge and understanding is known as psychoeducational and spiritual counseling. Psychoeducation, according to Goldamn and Quinn (Jalal et al., 2022), is a type of intervention carried out on individuals or groups with a focus on the cognitive domain to help them gain better knowledge and understanding of various important things in their lives. However, incorporating spiritual values into education can help shape students' characters to be more caring and friendly. One theory of moral development developed by Lawrence Kohlberg is that children have a moral level called conventional, characterized by acceptance of social rules regarding things that are considered good and moral. At this stage, adolescents and adults begin to internalize the moral values they have learned from role models and their social environment. Therefore, it is hoped that the use of psychoeducation and spirituality will help students learn about peace, become aware of what peace is, and ultimately stop violence.

The Nurul Ikhlas Islamic Boarding School in Padang Panjang was chosen as the location for this community service for several reasons, including the fact that this boarding school has not fully implemented the concept of a child-friendly school. Based on the 2019 CNN data above, which shows



a case of violence committed by 17 students against another student repeatedly, resulting in the victim's death, it is clear that there are indications of a low level of understanding among the students and a lack of experience among the teachers and the head of the foundation, as the highest authority, in managing a child-friendly school. Therefore, this activity is expected to be a strategic step to increase the understanding of all parties in Islamic boarding schools regarding the importance of building a safe, comfortable, and violence-free educational environment. Through education and spiritual guidance, it is hoped that there will be more positive changes in the attitudes and behavior of students, educators, and Islamic boarding school administrators.

Methods

The approach used in this program refers to the *Community-Based Research* (CBR) format. This assistance program involves various parties, including the administrators and teachers of the Nurul Ikhlas Islamic Boarding School in Padang Panjang. The collaboration includes support in the form of providing materials, educators, and human resources for psychological strengthening. The initial stage of the activity began with a *Focus Group Discussion* (FGD) held at the Andalas University campus. This FGD was attended by psychology lecturers and students with the aim of discussing community service proposals that had been approved by central reviewers. The activity took place on Saturday, September 12, 2025. Subsequently, the community service activity in the form of mentoring was carried out for two days, namely on Saturday and Sunday, September 16-17, 2025. The implementation of the activity involved three community service teams, two resource persons, and 16 teachers at the Nurul Ikhlas Islamic Boarding School from various subjects divided into 4 groups. The resource persons for the activity were H.Yarmi, S. Pd and Yantri Maputra, M.Ed, Ph.D, who are experts in the fields of psychology and Islamic counseling. The material provided focused on strengthening psychoeducation, spirituality, violence against children, and child-friendly schools. Participants practiced through simulations of various roles: perpetrators of violence, victims, mediators, and counselors. This method aimed to foster empathy, communication skills, and intervention strategies in real situations of violence. The activity began with data collection and an introduction to psychoeducation and the concept of child-friendly schools (SRA), followed by the development of appropriate programs according to needs, then psychoeducational guidance training, followed by the exploration of individual and group psychological problems, then spiritual training and character education, followed by direct practice of psychoeducation and spiritual guidance by teachers, and finally an evaluation of the mentoring program.

Results

On September 16 and 17, 2025, psychoeducation, spiritual, child abuse, and child-friendly school outreach activities were carried out at the Nurul Ikhlas Islamic Boarding School in Padang Panjang. The activities were carried out by providing introductory materials and guidance to teachers,

exploring teachers' understanding of psychoeducation, spirituality, child abuse, and child-friendly schools, and offering solutions to problems faced by teachers related to the topics discussed. The material was delivered by two speakers who are experts in the fields of psychology and Islamic counseling, namely Mr. H. Yarmi, S.Pd and Yantri Maputra, M.Ed, Ph.D. They were assisted by four students from UIN Sjech M. Djamil Djambek Bukittinggi as field assistants.



Figure 1. Mentoring Teachers at Nurul Ikhlas Islamic Boarding School in Padang Panjang

The mentoring activity was carried out by dividing the teachers into 4 groups, each led by 1 facilitator from the guidance and counseling students of UIN Sjech M. Djamil Djambek Bukittinggi. To identify understanding, issues, and map these issues so that solutions could be provided through the mentoring activity, the results are as follows:

Group 1



Figure 2. Teacher Mentoring Group I

Code name: YF, Gender: Male, Age: 58 years old, Subject taught: Physics. Respondent YF showed an open and reflective attitude from the beginning of the mentoring session. When the facilitator made an initial assessment of his understanding of psychoeducation, YF honestly stated that he had only just heard the term. However, after the facilitator provided a brief description, he quickly contextualized it within his experience as a senior teacher. For him, the essence of psychoeducation is how to treat each child according to their needs and rights, ensuring they are protected and well served. This view shows a strong practical understanding, where action precedes terminology. He understands that the core of education is not only the transfer of physics knowledge, but also character building, which requires a deep psychological understanding of students. From this discussion, YF realized that the practices he had been intuitively carrying out, such as trying to understand students' backgrounds before giving advice, were part of the psychoeducation framework. The solution he got from his mentor was confirmation that the personal and needs-based approach he applied was the right foundation. The facilitator helped YF frame his actions in a more structured concept, giving him confidence that his approach was relevant and could be developed further.

