

**MUBTADI: Jurnal Pendidikan Ibtidaiyah**

https://ejournal.uinmadura.ac.id/index.php/ibtida

E-ISSN: 2720-8850 P-ISSN: 2715-7067

**DEVELOPMENT OF PEACE-BASED ISLAMIC EDUCATION TEACHING
MATERIALS TO PREVENT BULLYING IN ELEMENTARY SCHOOLS****Halimatus Sa'diyah¹, Hanik Yuni Alfiyah², Maimun³, Evi Fatimatur Rusydiyah⁴,
Mochammad Tholchah⁵**UIN Madura¹, Universitas Sunan Giri Surabaya², UIN Madura³, UIN Sunan Ampel
Surabaya⁴, UIN Sunan Ampel Surabaya⁵halimah261282@uinmadura.ac.id¹, hanikyunia@gmail.com²,
maimun2@uinmadura.ac.id³, evifatimatur@uinsby.ac.id⁴, mochtolchah@yahoo.com⁵**Abstrak**

Meningkatnya tindakan kekerasan terhadap anak usia sekolah sangat memprihatinkan, terutama bagi pendidik dan orang tua. Data dari studi Programme for International Student Assessment (PISA) mencatat bahwa Indonesia merupakan negara tertinggi kelima yang siswanya mengalami perundungan. Berdasarkan penelitian terhadap bahan ajar PAI yang digunakan di sekolah dasar dan hasil observasi selama proses pembelajaran PAI di sekolah, tampaknya guru masih belum menyebutkan masalah perundungan dan konsekuensinya kepada siswa. Penelitian ini didasarkan pada meningkatnya fenomena bullying di sekolah. Tujuan dari penelitian ini adalah untuk menghasilkan produk bahan ajar PAI berbasis perdamaian untuk mengantisipasi perundungan di sekolah. Untuk mencapai tujuan tersebut, penelitian ini mengikuti langkah-langkah penelitian pengembangan 4D (Define, Design, Develop, dan Disseminate). Untuk menguji efektivitas buku teks, kami menggunakan tes ANOVA satu arah terhadap 94 siswa kelas III di SD Plus Nurul Hikmah Pamekasan. Hasil uji ANOVA menunjukkan bahwa terdapat perbedaan yang signifikan antara pre-test dan post-test dalam penggunaan bahan ajar dengan metode STAD dan merdeka belajar. Hal ini dibuktikan dengan nilai $p < 0,05$, sehingga dapat dikatakan bahwa H_0 ditolak. Temuan ini menunjukkan bahwa penggunaan bahan ajar PAI berbasis perdamaian efektif dalam mengantisipasi perundungan di sekolah dasar.

Kata Kunci: Pendidikan Perdamaian, Pendidikan Agama Islam, Bahan Ajar, Sekolah Dasar, Perundungan

Abstract

The increase in acts of violence against school-age children is very concerning, especially for educators and parents. Data from the Programme for International Student Assessment (PISA) study noted that Indonesia is the fifth highest country whose students experience bullying. Based on research on PAI teaching materials used in elementary schools and the results of observations during the PAI learning process in schools, it seems that teachers still do not mention the problem of bullying and its consequences to students. This research is based on the increasing phenomenon of bullying in schools. The purpose of this study is to produce peace-based PAI teaching material products to anticipate bullying in schools. To achieve

this goal, this research follows the steps of 4D development research (Define, Design, Develop, and Disseminate). To test the effectiveness of textbooks, we used a one-way ANOVA test on 120 third-grade students at SD Plus Nurul Hikmah Pamekasan. The results of the ANOVA test show that there is a significant difference between pre-test and post-test in the use of teaching materials with the STAD method and independent learning. This is evidenced by the value of $p < 0.05$, so it can be said that H_0 is rejected. These findings show that the use of peace-based PAI teaching materials is effective in anticipating bullying in elementary schools.

Keywords: *Peace Education Islamic Education, Teaching Material, Elementary School, Bullying*

Received: 29-06-2026	Accepted: 05-08-2026	Published: 28-08-2026
©Mubtadi: Jurnal Pendidikan Ibtidaiyah Prodi Pendidikan Guru Madrasah Ibtidaiyah Universitas Islam Negeri Madura, Indonesia https://doi.org/10.19105/mubtadi.v8i1.25439		



INTRODUCTION

The prevalence of violence against school-age children is very concerning, especially for educators and parents. Data from *the Programme for International Student Assessment* (PISA) study shows that Indonesia ranks fifth among countries whose students experience bullying (Jayani, 2019). In fact, in the last five years child abuse occurs most in schools (Ridwan, 2025). The Child Protection Commission (KPAI) recorded approximately 26 bullying cases reported to KPAI from 2011 to 2017, and by 2018, KPAI had received 161 reports of child protection cases from the public, with 36 cases (22.4%) involving victims of bullying and 41 cases (25.5%) involving perpetrators of bullying, including in West Java (Borualogo & Gumilang, 2019). Similar conditions are found in East Java, including bullying incidents involving elementary school students (Kementerian PPPA RI, 2022).

The problem is also evident in elementary schools in Pamekasan. Preliminary observations conducted by the researchers revealed that body shaming is one of the most common forms of bullying. Many students perceive calling their peers "fat" or "skinny" merely as a joke without realizing that such behaviour constitutes bullying and may cause psychological harm (Budyono, personal communication, September 10, 2023). These findings demonstrate the urgent need for educational interventions that not only increase students' knowledge but also cultivate peaceful attitudes and respectful behaviour.

Although various school-based interventions have been implemented, such as disciplinary actions, parental involvement, social ecology programmes, and storytelling activities (Cordi & Masturzo, 2013a), their effectiveness in preventing bullying among elementary school students remains limited (Brailas, 2021). Islamic Religious Education (PAI) has considerable potential to promote moral values that discourage violence and encourage empathy. However, observations of PAI learning and an examination of the teaching materials currently used in elementary schools indicate that bullying prevention has not been adequately integrated into instructional content. Consequently, many students

continue to regard bullying as normal behaviour (N. Azizah, personal communication, October 10, 2023).

Previous studies also report that existing PAI textbooks still have several limitations that reduce their effectiveness in fostering students' character development (Alfarezel, 2025). Although textbooks are important learning resources that influence students' knowledge, attitudes, and character (Syandri et al., 2025), available materials have not sufficiently incorporated anti-bullying values or practical guidance for cultivating peaceful interactions among students.

