

RESTORATIVE LEADERSHIP AS AN EFFORT TO REDUCE VERBAL AGGRESSION IN BOARDING SCHOOLS FOR HIGH ACHIEVING STUDENTS

NURAINI, ABU HASAN AGUS R*

Universitas Nurul Jadid, Indonesia

Email: asysyawwa@gmail.com, masagusrm@unuja.ac.id*

(Article History)

Received April 20, 2026; Revised June 4, 2026; Accepted June 15, 2026

Abstract: Restorative Leadership as an Effort to Reduce Verbal Aggression in Boarding Schools for High Achieving Students

Verbal aggression among high-achieving students in boarding schools has become a social barrier, driven by academic pressure and the boarding environment's social dynamics. This situation can create discomfort, disrupting the learning culture and interpersonal relationships. This study aims to analyze the role of restorative leadership as a managerial strategy in reducing verbal aggression and fostering positive interactions among students in a boarding school setting. This study employs a qualitative approach using data collection techniques such as interviews with seven informants, observation, and document analysis. The findings indicate that restorative leadership can help reduce verbal aggression through four primary mechanisms: facilitating social dialogue, fostering empathy and responsibility, transforming a disciplinary culture into a reflective and participatory one, and implementing mediation as a system for sustained relationship restoration. These findings illustrate that restorative leadership can create a safer, more collaborative, and supportive boarding school environment that supports students' academic and emotional development. The implications of this research emphasize the importance of integrating restorative policies into school governance and strengthening digital communication ethics literacy to prevent verbal aggression in online spaces.

Keywords: Restorative Leadership, Verbal Aggression, Boarding Schools, Conflict Management, High-achieving Students.

Abstrak: Kepemimpinan Restoratif sebagai Upaya Mengurangi Agresi Verbal pada Sekolah Berasrama bagi Siswa Berprestasi

Agresi verbal di kalangan siswa berprestasi pada sekolah berasrama telah menjadi hambatan sosial yang dipicu oleh tekanan akademik dan dinamika sosial lingkungan asrama. Kondisi ini dapat menimbulkan ketidaknyamanan yang mengganggu budaya belajar dan hubungan antarpribadi. Penelitian ini bertujuan untuk menganalisis peran kepemimpinan restoratif sebagai strategi manajerial dalam mengurangi agresi verbal dan membangun interaksi positif antar siswa di lingkungan sekolah berasrama. Penelitian ini menggunakan pendekatan kualitatif dengan teknik pengumpulan data berupa wawancara terhadap tujuh informan, observasi, dan analisis dokumen. Hasil penelitian menunjukkan bahwa kepemimpinan restoratif mampu membantu mengurangi agresi verbal melalui empat mekanisme utama, yaitu

memfasilitasi dialog sosial, menumbuhkan empati dan tanggung jawab, mengubah budaya disiplin menjadi lebih reflektif dan partisipatif, serta menerapkan mediasi sebagai sistem pemulihan hubungan yang berkelanjutan. Temuan ini menunjukkan bahwa kepemimpinan restoratif dapat menciptakan lingkungan sekolah berasrama yang lebih aman, kolaboratif, dan suportif bagi perkembangan akademik maupun emosional siswa. Implikasi penelitian ini menegaskan pentingnya integrasi kebijakan restoratif dalam tata kelola sekolah serta penguatan literasi etika komunikasi digital untuk mencegah agresi verbal di ruang daring.

Kata Kunci: Kepemimpinan Restoratif, Agresi Verbal, Sekolah Berasrama, Manajemen Konflik, Siswa Berprestasi.

INTRODUCTION

Boarding schools have become a popular educational model among parents, as they not only provide classroom instruction but also offer intensive guidance on daily life for students, including character development, discipline, and social supervision (Reskiawan and Agustang 2021). Generally, this educational system is found in Islamic boarding schools (pesantren), elite madrasahs, and private schools that prioritize character development (Pratama, Luviani, Fajri, & Lampung, 2025). In practice, boarding schools offer high levels of social interaction, fostering character, solidarity, and a deep-rooted learning culture among students (Meli, Asmendra, Salam, Munir, & Herlina, 2023). However, high levels of interaction also carry significant potential to trigger social conflicts and psychological stress among students; if left unaddressed without special intervention, this could harm students' psychological well-being and academic performance (As-Tsauri and Erihadiana 2022; Rosid and Fauziyah 2022). Therefore, specialized research is needed to examine how leadership can reduce social tension among high-achieving students (Lahitania & Muttaqin, 2025).

One of the most common social issues encountered in boarding school settings is verbal aggression. This behavior can take the form of insults, taunts, verbal intimidation, or demeaning or domineering communication toward others. Verbal aggression can affect students' emotional well-being, lower their self-confidence, and disrupt their learning environment and interpersonal relationships. In boarding school environments, academic pressure, competition for achievement, seniority, and social stratification often contribute to the emergence of verbal aggression among students.