In the context of spirituality, YF sees it as a main pillar of education in their environment. He believes that all psychological approaches must be rooted in the spiritual values taught every day, such as through morning activities and regular recitations. For him, spirituality is not just a ritual, but a source of calm and moral guidance for students. When discussing the prevention of violence against children, YF indirectly linked it to the spiritual principle of not belittling others. He agreed with the general view in the group that calling students bad names or belittling them is a form of verbal abuse that contradicts religious teachings to honor fellow human beings. He sees the concept of a child-friendly school as a manifestation of these values, namely an environment where children feel physically and mentally safe, valued, and listened to. The facilitator's implied solution for YF is the importance of integrating psychoeducational understanding with the spirituality that is already ingrained in the



school. By understanding the psychological dynamics of adolescents, the spiritual advice given can be more targeted and effective in preventing violent behavior. As a final impression, YF felt that this session provided enlightenment and reinforcement of the methods he had been practicing for years, giving him a new perspective to continue learning to understand his students.

Code name: ON, Gender: Male, Age: 50 years old, Subject taught: Arabic. Respondent ON, with a strong background in Islamic boarding school education and brief experience studying psychology, provided a unique and insightful perspective. During the exploratory stage, he admitted that the term psychoeducation sounded unfamiliar, but he cleverly described it as a combination of psychology and education. For him, his approach to educating and guiding children has been largely based on a framework of spirituality.

He explained that his knowledge centered on strengthening the soul and faith, which he considered to have a similar goal to psychology, namely to calm the soul and resolve internal problems. His experience showed that the first step in helping children was to be a good listener. He practices the method of listening fully to students' complaints, understanding what they feel, and even trying to put himself in their shoes by sharing similar experiences from his past. Only then does he give spiritual advice tailored to the child's level of understanding and age, such as the concept of "patience," which has different meanings for junior high and high school students.

Regarding the prevention of violence against children, ON sees it as the fruit of mature spirituality. Children whose souls are calm and whose hearts are connected to religious values are less likely to commit violence. He believes that it is the duty of educators to instill these values consistently. His view of a child-friendly school is an environment that supports this spiritual growth, where students feel safe to be themselves and express their problems without fear of being judged. The solution he obtained from this mentoring was validation of his method. The facilitator emphasized that his approach of " , understanding, feeling, and advising" is the essence of empathy, which is the basis of counseling and psychoeducation. This session helped him see that his spiritual approach can be enriched with a more formal psychological understanding to deal with more complex issues. As a message and impression, ON highlighted an important challenge, namely the lack of a solid "bridge" between the school and parents in dealing with children's problems. According to him, many teachers have tried, but the handling often stops at the homeroom teacher level and has not been systematically communicated to parents, so that the problem is not completely resolved. He hopes that there will be a better mechanism for this collaboration in the future.

Code name: NF, Gender: Female, Age: 26 years old, Subject taught: Japanese. As one of the younger teachers, Respondent NF played more of an active listening role during the session, but her participation showed a strong desire to learn. When the facilitator opened the discussion on psychoeducation, NF admitted that she did not have much experience or theoretical knowledge about it. However, through explanations from the facilitator and other fellow teachers, she absorbed the understanding that psychoeducation is about equipping oneself with psychological knowledge to be



able to educate students more effectively. She understood that as a teacher, her job was not only to teach Japanese, but also to be responsible for the mental health and character development of her students. The solution she gained from this session was a new framework for viewing her daily interactions with students. She became more aware that reprimands, praise, or even the way she responds to students' questions have psychological impacts that need to be considered.

In the discussion about spirituality, NF agreed with the climate that had been established at the school, that regular religious activities were an important foundation for shaping students' character. She saw it as a key shield in preventing violence against children. She believed that children with strong religious beliefs would have better self-control. For him, the concept of a child-friendly school is a safe ecosystem, where not only teachers are friendly, but also students create supportive relationships with each other and are free from bullying. The solution he implicitly gained from the facilitator was the importance of proactivity in approaching students. He does not have to wait for students to have problems, but can build emotional closeness through simple greetings or light conversation outside of class hours, which will make students more comfortable to open up if they ever face problems. NF's impression of this mentoring was that the session was very useful in broadening his horizons. She felt she gained new terms and concepts that helped her to better reflect on her role as an educator in this challenging modern era.

Code name: FZ, Gender: Female, Age: 30 years old, Subject taught: Guidance and Counseling. As a guidance counselor, respondent FZ provided the most structured and in-depth insights into all the variables discussed. Her understanding of psychoeducation is very comprehensive; she defines it as an educational process that focuses on strengthening psychological (mental) aspects, which must begin with the teacher themselves before being applied to students. She described the concrete steps she has taken, such as socializing stress management and emotional intelligence in the classroom, as well as conducting individual counseling. Regarding spirituality, he sees it as an integral component of mental health and the basis for every intervention he makes. In addressing the prevention of violence against children, FZ emphasized the importance of collaboration with parents. He shared the real challenges in the field: being the only guidance counselor for all students, dealing with parents who tend to defend their children without seeing the context, and the dynamics of "Generation Z" students who are often more knowledgeable but emotionally fragile.