One promising approach for addressing bullying is peace education. Previous studies have shown that peace education contributes to the development of empathy, tolerance, cooperation, and respect for others (Alexandra, 2019); Johnson & Johnson, 2011). In educational practice, peace education is characterised by transformative, process-oriented, participatory, relational, and sustainable learning (Johnson & Johnson, 2013). These characteristics are highly compatible with the objectives of Islamic Religious Education, which emphasises not only cognitive achievement but also character formation through everyday practice (Tolchah, 2020).

Within the context of PAI, peace education can strengthen Islamic values such as compassion, justice, mutual respect, and non-violence. Teachers play an essential role in creating safe learning environments and modelling peaceful behaviour (Brenes-Castro, 2004; Lasser & Adams, 2007). Therefore, integrating peace education into PAI teaching materials offers an opportunity to prevent bullying through value-based learning rather than relying solely on disciplinary approaches.

Despite the growing body of literature on peace education, several important gaps remain. Most studies have examined peace education as a pedagogical approach, curriculum model, or extracurricular programme (Lewsader & Myers-Walls, 2017); (Amsing & Dekker, 2020). Other studies have demonstrated that peace education can improve empathy and cooperation through classroom activities (Johnson & Johnson, 2011). However, relatively few studies have focused on integrating peace education systematically into Islamic Religious Education teaching materials for elementary schools. Moreover, peace education in Indonesia has generally been discussed conceptually rather than operationalised within textbooks that are directly used in classroom instruction (Setiadi et al., 2017a).

This study addresses these gaps by developing Islamic Religious Education teaching materials that integrate peace education principles derived from the Qur'an and Hadith. Unlike previous studies, which predominantly adopt Western theoretical perspectives on peace education (Brenes-Castro, 2004), the proposed teaching materials contextualise peace education within Islamic teachings and are specifically designed to prevent bullying among elementary school students. This integration provides a culturally and religiously relevant approach to character education while enriching the existing literature on peace education in Islamic schools.

Based on these considerations, this study aims to develop peace education-based Islamic Religious Education teaching materials for elementary schools and to evaluate their effectiveness in preventing bullying behaviour by strengthening students' understanding and internalisation of Islamic values of peace, empathy, tolerance, and mutual respect.

There are several questions that this study seeks to answer, including: How can peace-based Islamic education values be integrated into teaching materials for elementary schools? What is the process of developing peace-based Islamic education teaching materials to anticipate bullying in elementary schools? And how effective are the developed teaching

materials in fostering peaceful attitudes and reducing bullying tendencies among elementary school students?

METHOD

This study uses a type of educational development research that is suitable for developing PAI teaching materials based on peace education to anticipate bullying in elementary schools. The researchers chose the 4D (*Four D*) model, which includes (1) *define*, (2) *design*, (3) *develop*, and (4) *disseminate* (Haryati, 2012). This model was developed by Sivasailam Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel. By using this 4D model, researchers have the flexibility to modify PAI teaching materials in an effort to find an effective and efficient format for PAI teaching materials based on peace education to anticipate bullying in elementary schools.

Development research is considered suitable for use in this study because it not only finds a learning model suitable for PAI learning but also seeks to develop PAI teaching materials based on peace education to anticipate bullying in elementary schools. The advantage of these PAI teaching materials is that they prioritize the values of peace education in the learning process. Students can develop empathy through several examples of attitudes and practices carried out in the classroom, so that educators can provide several examples of alternative attitudes that can be taken when violence occurs, whether in the school environment, family, or community.

The development of the 4D model is based on instructional development by Twelker, Urbach, and Buck with the following stages: *analysis*, *design*, and *evaluation*. Initially, Thiagarajan et al. modified this model into four stages, namely: *analysis*, *design*, *evaluation*, and *dissemination*. After undergoing a process of revision and development in subsequent training sessions, it became known as the Four-D model, which includes four stages: *define*, *design*, *develop*, and *disseminate* (Kamal, 2020), as shown in the following figure;



Figure 1 Flowchart of the 4-D Model

Source: Astuti et al, 2022

In the design stage, researchers create an initial product (*prototype*) or product design. This stage is carried out to create teaching materials in accordance with the content framework resulting from the analysis of the curriculum and material. This stage involves activities to prepare the conceptual framework of teaching materials and learning tools.

Before the product design stage proceeds to the next stage, the design of PAI teaching materials based on peace education needs to be validated. Product design validation is carried out by experts from relevant fields of study, such as learning media experts, linguists, and PAI material experts in elementary schools. Based on the validation results from these experts, it is possible that the product design still needs to be improved in accordance with the validators' suggestions. The following is an overview of the trial design for the development of PAI teaching materials based on peace education.

the product is complete, a broader implementation trial is conducted to assess the effectiveness of the teaching materials. Effectiveness testing is carried out by measuring the competence of students before and after learning. If the competence after learning is better than before, the teaching materials developed are declared effective.

To test the hypothesis of this study, the researcher chose to use a *one-way* ANOVA test with the help of the SPSS 17.0 program with a significance level of 0.05. This test was conducted to determine the difference in the average scores between group 1 using the STAD method, group 2 using the independent learning method.

The ANOVA (*Analysis of Variance*) test is a multivariate analysis technique used to distinguish the means of two or more groups by comparing their variances. The researcher chose to use the One-Way ANOVA test because there was only one factor variable, namely the peace-based PAI textbook. One-Way ANOVA is a procedure used to produce a one-way analysis of variance for dependent variables with quantitative data types, where an independent variable is referred to as a factor variable (Gunawan, 2016).

In the one-way ANOVA statistical test, there are several things that need to be considered, including: the sample data used is normally distributed, the population used has a homogeneous variance, and the samples are not related to one another (*independent*) (Creswell & Creswell, 2017). The researcher conducted a homogeneity test and a normality test before performing the *one-way* ANOVA statistical test.

RESULT AND DISCUSSION

Result

The results of the preliminary study conducted by the researcher on the availability of PAI teaching materials based on Peace Education were intended to identify problems occurring in schools. This stage aimed to analyze the need for the development of PAI teaching materials in schools. Based on the results of observations and interviews with several PAI teachers in elementary schools, it was found that the PAI teaching materials used were still inadequate, especially those with peace-based specifications (N. Azizah, personal communication, October 10, 2023). Peace education values are generally associated with character education, so what is in the PAI book is character education, not peace education. In essence, these character education values are part of peace education values. However, character education needs to be strengthened by developing human values that encourage the creation of a peaceful and harmonious life, which are found in peace education (Setiadi et al., 2017a).