This situation was also observed at the LIPS Az-zainiyah boarding school at SMP Nurul Jadid. Field observations revealed that this language program is often the focus of attention within the boarding school community, as it frequently faces significant social challenges. These range from social tensions among students influenced by seniority culture, academic competition, and language proficiency

stratification ultimately causing some members to feel uncomfortable, experience social pressure, and even choose to transfer to the regular dormitory. Indirectly, this phenomenon can weaken students' emotional resilience and reduce their motivation to learn within this language institution. From the factors above, it is evident that verbal aggression is the primary factor driving students' lack of interest in studying at the LIPS dormitory and the decline in the quality of students within the institution. Therefore, problem-solving strategies and guidance from leaders in both the school and the dormitory are necessary (Muslim, Kunta, and Baharun 2025; Anggara, I, and Darmansah 2025).

Restorative leadership is a suitable approach to addressing this issue because it focuses on creating a trauma-informed environment and building trust through meaningful interactions (Kapioru, et.al. 2025). This leadership emphasizes effective communication skills and an understanding of students' needs rather than solely on formal discipline (Stewart & Ezell, 2024). Restorative leadership is an alternative approach aimed at repairing the fractured social fabric among perpetrators, victims, and the community following an issue (Yudha & Yulianis, 2024). Additionally, from a psychological perspective, verbal aggression can cause trauma in students, which ultimately weakens their desire to learn (Ayuba, et.al. 2025). Verbal aggression, also known as verbal violence or aggressive behavior in the form of language, intonation, or communication that does not involve physical contact, is intended to hurt, belittle, or even dominate and harm others (Dewi and Kyranides 2022; Ulya, et.al. 2023).

Previous studies have extensively addressed bullying and physical violence in educational settings. In contrast, research on verbal aggression among high-achieving students in boarding schools remains limited, as evidenced by the study (Azani, et.al. 2025). Several international studies indicate that boarding school environments with high levels of interaction have the potential to generate psychological stress, relational conflicts, and verbal aggression among students, particularly within competitive and hierarchical cultures (Zhong, et.al. 2024). Additionally, restorative approaches in educational leadership are emerging as strategies to foster healthier social relationships, enhance empathy, and create a supportive school climate (Gregory, et.al. 2024). However, most previous research has focused on restorative justice in law and social conflict resolution. At the same time, its implementation in educational leadership particularly in boarding school environments has not been extensively studied. An example is the research conducted by Yuni Priskila Ginting, which discusses the resolution of criminal offenses through a restorative approach (Ginting, et.al. 2024).

Thus, this study contributes to expanding the study of restorative leadership in the context of boarding school education, particularly in reducing verbal aggression and fostering positive social interactions among high-achieving students in language institutions.

RESEARCH METHODS

This study employs a qualitative approach using a case study design. The research was conducted at SMP Nurul Jadid, specifically within the LIPS (Language Intensive Program) at SMP Nurul Jadid, based on the consideration that this location was selected following initial observations and preliminary interviews which indicated the presence of verbal aggression among students within the LIPS dormitory environment; the institution frequently experiences a decline in student enrollment due to significant instances of verbal aggression. The participants are shown on Table 1.

Table 1. Interview Participants

No.	Name of the Informant	Initials	Remarks	Inclusions
1.	Mohammad Jufri M.Pd	MJ	Headmaster of SMP Nurul Jadid	Has the authority to make policy decisions
2.	Abdur Rosyid S.Kom	AR	Coordinator LIPS	Directly involved in the management of language programs
3.	Sohibatul Islamiyah	SM	Dormitory Director	Understands social dynamics and student mentoring in the dormitory
4.	Vina Asyfia Kholidah	VK	LIPS Advisor	Active in mentoring and interacting with students
5.	Dewi Nabila Putri	DN	Active LIPS Students	Active in program activities and dormitory life
6.	Atiqotul Hasanah	AQ	Active LIPS Students	Have experience with social interaction in the dormitory
7.	Ulivia muhafadhatus zahro	UZ	Active LIPS Students	Understand the dynamics among students in the LIPS program

Source: Researcher's processed data, 2025

Data collection techniques involved three main methods: participatory observation, in which the researcher actively engaged with the environment under study; second, interviews using a semi-structured interview technique; and third, the use of structured questionnaires. These techniques were chosen because they allow the researcher to adapt questions to field conditions.

The researcher posed several structured questions to key informants including the school principal, the LIPS coordinator, dormitory staff, and active LIPS students participating in the program to gather information on forms of verbal aggression, patterns of student social interaction, conflict resolution strategies, and the implementation of restorative leadership within the dormitory environment. The third method is documentation, which is an equally important component of this study. Documentation consists of activity records, program reports, and school policies.

The data analysis technique employed is the interactive model by Miles and Huberman, which comprises three stages: data reduction, data presentation, and drawing conclusions/verification. The data reduction stage is conducted to filter out key data aligned with the research focus. The data results are used to systematically organize the data so that relationships between findings can be identified. Subsequently, the verification process involves cross-checking information from each informant to ensure data consistency and validity. Through this approach, it is hoped that a comprehensive understanding of the leadership strategies applied in addressing verbal aggression among high-achieving students can be obtained. Below is a diagram of the interactive analysis model according to Miles and Huberman.