Her view of a child-friendly school is very practical, namely an environment that actively listens to children's voices and involves all parties teachers, students, and parents in creating a sense of security. The solution she obtained from the facilitator was reinforcement and validation of the strategies she had implemented. This session became a space for her to share the burdens and challenges of her profession, and the facilitator affirmed that proactive communication strategies with parents, although difficult, are the right steps to take. The facilitator also suggested the importance of building a strong data collection system as objective evidence when communicating with parents. One of the strategies she shared and agreed upon was to approach students as friends first to build trust,



before entering the role of teacher or counselor. FZ's message and impression of this session were very positive. She felt that forums like this were very much needed as a place for educators to share experiences, challenges, and solutions with each other. She felt that she was not alone in facing the complexity of student problems and gained new energy to continue innovating in carrying out her role.

Code name: ES, Gender: Female, Age: 33 years old, Subject taught: Mathematics. Respondent ES provided the perspective of a teacher of exact subjects who is also concerned with the psychological aspects of students. In exploring psychoeducation, she interprets it practically as an effort to understand the unique character of each student. She emphasizes that in teaching mathematics, she cannot treat all children the same because their comprehension and backgrounds are different. She realizes that teachers tend to focus on their respective fields of study, but psychological understanding is a basic competency that all educators must have. She sees that failure to understand individual differences is often a trigger for stress and frustration in children, which can be considered a form of unintentional psychological "violence."

Regarding spirituality, ES agrees that religious programs in schools are very helpful in shaping students' moral foundations. He sees this as the most effective way to prevent violence because it instills noble values within students. His vision of a child-friendly school is a place where students are not afraid to make mistakes while learning. Especially in mathematics, which is often considered difficult, creating a supportive and non-judgmental classroom atmosphere is key. The solution he gained from this mentoring was confirmation that his approach to individualizing teaching was very appropriate. The facilitator encouraged her to continue looking for creative ways of teaching that could accommodate various student learning styles. This session also made her realize that she could collaborate more actively with the guidance counselor (FZ) to understand students who show learning difficulties that may be rooted in psychological problems. ES's impression was that this discussion opened his eyes to the fact that responsibility for students' mental health is not only the responsibility of the guidance counselor, but the shared responsibility of the entire school community. He felt motivated to be more sensitive to his students' emotional conditions in between teaching mathematical formulas.

Group 2



Figure 3. Teacher Mentoring Group 2

Code name: MJL, Gender: Male, Age: 53 years old, Subject taught: English. Based on the results of interviews conducted with respondent MJL, various forms of verbal and nonverbal violence were found to occur in the Nurul Ikhlas Islamic Boarding School environment. MJL said that in his daily interactions with female students, he often encountered verbal abuse between students. This verbal abuse usually took the form of rude remarks, ridicule, insults, and inappropriate nicknames. However, MJL admitted that he was still confused about determining the line between what constituted verbal abuse and what was just normal banter.

In response to this confusion, it was explained that the main benchmark for distinguishing whether a statement constitutes verbal abuse is to look at the reaction of the victim. If the victim feels offended, hurt, or psychologically harmed by the statement, then it can be categorized as verbal abuse, even if the perpetrator claims that it was just a joke. To further clarify, MJL is also directed to take a personal approach to the victim, for example by asking directly, "Are you offended or hurt by these words?" Through this approach, MJL can ensure that the incident is not ignored, but is handled seriously according to the victim's needs.

In addition, an understanding of the importance of spiritual guidance for students who tend to engage in verbal abuse is also provided. This is because rude behavior is often seen as a reflection of a child's spiritual condition that is disturbed or lacking in good spiritual guidance. By integrating psychoeducational and spiritual approaches, children can be given an understanding of the negative impact of their words on others and be guided to improve their behavior through spiritual guidance, such as strengthening their character, refraining from saying things that hurt others' feelings, practicing polite behavior, and participating in religious activities that support positive character development.

Not only in the realm of verbal abuse, MJL also reported cases of physical bullying or nonverbal violence in Islamic boarding schools, where students experienced direct painful actions, such as being



hit or pushed. According to MJL, these cases are very disturbing, but he feels confused about how to handle them so that the problem does not spread outside and cause a bad image for the institution. In response to this confusion, it was explained that the handling of physical violence cases must be adjusted to the severity of the victim's experience. In some minor cases, an approach involving guidance, advice, and the formation of moral and spiritual awareness in the perpetrator can be quite effective. However, if the case is severe or causes serious injury, then the involvement of outside parties, such as health professionals or the authorities, is required. This involvement has two main objectives: preventive, which is to deter the perpetrator and other students from repeating or imitating the same behavior in the future; and curative, which is to provide assistance, care, and protection to the victim so that their rights are fulfilled. Thus, handling violence is not only about maintaining the good name of the institution, but also serves as a concrete step in creating a safe, comfortable environment that is in line with the principles of Child Friendly Schools (SRA).

MJL affirms its commitment to implementing the recommended measures. It will strive to integrate a psychoeducational approach, in the form of providing information, guidance, and education about the impact of violence, with spiritual guidance, namely instilling religious values, morals, and self-control in the female students. so that this step not only resolves the current case, but also serves as a preventive measure to ensure that cases of violence, both verbal and nonverbal, do not occur in the future, thereby realizing a child-friendly school, which is an educational environment that is free from violence and discrimination and ensures the optimal growth and development of children in psychological, social, and spiritual aspects.