In implementing peace education, it is necessary to socialize students about the importance of living in harmony, safety, and peace. This is one of the goals of education, namely to create individuals who are able to live together peacefully in a diverse society. Although some experts argue that the application of peace education can be developed through hidden messages and learning targets as a *hidden curriculum* (Setiadi et al., 2017a). However, it would be more optimal if peace education became a specific topic or discussion in each subject. Therefore, the researcher developed PAI teaching materials based on peace education using the 4D model. The following are the steps taken.

Integration of peace education values in PAI materials

Peace education emphasizes social-emotional skills (empathy, tolerance), non-violent conflict resolution, basic human rights, and civic responsibility. In the context of

PAI, peace education can be integrated through the values of the Qur'an and hadith, such as compassion, justice, and good morals, so that religious learning becomes a means of shaping peaceful behavior in children. The following practical guidelines link UNESCO principles and the Islam-based peace education model to the elementary school curriculum.

The author attempts to integrate peace education values by formulating learning objectives for each PAI material, for example: 1) Students understand the meaning and content of Surat al-Fiil and derive its moral values (non-violence, justice). Students are able to name the characteristics of angels and cultivate obedience, respect, and a sense of security. 3). Students demonstrate commendable behavior (honesty, helpfulness, not hitting/laughing at friends) in their daily activities. 4). Students perform simple prayer procedures according to their fourth-grade abilities. 5). Students understand and emulate the peaceful preaching attitude of the Wali Songo as an example of cultural tolerance.

Meanwhile, the achievement indicators include: 1). Reading QS al-Fiil and explaining its brief meaning (cognitive). 2). Describing three characteristics of angels in simple terms and relating them to moral obligations (knowledge → attitude). 3). Practicing at least two commendable behaviors in class (sharing, apologizing, helping) during the week (skills & attitudes). 4). Demonstrating basic prayer movements in a simulation (skills). 5). Retelling one of the Wali Songo stories and mentioning the value of tolerance learned (knowledge & attitudes).

For PAI material, the author integrates peace education values using contextualization of texts, such as: after reading and interpreting verses, questions are asked about the values contained therein that make life peaceful. The author attempts to connect the text of the Qur'an with the concept of peace education.

For the evaluation questions, the author created a short question rubric, such as multiple-choice knowledge questions and descriptions of the contents of Q.S. al-Fiil, the duties of angels, and the social facts of Wali Songo. As for attitude assessment, the author developed an observation sheet on the frequency of helping others, speaking politely, and performing the five daily prayers with a score of 1-4. For skill assessment, there are prayer practices and conflict resolution role plays to observe the ability to express feelings politely.

This display is the initial concept of the peace-based PAI book, as it is still simple and temporary in nature. Next, it will be reviewed and provided with input by several teams of experts, namely: PAI material experts, language experts, and learning media experts.

The values of peace education developed in the textbook are tolerance, solidarity, love of peace, cooperation, democracy, and anti-bullying. The researcher adapted these values of peace from Gus Dur's concept of peace education and John Dewey's peace education to understand global issues such as democracy, cooperation, and human rights (Pinar, 2003).

The author developed these values of peace in the form of short stories in the textbook and activities that can be done together in class. In addition, there is special material presented in several specific topics. For example, in the chapter on prayer, the author presents a separate sub-topic on the values of peace in prayer. These values include tolerance, democracy, love of peace, solidarity, and cooperation.

Development of PAI Textbooks Based on Peace Education

The development of PAI textbooks based on peace education adapts the 4D model, which begins with the following stages: (1) *define*, (2) *design*, (3) *develop*, and (4) *disseminate*. (Haryati, 2012).

The Define stage is the initial stage carried out by researchers to obtain data to facilitate the determination of teaching materials to be developed. At the Define stage, an initial analysis is carried out to identify and determine the basic problems faced so that the development of teaching materials is necessary. This analysis aims to identify the basic problems that arise in the classroom. Next, student needs analysis aims to identify student characteristics by distributing questionnaires to analyze what kind of teaching materials are appropriate for the characteristics of the students. Then, the formulation of learning concepts and objectives is carried out so that the material compiled in the media is not overlooked and is systematically arranged to make it easier for students to understand the meaning of the concepts provided.

The design stage aims to design a product in the form of a book to be developed. The design stage includes compiling the outline of the book's content, designing the book's content to match the material, selecting the appropriate module format, and writing the module content based on a literature review.

The third stage is development, which aims to perfect the product. This is done by revising it based on input from validators and conducting a development trial with a survey. The development stage includes expert validation, a first revision, a development trial with a user assessment survey, and a second revision. The data obtained from the product validity test results was analyzed to ensure that the development of PAI teaching materials based on peace for grade IV semester two had been tested for validity. There were three validators who assessed these teaching materials, namely PAI material experts, learning media experts, and language experts.

The indicators used in assessing textbook materials for subject matter experts include: the suitability of the material with KI and KD that are characteristic of peace education, the accuracy of the material with concepts and definitions that are characteristic of peace education, the accuracy of examples that are characteristic of peace education in the material, the accuracy of images, tables, and illustrations that are characteristic of peace education in the material, the suitability of the material with the development of science that is characteristic of peace education, The material discusses the latest cases (bullying) that are characteristic of peace education.

As for learning media experts, it includes: the suitability of the language used with EYD, the suitability of the language with the level of social and emotional development of the students, the readability of the message or information, the consistency of the terms used, the effectiveness of the language used, the language used is able to motivate students to read, stimulate students to think critically. For media experts, the following indicators include; the suitability of the systematics of presentation with the purpose of learning, the collapse of the presentation of teaching materials, the introduction contains perception, the suitability of the size of the book with the level of development of age and material, the suitability of the cover design with the composition and size of the layout elements, letters, has the design of the book content (reflection of the content of the book, harmony of the layout, completeness of the layout, and typography of the content, the appearance of the book is attractive.

The descriptive analysis results show that the score obtained from the subject matter expert was 80%. Meanwhile, the language expert gave a score of 95% and the learning media expert gave a score of 95%. Thus, the total score from the three validators was 91.6%. Based on the total score obtained, it can be said that the peace-based PAI teaching materials are very valid. These validation results are used to measure the validity level of the teaching materials. However, there are several notes that the author needs to revise based on some input from the validators before conducting limited trials.

Fourth, the dissemination stage, which is the distribution of the product. The dissemination stage is the final stage of the textbook development research process. At this stage, the researchers distribute the product through packaging and printing. After the teaching materials were printed and packaged, the researchers distributed them to PAI teachers at SD Plus Nurul Hikmah, then conducted a trial in the fourth grade by asking PAI teachers at the school and their assistant teachers to study them for 6 meetings using the STAD *cooperative learning* strategy and independent learning. In addition, the researcher wrote the research results in the form of an article and will publish it in a journal so that it will be more useful and have a higher readership.

The steps for developing the Four-D model applied in this study are outlined in Figure 4 below.



Figure 2 - Steps to develop the Four-D model PAI Textbook

Effectiveness of using PAI textbooks based on peace education to overcome bullying in elementary schools

To test the effectiveness of PAI textbooks based on peace education in overcoming bullying at SD Plus Nurul Hikmah Pamekasan, the researcher conducted a trial on students in grades IV-A and IV-B using the STAD method. Meanwhile, grades IV-C and IV-D used the independent learning method. Before the researchers conducted *the treatment* using peace-based textbooks, they first conducted a pre-test by distributing test questions to students related to their knowledge of bullying. The questions were in the form of multiple choice with answers provided.

Sampling was based on the age of students who were vulnerable to *bullying* behavior. Based on the results of a survey conducted by Samantha Salmon et al. , the likelihood of bullying victims is higher in grades 8 to 12. Therefore, intervention must begin in grades 4, 5, or 6 (Salmon et al., 2018). The researchers selected a sample from class IV of SD Plus Nurul Hikmah based on the same age, namely 10 years old.

After the students were given *treatment* using peace-based PAI textbooks, the researchers administered a *post-test* in the form of practice questions that were the same as those in *the pre-test*. Thus, obtained the results of a comparison of the *pre-test* and *post-test* scores between experimental group 1 and experimental group 2, which showed a significant difference.

After the data was collected, the next step was data analysis. The collected data was processed using statistical data analysis and reported descriptively. The following is the descriptive statistical data report presented in a table.

Table 1 - Statistical data analysis results

		Mean	Number	Standard Deviation	Mean Standard Error
Pair 1	Pretest	35.34	47	3.824	.558
	Posttest	37.89	47	2,876	.419

Based on the results of statistical data analysis using SPSS 17.0, which can be seen in the table above, the average *post-test* score in group 1 was higher than the average *pre-test* score. This descriptively shows that there is a difference in the average learning outcomes between the *pre-test* and *post-test* scores. The test was conducted on 47 students with an average score (mean) of 35.34 on the pre-test and a data distribution (Std. Deviation) of 3.824 with a standard error of 558. Meanwhile, in the post-test, the average score (mean) was 37.89 from 47 students, and the data distribution (Std. Deviation) obtained was 2.876 with a standard error of 419.

These results indicate that there was an increase in scores during the post-test in the experiment of providing peace-based textbooks using the STAD method, followed by a smaller data distribution and standard error.

Table 2 - Relationship between pretest and posttest

		Number	Correlation	Sig.
Pair 1	Pre-test & Post-test	47	.913	.000

Based on the output in the table above, the significance value is 0.00, which is less than 0.05. This proves that there is a relationship between the pretest and posttest variables. The pretest and posttest results show a significant change. In other words, based on descriptive statistical analysis, the scores on the pretest and posttest prove to be higher on the posttest. Therefore, it can be concluded that the use of peace-based textbooks through the STAD method has been proven to increase students' knowledge about bullying.

Table 3 -Differences in test results

		Test result differences					T	df	Sig. (2- tailed)
		Mean	Standard deviation	Std. error	95% confidence interval				
					Lower	Upper			
Pair 1	Pre-test – Post- test	- 2.553	1.679	.245	-3.046	-2,060	- 10,428	46	.000

The table above is *the third output*, which is most important for answering the question of whether there is an effect of using peace-based textbooks through the STAD method on students' knowledge of bullying. Because the significance value is <0.05 (0.00), it means that there is a difference in the average scores between the pretest and posttest results, which indicates that there is an effect of using textbooks through the STAD learning method on students' knowledge about bullying at SD Plus Nurul Hikmah Pamekasan.

Furthermore, the researcher tested the use of PAI textbooks based on peace education through independent learning methods in the classroom. Based on the *pre-test* and *post-test* data on the use of PAI teaching materials based on peace education with independent

learning methods, the following are the statistical analysis results using SPSS 17 in the table below:

Table 4 - Comparison of Pretest and Posttest Scores in the Independent Learning Method

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	33.66	47	3.947	.576
	Posttest	34.60	47	3.774	.551

In group 2 (independent learning), the average post-test score was higher than the average pre-test score. This descriptively shows that there was a difference in the average scores between the pre-test and post-test. At the time of the pretest, with 47 students, the average score was 33.66 and the standard deviation was 3.947. Meanwhile, at the time of the posttest, the average score was 34.60 and the standard deviation was 3.774.

Table 5 - Relationship Between Pretest and Posttest Variables

		Number	Relationship	Sig.
Pair 1	Pretest & Posttest	47	.989	.000

Based on the output shown in the table above, the significance value = 0.00, which is less than 0.05. This indicates a relationship between the pretest and posttest variables.

The pretest and posttest results show a significant change. In other words, based on descriptive statistics, the scores at the pretest and posttest prove to be higher at the posttest. Thus, it can be concluded that the use of peace-based textbooks through independent learning methods can increase students' knowledge about bullying.

Table 6 - Differences in Pre-test and Post-test Results

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test – Post-test	-.936	.604	.088	-1.114	-.759	-10.617	46	.000

This third *output* is the most important for answering the question of whether or not the independent learning method used has an effect on students' knowledge of bullying. A significance result of <0.05 (0.00) means that there is a difference in the average between the pretest and posttest. This shows that the use of the independent learning method has an effect on students' knowledge of bullying.

Next, the researcher conducted a normality test to ensure that the data was normally distributed. The normality test was conducted on each research variable to determine whether the data for each research variable came from a normally distributed population. For this purpose, the *Kolmogorov Smirnov Test* was conducted because the sample size was above 30. The assessment criteria are as follows: Data is said to be normally distributed if

the sig (ρ) value is greater than the selected significance ($\alpha = 0.05$). Data is said to be not normally distributed if the sig (ρ) value is smaller than the specified significance ($\alpha = 0.05$).

Based on the normality calculation results using SPSS 17.0 for Windows, the information obtained for each variable is as follows:

Table 7 - Results of the Kolmogorov-Smirnov Normality Test

		Method	Value
N		47	94
Normal Parameters ^{a,b}	Mean	35.34	36.24
	Std. Deviation	3.824	3.726
Most Extreme Differences	Absolute	.179	.157
	Positive	.111	.157
	Negative	-.179	-.149
Kolmogorov-Smirnov Z		1.224	1.520
Asymp. Sig. (2-tailed)		.100	.20
a. Test distribution is Normal.			
b. Calculated from data.			