Code name: EPM, Gender: Female, Age: 26 years old, Subject taught: Art Curriculum. Based on the results of interviews with EPM, the phenomenon of violence against children in the school environment is still a serious problem that needs attention. One form of violence that has emerged is *bullying* in the form of social exclusion. EPM recounted her experience teaching vocational high school students majoring in culinary arts who joined high school students in general lessons because there were only 1-3 students per class in vocational high school. The case that occurred was that vocational high school students who took general lessons with high school students felt unaccepted when their class was combined with high school students, resulting in feelings of exclusion and a desire for general lessons not to be combined. This situation constitutes a form of social *bullying* that can cause feelings of inferiority, discomfort, and potentially disrupt learning motivation. In addition, verbal *bullying* was also found, such as teasing that referred to students with derogatory words, for example, "smelly." This verbal *bullying* usually occurs to students who do not maintain personal hygiene, do not socialize well, and do not have a group to protect them, making them more vulnerable to being targeted in *bullying*.

Bullying, both social and verbal, has a negative impact on children's psychological development, such as feelings of shame, low self-esteem, and a tendency to withdraw from their environment. Therefore, prevention efforts need to be made through a spiritually-based psychoeducation approach that emphasizes the values of brotherhood, compassion, and respect for others. For victims,



psychoeducation can provide an understanding of the importance of social skills, self-confidence, and motivation to maintain personal hygiene as a form of self-respect. Meanwhile, for other students, psychoeducation emphasizes the importance of building empathy, respect, and fostering a habit of learning together regardless of the differences between high school and vocational school students.

EPM also provided an understanding that teachers and school officials play an important role in approaching and paying more attention to incidents experienced by children so that they can respond appropriately to incidents that affect children in order to create a child-friendly school by creating a safe, comfortable, and discrimination-free environment. A child-friendly school program can be implemented through strict rules prohibiting *bullying*, character building activities, and counseling services involving both victim and perpetrator students. In addition, parental involvement is also necessary to maintain spiritual and moral values, so that character building can be maintained both at home and at school. Thus, spiritual-based psychoeducation is an appropriate strategy to prevent violence against children and create an inclusive child-friendly school.

EPM revealed that through psychoeducation activities, he gained a new understanding of the importance of psychological and educational approaches in dealing with children. She realized that rules alone are not enough to nurture children; rather, it is necessary to delve into their world in order to be more liked and trusted. That way, children feel valued, listened to, and are easier to guide. EPM also gained an understanding of the importance of collaborating with guidance counselors to conduct assessments and provide assistance, and to understand students so that children's problems can be handled more appropriately and comprehensively. EPM feels happy and motivated after participating in this activity. She is committed to being more attentive to the female students and is not hesitant to be "nosy" when a child is experiencing problems. She is also committed to giving sincere attention in order to create a boarding school environment that is safe, friendly, and supportive of children's development.

Code name: IGA, Gender: Female, Age: 26 years old, Subject taught: Chemistry. Based on the interview results, IGA described her activities as one of the dormitory administrators, where she faced several problems in managing the female students at the Nurul Ikhlas Islamic Boarding School. She explained that many children in the dormitory **lacked discipline** in following the rules, such as not keeping their rooms tidy, often violating the rules, and being reluctant to obey the administrators' orders. Interestingly, IGA compared the behavior of these children when they were at school. According to her, at school, the female students seemed to be more obedient, orderly, and even liked by teachers because they followed the rules. This situation raised a question for IGA: why were the children disciplined at school but behaved differently when they were in the dormitory?

In a discussion with other sources, it was explained that one of the keys to overcoming this problem is how a dormitory administrator can become a figure who is both respected and close to the children. Emotional closeness between the supervisor and the children will make it easier for them to obey the rules, not because they are forced to, but because of a sense of respect, trust, and comfort. That



way, dormitory rules can be seen not as a burden, but as part of a habit that supports their development, especially in becoming disciplined female students.

IGA also mentioned a special case where a child refused to stay in the dormitory after her father died. The child preferred to commute from home rather than stay at the boarding school, even though all female students are required to live in the dormitory. When the school called, the child tended to avoid the call and only her mother responded to the invitation. IGA admitted that she was confused about the actual cause, whether the child was *being bullied*, excluded by peers, or was still in a state of deep grief that made her reluctant to readjust to the boarding school environment.

From the discussion, it was decided that guidance counseling would be provided in collaboration with the guidance and counseling teacher in order to conduct an assessment to further understand the child's problems. The assessment can be carried out using various instruments, such as tests or non-tests/questionnaires, personal interviews, and observations, so that the root of the problem can be clearly identified and the guidance and counseling teacher can provide further intervention in the form of services. In addition, administrators can also take a personal approach by slowly approaching the child, providing a safe space for them to talk, and fostering a sense of trust that they are being listened to and cared for. That way, the solutions provided are not only in the form of rigid rules, but also psychological and emotional support.

IGA also highlighted the habit of some female students who violate the rules in routine spiritual activities, such as not participating in congregational midday prayers or not attending religious lectures. According to him, this poses a challenge because spiritual activities are an important part of character building for female students. From the input of the source, IGA was given the understanding that the steps that can be taken are to combine strict spiritual guidance with psychoeducation. This means that if a child does not participate in an activity, the administrators need to find out the cause, whether it is laziness, stress, or another problem, and then provide solutions according to the child's needs, such as providing special guidance. This is in line with the principles of psychoeducation, which emphasize problem identification, information provision, and the development of skills to overcome life's challenges.