The table above shows the results of the normality test for the class taught using the STAD method with a peace-based PAI textbook and the class taught using the independent learning method with a peace-based PAI textbook. The data can be said to be normally distributed if the significance value is > 0.05 . The output above shows that the data is normally distributed because the Asymp.Sig of both data sets is 0.20, which is greater than 0.05.

Next, the researcher conducted a homogeneity test to determine the homogeneity of the research variable variance. The homogeneity test in this study was conducted on the scores obtained for each learning method used. For this purpose, the Lavene test was used.

Based on the calculations using the SPSS 17.0 for Windows application, a summary of the Levene Test and ρ statistics for each research variable was obtained. The results of the homogeneity test using the Levene test statistics for each variable are shown in the following table.

Table 8 - Homogeneity Test Results

Homogeneity Test Results			
		Value	
Levene Statistic	df1	df2	Sig.
.437	1	92	.510

The table above shows the results of the homogeneity test. Data distribution is considered homogeneous if the significance value is > 0.05 . Based on the table above, the data can be considered homogeneous because sig > 0.05 , which is 510.

The statistical hypothesis test that can be formulated in this study is: H_0 = There is no difference in scores on the use of peace-based PAI teaching materials between classes that use the STAD method and independent learning. H_1 = There is a difference in scores on the use of peace-based PAI teaching materials between classes that use the STAD method and independent learning.

To test the above hypothesis, the author conducted inferential statistical analysis using the *one-way ANOVA (Analysis of Variance)* method. However, before applying this

method, several assumptions must be met. Among them is that the data pattern must be normally distributed by conducting a normality test, the results of which are shown in Table 19. In addition, the variance between the data must be homogeneous by conducting a homogeneity test, the results of which can be seen in Table 8.

After the prerequisite tests were carried out, the hypothesis test was then conducted in this study using *One-Way ANOVA*. The criteria used in the hypothesis test were that H_0 was rejected if the value of p (probability of error) was smaller than the value of α (significance level) used, which was 0.05.

Based on the calculations using SPSS 17.0 for Windows, the results of the ANOVA analysis are as follows:

Table 9. ANOVA Test

ANOVA TEST					
Value					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	255.585	1	255,585	22,701	.000
Within Groups	1,035,787	92	11,259		
Total	1,291,372	93			

Based on Table 9 above, the *p-value* (see sig.) is < 0.05 . Therefore, when linked to the statistical hypothesis presented earlier, the decision is to reject H_0 . This indicates that there is a significant difference between the post-test scores for the use of PAI teaching materials based on peace using STAD and independent learning.

After concluding that "there is a significant difference in post-test results between the STAD method and independent learning," it is also necessary to determine which learning method is more effective in overcoming bullying in schools between the STAD method and independent learning. This can be seen in the following table:

Table 10. Differences in scores using the STAD method and the Independent Learning method

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
STAD Method	47	37.89	2.876	.419	37.05	38.74	30	40
Self-directed learning method	47	34.60	3,774	.551	33.49	35.70	16	39
Total	94	36.24	3,726	.384	35.48	37.01	16	40

Based on the average scores obtained from both methods, it can be concluded that for the use of PAI teaching materials based on peace for fourth-grade students at SD Plus Nurul Hikmah, the STAD learning method proved to be more effective than the independent learning method. This can be seen in the following figure.

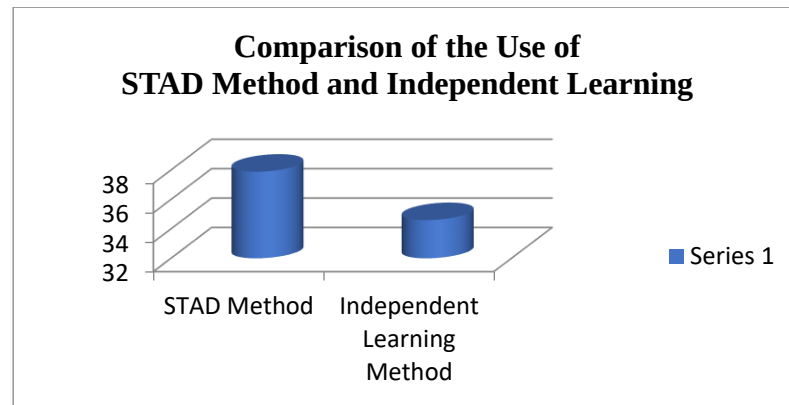


Figure 3. Comparison of the use of the STAD method and independent learning

Discussion

In experiment 1, the use of peace-based PAI teaching materials with the STAD method showed an increase in the average score from *the pre-test* to *the post-test*, namely from a score of 35.34 to 37.89. Meanwhile, in experiment 2, the use of peace-based PAI textbooks with the independent learning method showed an increase in the average score from *the pre-test* to *the post-test*, namely from a score of 33.66 to 34.60. These results indicate that the provision of *treatment* using peace-based PAI textbooks is effective in overcoming bullying and that the effect is greater when using the STAD method than when using the independent learning method.

In addition, the researcher also conducted observations during the trial. Based on the observation results, it can be seen that students were very enthusiastic when learning using PAI teaching materials based on peace with the STAD method. This was also the case when using the independent learning method. However, the level of understanding of students was still lacking when using the independent learning method. In general, students still depended on teachers to explain the material in detail, accompanied by relevant examples.

It appears that the STAD method is considered to have a greater influence than conventional methods, as shown in the research conducted by Lumbantoruan. Through the STAD method, students can cooperate and motivate each other to achieve the desired goals (Lumbantoruan et al., 2022). This is also in line with the results of research by Utomo, et al. which shows the influence of STAD cooperative learning on knowledge and attitudes towards smoking prevention in elementary school children (Utomo & Padoli, 2019). This study reinforces that the STAD learning method is indeed effective for elementary school children.

In addition to using the STAD method, the researchers also tested the effectiveness of using peace-based PAI textbooks using the independent learning method. Although the results were not as significant as those using the STAD method, the results also showed an increase in scores after *the treatment*. This shows that peace-based textbooks are indeed effective in overcoming bullying in elementary schools. It appears that the success of the pilot program in schools was not only influenced by the learning method, but also because the peace-based PAI teaching materials developed were indeed relevant and suitable for students in overcoming bullying in elementary schools.

This is also supported by the results of observations when the learning process took place, it appeared that some students actively asked about examples of bullying and its impact. Through the explanations in the book plus explanations from teachers, they can find out the forms of bullying and the impact of bullying. A change in attitude is also seen when

students have stopped making fun of their friends with their parents' names. Even though previously it was widely done by students.