In her reflection after the mentoring activity, IGA revealed that she gained a new understanding of the world of children. She realized that her previous approach tended to emphasize rules without paying attention to the emotional and psychological aspects of children. Through psychoeducation, she now understands that each child has unique problems that must first be understood through assessment. She also realizes the importance of building closeness with children, entering their world, and presenting herself as a caregiver who is both liked and respected.

IGA felt greatly helped and happy with the psychoeducation and spiritual material obtained in this activity. He is committed to applying the knowledge he has gained, particularly by more often taking a personal approach to children, becoming a teacher and caretaker in the dormitory who is respected and liked by the children, enforcing rules, and strengthening spiritual activities as the



foundation for character building. Thus, she hopes that the dormitory environment can become a safe, comfortable, disciplined, and friendly place for children, in line with the goal of realizing a Child-Friendly School in Islamic boarding schools.

Code name: LM, Gender: Female, Age: 37 years old, Subject taught: Indonesian Language. Respondent LM explained her position as a dormitory supervisor and teacher who interacts directly with children every day. In the morning, she has the task of organizing the female students to leave for school immediately. However, these disciplinary actions often make the children feel offended or uncomfortable, giving the impression that LM is too harsh in her reprimands. In fact, some female students show their displeasure because they feel they are “meeting again” with the same teacher, both in the dormitory and at school. This is a problem for LM because, on the one hand, she must enforce discipline, but on the other hand, she must build a good relationship with the children.

During the mentoring session, LM was given an understanding that this problem can be overcome through a positive approach and psychoeducation. According to the material, discipline still needs to be enforced, but it must be combined with a more friendly and communicative approach. Teachers or administrators need to enter the children’s world so that reprimands are not seen as a form of hostility, but as a form of attention. In addition, LM is also directed to integrate spiritual guidance such as habitual prayer, wise advice, and moral examples, so that children’s discipline is formed through the habit of values, not just rigid rules.

LM also raised another issue at school, namely the difficulty in identifying verbal and nonverbal violence that occurs in the school environment, such as teasing, insults, and physical violence. So far, he admitted that it has been difficult to know when children’s remarks are still in the context of joking and when they constitute bullying. Through this activity, LM gained an understanding that one of the strategies for overcoming this problem is to implement a class agent system. These agents are students who are placed in each class to help observe, detect, and report indications of bullying. With these agents, it will be easier for teachers to obtain preliminary information so that cases of violence can be dealt with immediately.

After receiving guidance and gaining new knowledge, LM realized the importance of using a positive approach in enforcing rules, as well as the need to build closeness with children by entering their world. In addition, LM also came to understand that *bullying* is not only physical, but can also take the form of verbal abuse such as ridicule and insults. This understanding made LM more concerned about the emotional condition of the children, and committed to not only enforcing rules, but also paying attention to the feelings of the students. She felt that the psycho-educational and spiritual knowledge she had gained was very useful for creating a more child-friendly dormitory and school environment.

Group 3



Figure 4. Teacher Mentoring Group 3

Code name: MM, Gender: Male, Age: 49 years old, Subject taught: Informatics. Respondent MM showed an open attitude from the beginning of the mentoring session. When the mentor conducted an initial assessment of his understanding of psychoeducation, MM honestly stated that he had never heard of the term and did not understand it, considering that he was an information technology teacher. However, after the mentor provided a brief description of psychoeducation, MM finally understood. Furthermore, when the mentor asked about spiritual concepts, MM immediately understood because he had already applied spiritual concepts in the learning process, such as teaching students to always pray, tell the truth, and so on.

During the discussion about violence against children, MM initially said that the school was safe and that violence had never occurred. However, after the facilitator provided further explanation and approached him, MM recounted that verbal violence in the form of bullying had occurred in the 10th grade, where students were given derogatory nicknames. Economic violence also occurred, for example, when older students extorted money from younger students. MM also mentioned that the most severe case was an assault committed by male boarding school students. He said he did not know the details of the incident because it happened in the middle of the night when the boarding school guard was resting. As a result of the assault, the victim was rushed to the hospital and pronounced dead.

MM added that he had also committed physical violence against students in the past, namely by throwing markers at them. However, after getting married, he realized his mistake and never repeated it. Now, he even reprimands students with kind words. Apart from MM, there was also another teacher who had committed physical violence in the heat of the moment, namely by kicking a student. This case has been handled by the school by reprimanding the teacher. To combat violence, MM explained that the school has established a policy prohibiting violence and imposing sanctions on violators. The school has also begun to create a safe and child-friendly environment. The assistant also suggested that when violence occurs, students can report it to the guidance counselor, the perpetrators



will be punished, and may even be expelled from school. MM emphasized that the impact of the gang assault case has been enormous, to the extent that the school has lost students to this day.

Code name: EF, Gender: Male, Age: 49 years old, Subject taught: Mathematics. Respondent EF has a strong Islamic boarding school educational background and extensive teaching experience in Islamic boarding schools. During the exploratory stage, he admitted that the term psychoeducation sounded unfamiliar, especially since he is a mathematics teacher. However, after the assistant explained that psychoeducation is the connection between psychology and education to deal with psychological and emotional problems, EF finally understood. This understanding became clearer after explanations from the previous presenter and the assistant.