Based on previous research, teaching materials have their own advantages in overcoming the problem of violence in schools. This is in line with the results of research by Trilisiana, who developed a child protection education module on sexual violence for elementary school teachers. This research focused on overcoming the problem of sexual violence that is rampant in schools (Trilisiana et al., 2020).

Unlike previous research on peace education programs conducted in schools, which usually focused on providing special programs to educators, principals, and stakeholders in schools, such as through peace education seminars (Setiadi et al., 2017b), Social-Emotional Learning (Hymel & Darwich, 2018), which is social-emotional learning skills in schools, and the Peace Pack program (Slee & Mohyla, 2007), conducted in Australia, which has been proven effective in reducing bullying in elementary schools. This time, researchers are trying to develop PAI teaching materials based on peace to address bullying in elementary schools.

The PAI teaching book developed refers to the 2013 curriculum, which incorporates the values of peace education. The aim is to increase tolerance among students, which will help them develop their competencies optimally, especially their social skills, so that they can build good relationships with the people around them, especially their parents, friends, and teachers, thereby creating a harmonious atmosphere without violence or bullying.

Based on previous research, there are several ways to overcome bullying, namely by developing a social ecological system in schools, (Espelage & Swearer, 2009) developing a moderate school climate through the SEL (social-emotional learning) approach (Yang et al., 2020), increasing school resilience through several activities carried out in schools, such as teaching soft skills to students according to their conditions and needs, strengthening character education through religious, social, and scientific activities, and developing communication skills, negotiation, conflict resolution, and decision-making exercises. In addition, educators can provide storytelling media (Cordi & Masturzo, 2013b), and drama (Mavroudis & Bournelli, 2016) to equip students with social-emotional skills. Educators can also use cooperative learning (Van Ryzin & Roseth, 2018) in classroom learning involving peers (Stevens et al., 2000), which has been proven to improve changes in student behavior.

The closeness between educators and students in cooperative learning appears to be very effective for socially withdrawn children, thereby preventing aggressive behavior at school (Firdaus, 2019). Students will be better able to control their emotions if they are accustomed to interacting intensively with their peers. They will understand, respect, and appreciate each other in order to maintain their friendships.

This study found that the STAD method in the experiment using peace-based PAI textbooks was more effective than using the independent learning method. This is in line with research conducted by Ghazi Ghaith, which found that cooperative learning has been proven to be superior to individualistic and competitive learning in improving cognitive and non-cognitive learning outcomes in schools (Ghaith, 2001). Similarly, the results of Yueqin Wu's research state that the STAD approach in English learning is feasible and effective in improving students' communicative competence (Wu, 2021). Likewise, research by Andhita Dessy Wulansari (Wulansari, 2014), and Riny Pujiyanti (Utomo & Padoli, 2019).

These findings support Gus Dur's theory of peace education, which states that education must prioritize dialogue over monologue (Daisaku Ikeda, 2013). Dialogue can place students and educators on equal footing as learners. Dialogue can also train students and educators to respect and appreciate each other, because dialogue involves listening to other people's ideas. In addition, a democratic atmosphere will be fostered that allows all

parties to actively participate in the learning process. Freedom, tolerance, and equality among humans are the keywords for Gus Dur's perspective on peace education.

Through dialogue, students can develop communication skills so that they can express their needs, recognize their identity, and recognize their needs. They will learn to compromise, solve problems, and show compassion even if they disagree with others' opinions (Noddings, 2015).

Similarly, John Dewey believed that education must be based on moral values, democratic values, and religious ethics. Dewey also believed that schools are the foundation for dynamic change. Schools also make students aware of their potential and their role in building a peaceful life (Charles F. Howlett, John Dewey, 2008).

The above theory of peace education became the basis for researchers in developing peace-based PAI teaching materials. In PAI learning, the material is full of peace education values and the methods are also varied. The researcher chose the STAD method, which is part of *cooperative learning* that promotes the values of tolerance, cooperation, and responsibility. This certainly greatly influences the learning outcomes obtained by students. The learning outcomes in question include cognitive, affective, and psychomotor aspects.

To overcome bullying in schools, educators can also approach students to get to know them better and understand their reasons for engaging in various types of intimidation (Rigby, 2003). In addition, educators can design learning activities that involve students to increase solidarity and socialization among students. One learning design that can increase student solidarity and socialization is cooperative learning, play, and role playing (Espelage & Swearer, 2009). Drama can also equip students with social and emotional skills so that they can combat the phenomenon of bullying (Mavroudis & Bournelli, 2016).

Through cooperative learning (STAD) in the use of PAI teaching materials based on peace, students can develop their potential and abilities in dialogue and cooperation. This will foster an attitude of respect for others, tolerance, and responsibility. This attitude will help overcome the tendency of students to engage in bullying.

CONCLUSION

This study successfully developed peace education-based Islamic Religious Education (PAI) teaching materials for fourth-grade elementary school students using the 4D development model (Define, Design, Develop, and Disseminate). The developed teaching materials were validated by experts in content, language, and instructional media, demonstrating a high level of validity and suitability for classroom implementation. The effectiveness evaluation further showed that the teaching materials improved students' learning outcomes related to peace values and bullying prevention. Moreover, the findings indicate that the implementation of the teaching materials through the STAD learning method produced greater improvements than independent learning, suggesting that collaborative learning strengthens students' understanding and internalization of peace education values.

Despite these promising findings, this study has several limitations. First, the research was conducted in a limited geographical area, which may restrict the generalizability of the findings to other educational contexts. Second, the sample size was relatively limited, and the study involved only fourth-grade elementary school students; therefore, the effectiveness of the developed teaching materials for other grade levels remains to be investigated. Third, the effectiveness evaluation primarily measured students' cognitive understanding of peace education and bullying prevention through pre-test and post-test assessments. Consequently, this study did not examine whether the improved knowledge resulted in sustained changes

in students' bullying behaviour over a longer period. Future studies are therefore recommended to involve larger and more diverse samples, include students from different grade levels and schools, and employ longitudinal designs that observe actual behavioural changes in bullying prevention following the implementation of peace education-based PAI teaching materials.

REFERENCES

- Alexandra, F. (2019). Peace Education and The Phenomenon of Cultural Violence in Children and Adolescents in Indonesia. *Journal of Paradigms (JP)*, 7(3), 105–117.
- Alfarezel, C. T. (2025). Development of an Islamic Character Education Model Based on Emotional Intelligence to Prevent Bullying in Schools. *Journal on Islamic Studies*, 2(1), 34–42. <https://pubcenter.ristek.or.id/index.php/jois/article/view/127>
- Amsing, H. T. A., & Dekker, J. J. H. (2020). Educating peace amid accusations of indoctrination: A Dutch peace education curriculum in the polarised political climate of the 1970s. *Paedagogica Historica*, 56(3), 360–383. <https://doi.org/10.1080/00309230.2019.1580299>
- Borualogo, I. S., & Gumilang, E. (2019). Kasus Perundungan Anak di Jawa Barat: Temuan Awal Children's Worlds Survey di Indonesia. *Psymphatic : Jurnal Ilmiah Psikologi*, 6(1), 15–30. <https://doi.org/10.15575/psy.v6i1.4439>
- Brailas, A. (2021). Digital storytelling and the narrative turn in psychology: Creating spaces for collective empowerment. *Global Journal of Community Psychology Practice*, 12(4). <https://journals.ku.edu/gjcpp/article/view/20633>
- Brenes-Castro, A. (2004). An integral model of peace education. *Educating for a Culture of Social and Ecological Peace*, 77–98. https://books.google.com/books?hl=id&lr=&id=6s5jRYllbYYC&oi=fnd&pg=PA77&dq=+component+of+peace+education&ots=_V0AgRcv-Q&sig=abNUJ0B5GpQU5kx0X6C513hmmeU
- Charles F. Howlett, John Dewey. (2008). *Peace Education*. Columbia University.
- Cordi, K., & Masturzo, K. (2013a). Using Literature and Digital Storytelling to Create a Safe Place to Address Bullying. *Voices from the Middle*, 20(3), 21–26. <https://doi.org/10.58680/vm201322970>
- Cordi, K., & Masturzo, K. (2013b). Using Literature and Digital Storytelling to Create a Safe Place to Address Bullying. *Voices from the Middle*, 20(3), 21–26. <https://doi.org/10.58680/vm201322970>
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Daisaku Ikeda, K. H. (2013). *Dialog peradaban untuk toleransi dan perdamaian*. Gramedia Pustaka Utama. [https://books.google.com/books?hl=id&lr=&id=p0RODwAAQBAJ&oi=fnd&pg=P1&dq=KH.+Abdurrahman+Wahid+%26+Daisaku+Ikeda,+Civilization+Dialogue+for+Tolerance+and+Peace,+\(Jakarta:+Gramedia+Pustaka+Utama,+2011\),+5&ots=iCLWPPLH-C&sig=SSCdyKjhGc3D6DmVg-yKMxErww0](https://books.google.com/books?hl=id&lr=&id=p0RODwAAQBAJ&oi=fnd&pg=P1&dq=KH.+Abdurrahman+Wahid+%26+Daisaku+Ikeda,+Civilization+Dialogue+for+Tolerance+and+Peace,+(Jakarta:+Gramedia+Pustaka+Utama,+2011),+5&ots=iCLWPPLH-C&sig=SSCdyKjhGc3D6DmVg-yKMxErww0)

- Espelage, D. L., & Swearer, S. M. (2009). A social-ecological model for bullying prevention and intervention: Understanding the impact of adults in the social ecology of youngsters. In *Handbook of bullying in schools* (pp. 61–71). Routledge. <https://api.taylorfrancis.com/content/chapters/edit/download?identifierName=doi&identifierValue=10.4324/9780203864968-6&type=chapterpdf>
- Firdaus, F. M. (2019). Efforts to Overcome Bullying in Elementary School by Delivering School Programs and Parenting Programs through Whole-School Approach. *Jurnal Pendidikan Sekolah Dasar Didaktika*, 2(2), 49–60. <http://download.garuda.kemdikbud.go.id/article.php?article=1506703&val=439&title=Upaya%20Mengatasi%20Bullying%20di%20Sekolah%20Dasar%20dengan%20Mensinergikan%20Program%20Sekolah%20dan%20Parenting%20Program%20melalui%20Whole-School%20Approach>
- Ghaith, G. (2001). Learners' perceptions of their STAD cooperative experience. *System*, 29(2), 289–301. <https://www.sciencedirect.com/science/article/pii/S0346251X01000161>
- Gunawan, I. (2016). Metode penelitian kuantitatif. Retrieved June, 7, 2017. https://fip.um.ac.id/wp-content/uploads/2015/12/2_Metpen-Kuantitatif.pdf
- Haryati, S. (2012). Research and Development (R&D) sebagai salah satu model penelitian dalam bidang pendidikan. *Majalah Ilmiah Dinamika*, 37(1), 15. https://www.academia.edu/download/35237630/Teknik_Pengembangan_R_D.pdf
- Hymel, S., & Darwich, L. (2018). Building peace through education. *Journal of Peace Education*, 15(3), 345–357. <https://doi.org/10.1080/17400201.2018.1535475>
- Jayani, D. H. (2019, December 12). PISA: Murid Korban “Bully” di Indonesia Tertinggi Kelima di Dunia. *Kata data media network*. <http://databoks.katadata.co.id/pendidikan/statistik/1f55ece17447f2b/pisa-murid-korban-bully-di-indonesia-tertinggi-kelima-di-dunia>
- Johnson, D. W., & Johnson, R. T. (2011). Peace education in the classroom: Creating effective peace education programs. In *Handbook on peace education* (pp. 223–240). Psychology Press. <https://www.taylorfrancis.com/chapters/edit/10.4324/9780203837993-19/peace-education-classroom-david-johnson-roger-johnson>
- Johnson, D. W., & Johnson, R. T. (2013). Essential components of peace education. In *Peace Education Tip V44# 4* (pp. 280–292). Routledge. <https://api.taylorfrancis.com/content/chapters/edit/download?identifierName=doi&identifierValue=10.4324/9781315045665-2&type=chapterpdf>
- Kamal, M. (2020). Research and Development (R&D) tadribat/drill madrasah aliyah class x teaching materials arabic language. *Santhet (Jurnal Sejarah Pendidikan Dan Humaniora)*, 4(1), 10–18. <https://ejournal.unibabwi.ac.id/index.php/santhet/article/view/863>
- Kementerian PPPA RI. (2022, November 29). *Siaran Pers Nomor: B-588/SETMEN/HM.02.04/11/2022*. KemenPPPA. <https://www.kemenpppa.go.id/index.php/siaran-pers/kasus-perundungan-anak-sd->