According to EF, educating children is not only limited to cognitive development, but also creating a safe and spiritually-based learning environment. He views spirituality as closely related to positive morality, ethics, beliefs, and inner aspects. EF teaches students to respect their friends' opinions, uphold moral and ethical values, and reprimand students who violate in a kind manner. The challenge he faces is that many students dislike mathematics, but EF remains patient and never gets angry. Regarding violence against children, EF said that both physical and verbal violence had occurred. For example, during a math lesson, a student was unable to answer a question and was bullied by his friends, who called him "stupid." Physical violence also occurred between female students, such as pulling hijabs and fighting.

Not only students were victims, but teachers were also targeted. EF mentioned that there was a male student who bullied his teacher for not being married despite her age, calling her an "old maid." Eventually, the student was punished by being forced to apologize in front of the whole school during the flag ceremony. The facilitator also provided prevention efforts, such as guidance on violence prevention, cooperation with guidance counselors, imposing sanctions, and creating a safe school. EF added that the school now implements a child-friendly policy, whereby perpetrators of violence, including teachers, will be dealt with without tolerance.

Code name: NL, Gender: Female, Age: 42 years old, Subject taught: English. Respondent NL understands the principles of psychoeducation even though she is an English teacher. According to her, psychoeducation is a combination of psychology and education with the aim of preventing violence. This understanding became stronger after hearing the material from the previous speaker and the explanation from the facilitator. In terms of spirituality, NL explained that the school has instilled many positive activities such as halakah to prevent violence. Regarding violence, NL, who had been a dormitory supervisor for 8 years, said that most cases of violence occurred in dormitories. For example, disputes between older and younger siblings in the form of hair pulling, verbal bullying, and exclusion of students due to economic weakness. There was a case where a student was accused of stealing simply because he came from a poor family and was labeled a "thief," even though he was eventually proven innocent. NL provided support to the student so that he could get back on his feet.

Physical bullying also occurs, such as students who are overweight being called “fat.” Economic violence also often occurs, such as older students extorting money from younger students by asking them to pay for snacks at the canteen. The school has implemented a child-friendly policy by creating a non-discriminatory environment. Every perpetrator of violence, including teachers, will be punished. The school also gives students freedom of expression, creates halakah programs, and punishes perpetrators of violence. If a student cannot be rehabilitated, the school will take the policy of expelling that student.

Group 4



Figure 5. Teacher Assistance Group 4

Code name: RD, Gender: Male, Age: 36 years old, Subject taught: Pancasila Education. Based on the interview results, respondent RD showed an open and reflective attitude from the beginning of the mentoring session. When the facilitator gave an initial explanation about psychoeducation, RD honestly said that he had heard the term on social media but did not understand it deeply. After the facilitator gave a brief description, RD quickly related it to his personal experience as a teacher.

RD then recounted his experience when dealing with a child who often disturbed his friends, who was suspected of having a special condition. As a teacher, RD called the child in for an interview, recorded the information obtained as documentation, and involved the parents in the process. This was done because the child was known to have experienced violence. At first, the child's parents did not accept the information provided, arguing that the child's behavior at home did not show any such signs. RD then explained that the approach used at the Islamic boarding school emphasized conscience, namely through heart-to-heart communication. RD also advised the parents to get closer to their child, for example by spending time together or doing family activities. After receiving more attention from his parents, the child showed positive changes in his behavior when he returned to the boarding school. His social relationships also improved, both with friends who had previously often bullied him and with other friends.



Respondent RD said that spirituality is related to the spirit, the soul, and supernatural things. According to him, if someone experiences spiritual problems, the solution is left to God Almighty. He added that if children are equipped with knowledge of the Qur'an, they will understand the correct way to believe and the proper way to worship. The steps taken by respondent RD to improve the spiritual aspect at school include weekly religious activities, recitation of the Qur'an () during boarding school hours and school hours, involving both students and teachers. These activities include tahfidz, tilawah, and other religious activities. Furthermore, respondent RD explained that the environment also has a major influence on a person's spiritual development. He gave an example of his experience when he used to have friends who liked to skip school and smoke, but when they entered college, their behavior changed because they were in a supportive environment. This shows that there are external factors that greatly influence an individual's spiritual development. Respondent RD also assessed that three years of education at the boarding school was still insufficient in instilling spiritual aspects, because according to him, a minimum of six years is needed for more in-depth spiritual formation.

Regarding cases of child abuse, respondent RD said that he had handled cases of violence and bullying, both against perpetrators and victims. RD provided guidance to the perpetrators and asked them for information to understand the background of their actions. Meanwhile, RD provided protection and encouragement to the victims to report the incidents, considering that many child victims of bullying were afraid to share their experiences. In addition, RD also showed empathy, provided moral support, and advised victims to remain patient in dealing with the situation. RD explained that one of the efforts made to identify victims of bullying was to establish an information network through "spies" or informants in the school/dormitory environment, so that educators could quickly identify which children were victims of bullying.