- di-kabupaten-malang-kemenpppa-ingatkan-orang-tua-dan-guru-waspadai-maraknya-bullying-di-sekolah
- Lasser, J., & Adams, K. (2007). The Effects of War on Children: School Psychologists' Role and Function. *School Psychology International*, 28(1), 5–10. <https://doi.org/10.1177/0143034307075669>
- Lewsader, J., & Myers-Walls, J. A. (2017). Developmentally appropriate peace education curricula. *Journal of Peace Education*, 14(1), 1–14. <https://doi.org/10.1080/17400201.2016.1228527>
- Lumbantoruan, J. H., Dane, G., & Mahyar, B. (2022). Comparison of Mathematics Learning Outcomes with Student Team Achievement Divisions and Team Assisted Individualization Model. *Al-Hijr: Journal of Adulearn World*, 1(3), 132–140. <http://repository.uki.ac.id/10648/>
- Mavroudis, N., & Bournelli, P. (2016). The role of drama in education in counteracting bullying in schools. *Cogent Education*, 3(1), 1233843. <https://doi.org/10.1080/2331186X.2016.1233843>
- Noddings, N. (2015). *The challenge to care in schools*. teachers college press. [https://books.google.com/books?hl=id&lr=&id=LaRDAwAAQBAJ&oi=fnd&pg=PT9&dq=Noddings,+N.+The+Challenge+to+Care+in+Schools:+An+Alternative+Approach+to+Education.+2nd+ed.+\(NY:+Teachers+College+Press,+2005\),+561&ots=hJ17ohcdfV&sig=d2nX2RKC09CW6DdovNM7CcAEYZI](https://books.google.com/books?hl=id&lr=&id=LaRDAwAAQBAJ&oi=fnd&pg=PT9&dq=Noddings,+N.+The+Challenge+to+Care+in+Schools:+An+Alternative+Approach+to+Education.+2nd+ed.+(NY:+Teachers+College+Press,+2005),+561&ots=hJ17ohcdfV&sig=d2nX2RKC09CW6DdovNM7CcAEYZI)
- Pinar, W. F. (2003). *International handbook of curriculum research*. L. Erlbaum Associates Mahwah. <https://api.taylorfrancis.com/content/books/mono/download?identifierName=doi&identifierValue=10.4324/9780203831694&type=googlepdf>
- Ridwan, A. (2025, May 27). Kasus Kekerasan terhadap Anak di Indonesia Meningkatkan sampai 2024. *Kata data media network*. <https://databoks.katadata.co.id/kriminalitas/statistik/6835602ae4ff1/kasus-kekerasan-terhadap-anak-di-indonesia-meningkat-sampai-2024>
- Rigby, K. (2003). Addressing bullying in schools: Theory and practice. *Trends & Issues in Crime & Criminal Justice*, (259). <https://www.aic.gov.au/sites/default/files/2020-05/tandi259.pdf>
- Salmon, S., Turner, S., Taillieu, T., Fortier, J., & Afifi, T. O. (2018). Bullying victimization experiences among middle and high school adolescents: Traditional bullying, discriminatory harassment, and cybervictimization. *Journal of Adolescence*, 63, 29–40. <https://www.sciencedirect.com/science/article/pii/S0140197117302038>
- Setiadi, R., Kartadinata, S., & Nakaya, A. (2017a). A peace pedagogy model for the development of peace culture in an education setting. *The Open Psychology Journal*, 10(1). <http://www.openpsychologyjournal.com/VOLUME/10/PAGE/182/FULLTEXT/>
- Setiadi, R., Kartadinata, S., & Nakaya, A. (2017b). A peace pedagogy model for the development of peace culture in an education setting. *The Open Psychology Journal*,

- 10(1).
<http://www.openpsychologyjournal.com/VOLUME/10/PAGE/182/FULLTEXT/>
- Slee, P. T., & Mohyla, J. (2007). The PEACE Pack: An evaluation of interventions to reduce bullying in four Australian primary schools. *Educational Research*, 49(2), 103–114.
<https://doi.org/10.1080/00131880701369610>
- Stevens, V., Van Oost, P., & De Bourdeaudhuij, I. (2000). The effects of an anti-bullying intervention programme on peers' attitudes and behaviour. *Journal of Adolescence*, 23(1), 21–34.
<https://www.sciencedirect.com/science/article/pii/S0140197199902968>
- Syandri, G., Munir, S., Julhadi, J., & Suyono, S. (2025). Development and Practical Application of Character-Based Reading Materials in Junior High School English Instruction. *AL-ISHLAH: Jurnal Pendidikan*, 17(3), 4381–4394.
<http://www.journal.staihubbulwathan.id/index.php/alishlah/article/view/7314>
- Tolchah, Moch. (2020). *Problems in Islamic Religious Education and Their Solutions*. Kanzum Books.
- Trilisiana, N., Ismaniati, C., & Wahyuningsih, D. (2020). Modul pendidikan perlindungan anak dari kekerasan seksual untuk guru sekolah dasar. *Jurnal Epistema*, 1(2), 78–85.
<https://www.academia.edu/download/77979523/15046.pdf>
- Utomo, B., & Padoli, P. (2019). The Effect Of Teams Achievement Division Method On Knowledge And Attitude To Prevent Smoking Cessation Among Elementary School Children In Kupang City, Indonesia. *International Journal of Nursing and Health Services (IJNHS)*, 2(3), 107–115.
<http://ijnhs.net/index.php/ijnhs/article/download/175/66>
- Van Ryzin, M. J., & Roeth, C. J. (2018). Cooperative learning in middle school: A means to improve peer relations and reduce victimization, bullying, and related outcomes. *Journal of Educational Psychology*, 110(8), 1192.
<https://psycnet.apa.org/fulltext/2018-08642-001.html>
- Wu, Y. (2021). The Application of “Student Teams-Achievement Divisions Cooperative Learning (STAD CL)” Approach in College English Language Teaching (ELT) and Language Learners' Communicative Competence Acquisition. *2021 2nd International Conference on Computers, Information Processing and Advanced Education*, 881–884. <https://doi.org/10.1145/3456887.3457094>
- Wulansari, A. D. (2014). Efektivitas Penerapan Metode Pembelajaran Student Teams Achievement Divisions Dan Team Assisted Individualization Pada Materi Regresi Linier. *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan*, 12(1), 155–173.
<http://jurnal.iainponorogo.ac.id/index.php/cendekia/article/view/373>
- Yang, C., Chan, M.-K., & Ma, T.-L. (2020). School-wide social emotional learning (SEL) and bullying victimization: Moderating role of school climate in elementary, middle, and high schools. *Journal of School Psychology*, 82, 49–69.
<https://doi.org/10.1016/j.jsp.2020.08.002>