Regarding child-friendly schools, RD respondents said that personal efforts were made by providing guidance to teachers not to engage in violent behavior, whether verbal or nonverbal. According to them, verbal abuse is the most worrying, because its impact is difficult to recover from and takes a long time. In addition, during the school's morning assembly, respondent RD emphasized the importance of building a culture of mutual respect, both between juniors and seniors, teachers and students, as well as administrators and non-administrators. RD also explained that if a child uses inappropriate language, teachers do not immediately punish them, but rather emphasize giving advice and motivation so that the child can improve their behavior. To create a school environment that is safe from cases of lost items or theft, RD respondents said that the school uses CCTV recordings as evidence. If a student is proven to have committed theft, the school makes an agreement with the parents so that the punishment or consequences are given directly by the parents, not by the teachers. Thus, this strategy is expected to educate children without causing trauma.

After receiving guidance and explanations of the material, the respondents were very impressed with the presence of lecturers, presenters, and students from UIN Sjech M.Djamil Djambek



Bukittinggi. The respondents were very happy to have gained useful knowledge so that RD could learn more about psychoeducation at . In addition, RD was very happy with this activity because it was very rare to have discussions together so that they could share with each other.

Code name: E, Gender: Male. Based on the results of an interview with respondent E, who has a background as a dormitory administrator, it was found that at the initial stage of explaining the term *psychoeducation*, the respondent had only a limited understanding. After the facilitator explained that psychoeducation is the interconnection between psychology and education that aims to help students resolve psychological and emotional problems, the respondent began to understand the concept. Respondent E then recounted his experience as a dormitory supervisor. He encountered a child who was initially diligent but suddenly became lazy, even pretending to be sick so he would not have to attend class, and displaying a defiant attitude toward his parents. Upon further investigation, it was discovered that the child was experiencing personal problems. In an effort to help resolve the problem, respondent E approached the child by giving advice, monitoring him regularly, and inviting him to participate in outdoor activities such as walking to Padang Panjang. Through these efforts, the child began to show positive developments in his attitude, although the changes were not yet complete.

Respondent E explained that spirituality is related to a person's relationship with the Creator, namely a servant's faith in God. According to the respondent, because the educational institution where he works is engaged in religious activities, the main area that is expected to be developed is the spiritual realm. This is in line with the goal of Islamic boarding schools, which is to develop well-rounded individuals. Respondent E said that the efforts made to instill spiritual aspects in children are to introduce them to their God, so that a true religious awareness grows within the students.

Regarding cases of violence against children, respondent E explained that there are stages in dealing with bullying behavior. If the child can still be guided, the teacher will provide direct guidance. However, if this guidance does not produce results, the teacher will communicate with the parents to find the best solution for the child's safety and future. According to the respondent, children have a long life ahead of them, so they need to be guided appropriately. If various stages of guidance have been carried out repeatedly but do not show significant changes, then the responsibility for education is returned to the parents. Regarding the concept of child-friendly schools, respondent E said that personal efforts to create a safe environment for children include setting a good example. This is achieved, among other things, by using gentle words, treating children fairly regardless of their background, and creating a comfortable environment for them, considering that children are far from their parents. In addition, E said that instilling spiritual values in children is also important. For example, if a child loses money, the teacher tells the child that Allah is all-seeing so that the child feels afraid and returns the money to its rightful place, thereby preventing violence against children.

After receiving guidance and explanations of the material, the respondents were very happy because what was conveyed by the resource person was extraordinary. Through this activity, the



respondents gained a broader understanding of psychoeducation. However, the respondents suggested that this community service activity should be held more than once a year.

Code name: M, Gender: Female, Subject taught: Economics. Based on the results of the assistance, respondent M showed an open attitude by saying that she did not fully understand the term *psychoeducation*, given her background as an economics teacher in grades X, XI, and XII. After the facilitator explained that psychoeducation is the connection between psychology and education that aims to help students solve psychological and emotional problems, respondent M then understood and recognized the term more clearly. Respondent M also explained that her efforts to help students experiencing problems were through a personal approach to the child concerned, accompanied by advice and motivation so that students could overcome their difficulties.

In discussing spiritual aspects, respondent M explained that spiritual values had been instilled in the boarding school, in accordance with the motto “*Love Allah, Love the Boarding School*” and the institution’s vision and mission. Spiritual values were instilled through various positive activities, such as halaqah and worship guidance, which aimed to shape the religious character of the students. Respondent M emphasized that in instilling spirituality in children, teachers must first be able to set an example. After setting an example, teachers can provide guidance in the form of setting targets, such as memorization, prayers, and other worship activities. If these targets are achieved, children are given rewards as a form of appreciation, thereby increasing their motivation to worship and strengthening their spiritual values.

Regarding cases of violence against children, respondent M said that many students tend to cover up or are afraid to reveal that they are victims of bullying. Therefore, respondent M’s efforts are to provide reinforcement and build trust so that children feel safe, thereby helping to break the chain of bullying. In addition, respondent M also tries to prevent favoritism from teachers towards students. One of the measures implemented is the use of a point system, for example, students who are able to answer questions will receive certain points or additional marks. In addition, during the learning process, respondent M often calls on students’ names at random to answer questions. Thus, not only high-achieving or smart students have the opportunity to answer, but all students can be fairly involved in learning activities.

Regarding child-friendly schools, respondent M said that efforts to create a comfortable learning atmosphere for students include providing enjoyable learning activities, such as *ice-breaking* activities, so that students do not get bored quickly during the learning process. Furthermore, respondent M emphasized that realizing a child-friendly school requires support from parents. This is important so that when children commit violations, parents are aware of the nature of the violations, enabling them to jointly provide guidance and counseling to their children.

After receiving guidance, the respondent gained a lot of new knowledge because he was not a graduate of education, so from this guidance and psychoeducation discussion, the respondent was able to understand more broadly about understanding the characters of students at school.



Discussion

One interesting finding that emerged consistently was how the concept of psychoeducation was initially a foreign term, but its essence had long been embedded in the pedagogical practices of teachers. The honest admission from senior teachers such as YF (58 years old) and ON (50 years old) that they had only just heard the term represented the gap between practice in the field and academic nomenclature. However, once the concept was explained, they quickly identified their actions, such as understanding students' backgrounds before giving advice or being a good listener, as part of the psychoeducation framework. This phenomenon is in line with the basic principles of psychoeducation itself, which aims to provide information and education to individuals or groups to help them overcome psychological problems. In this context, mentoring serves as a catalyst that transforms intuitive practices into a conscious and structured strategy (Brown et al., 2020; Sarkhel et al., 2020). In line with research (Putri & Laeli, 2024; Wahjusaputri et al., 2024), it shows that teachers, who previously acted based on experience and instinct, are now equipped with a conceptual framework that validates and strengthens their approach, empowering them to be more systematic in detecting and responding to students' psychological needs.

Unlike psychoeducation, spirituality is not a new concept; it is the foundation and lifeblood of the entire educational process at this institution. The teachers' view of spirituality as a key pillar is in line with positive and humanistic psychology, which recognizes the central role of spirituality in human well-being. What teachers describe as "peace of mind" and "moral compass" can be understood through the concept of spiritual coping, which is the use of spiritual beliefs and practices to deal with stress and life's difficulties. Furthermore, the emphasis on instilling noble values to prevent violence reflects Viktor Frankl's idea in logotherapy, where *the search for meaning* becomes a fundamental human drive (Marcelino et al., 2024). By instilling spiritual values, schools essentially help students find meaning in their lives, which in turn serves as a protective factor that builds resilience (Diaz, 2025; Nasution et al., 2024). Children with a strong spiritual foundation tend to be better able to regulate their emotions, empathize, and resolve conflicts constructively, thereby reducing aggressive behavior (Surzykiewicz et al., 2024). Thus, spirituality in this context is not merely a ritual, but a profound psychological intervention aimed at building inner strength of character.

The complex spectrum of violence ranges from verbal abuse considered "joking," social exclusion, to fatal physical violence. The challenges expressed by IGA regarding differences in student behavior at school and in the dormitory indicate the existence of different microsystem dynamics. Meanwhile, ON and FZ's complaints about weak cooperation with parents highlight problems at the mesosystem level (connections between microsystems), where communication failures between schools and families hinder the complete resolution of problems. Furthermore, Albert Bandura's Social Learning Theory is relevant to understanding how aggressive behaviors, such as bullying or hazing, can be learned and imitated through observation in peer environments (Bandura, 1977). Fatal gang assaults are a tragic reminder that when aggressive behavior is normalized or not dealt with effectively at the



micro and meso levels, the impact can be devastating. This understanding underscores that interventions should not only target individuals, but must also include improving the system of interactions throughout the child's environment.

Teachers' vision of Child Friendly Schools (CFS) goes beyond simply anti-violence policies. Their description of an environment where children feel physically and mentally safe, valued, listened to, and not afraid to make mistakes is a manifestation of the fulfillment of basic psychological needs. This concept resonates strongly with Abraham Maslow's Hierarchy of Needs, which places *safety needs* as a fundamental prerequisite before individuals can reach their learning potential and self-actualization. Without a sense of safety, students' cognitive energy will be drained to protect themselves, rather than to learn (Calicchio, 2023). If the need for safety is not met, students' cognitive energy will be used more to protect themselves than for the learning process, thereby hindering motivation and academic achievement (Navy, 2020). The approaches described by the teachers, such as approaching students as friends (FZ), using gentle words (E), and building emotional closeness (IGA), reflect the principles of Carl Rogers' Person-Centered Approach (*Person-Centered Approach*) of Carl Rogers, which emphasizes the importance of empathy, *unconditional positive regard*, and congruence from educators (Yao & Kabir, 2023). By creating such an environment, teachers not only prevent violence but also build a solid psychological foundation for the optimal development of each student. SRA, in this view, is the application of humanistic psychology principles on an institutional scale.

Conclusion

The community service activities through psychoeducational and spiritual guidance at the Nurul Ikhlas Islamic Boarding School in Padang Panjang have succeeded in improving teachers' understanding and competence in overcoming violence and building a Child-Friendly School (SRA) environment. Although the term psychoeducation is a new concept for teachers, this activity effectively provides a theoretical framework that validates and strengthens the intuitive practices that teachers have been implementing. By integrating this psychological insight into the foundation of spirituality, which has been a main pillar in Islamic boarding schools, teachers now have a more holistic understanding. Increased awareness of the various spectrums of violence, ranging from verbal, social, to physical, empowers them to become more effective agents of change in creating a safe, supportive, and violence-free educational environment.

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