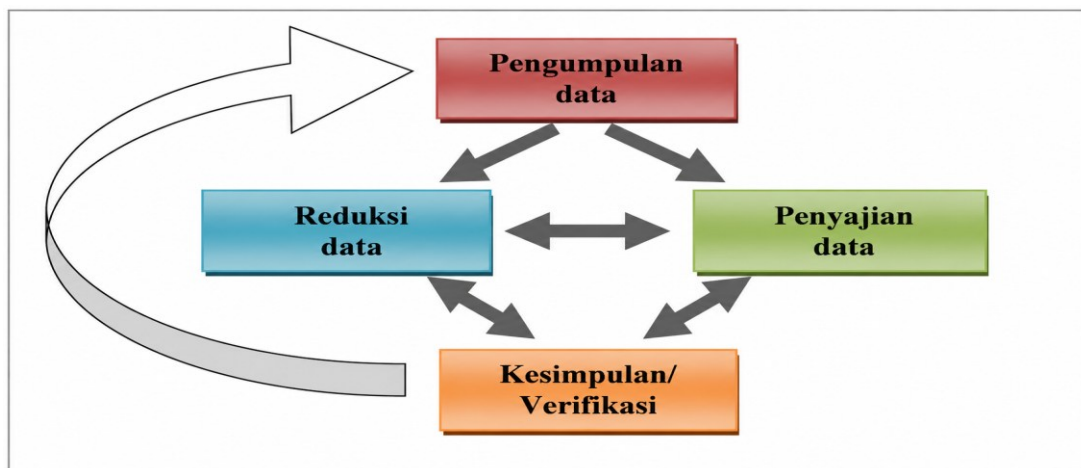


Figure 1. Interactive Model Analysis

This model shows that data collection, data reduction, data display, and conclusion drawing/verification are interconnected processes that occur continuously throughout the research (see Figure 1). The number of informants in this study was determined based on the data requirements of a qualitative case study, which emphasizes depth of information. Data collection continued until the

information obtained revealed recurring patterns and no further significant new data emerged.

RESULTS AND DISCUSSION

Based on interviews and observations at the LIPS Az-zainiyah dormitory of SMP Nurul Jadid, it was found that restorative leadership plays an active role in reducing verbal aggression and improving social interactions among high-achieving students. The dormitory leader serves as a facilitator of social dialogue, opening spaces for communication, instilling values of responsibility and empathy, and encouraging the transformation of disciplinary culture into a reflective one. This is achieved through mediation and the restoration of relationships among students in the boarding school.

Leaders as Facilitators of Dialogue and Managers of Organizational Communication

Based on an interview with one of the LIPS dormitory administrators (SI), it was found that the dormitory leader frequently organizes discussion forums when misunderstandings arise among members. In these forums, all students are allowed to speak openly without fear of being blamed. As a result, relationships among students have become more relaxed and characterized by mutual understanding. This aligns with the statement of an active LIPS student (DN), who explained that they are now more open to expressing their opinions because the dormitory leader sets a concrete example of effective communication and mutual respect. Whereas minor conflicts previously often ended in heated arguments, students are now invited to sit together for reflective dialogue and resolve issues calmly.

Furthermore, based on observational data collected within the LIPS dormitory environment, it was found that the dormitory leader consistently facilitated social dialogue through discussion forums and student mediation. In each meeting, the leader encouraged students to openly express their views and feelings without fear and mediated verbal conflicts using a reflective approach. Rather than imposing punishments, the leader emphasized mutual understanding and shared responsibility for social behaviors that occurred. Weekly reflection activities also demonstrate improvements in students' listening, emotion management, and empathy toward peers.

The image above illustrates that leaders serve not only as messengers but also as facilitators of a social culture that fosters empathy and collective responsibility. Through safe and structured dialogue spaces, the intensity of verbal aggression in the boarding school environment can be reduced. This finding supports previous research indicating that open communication and restorative approaches can strengthen interpersonal relationships and create a more supportive social environment (Reswita and Bernadet Buulolo 2023; Psikologi,

2025). However, this study expands upon previous research by not only discussing restorative communication in the broader context of education but also demonstrating how restorative leadership is directly applied in a boarding school environment with high-achieving students who face greater academic and social pressures.



Figure 2. Documentation of LIPS Az-Zainiyah Activities (2025)

The role of leaders in facilitating social dialogue reflects their ability to manage organizational communication grounded in restorative values, in which every conflict is viewed as an opportunity for social learning. Reflective activities led by the dormitory head help students internalize the importance of active listening and of expressing opinions respectfully. In social psychology, a safe space for dialogue can reduce emotional tension and minimize verbal aggression because individuals feel heard and valued within the social group. Furthermore, in organizational communication theory, open communication fosters trust and strengthens interpersonal relationships among members. This approach aligns with the concept of restorative leadership, which centers on dialogue, empathy, and the restoration of social relationships as the core of conflict resolution. Thus, the dialogue forum serves not only as a communication medium but also as a means of fostering social awareness and collective responsibility among students.

This approach successfully transformed competitive communication patterns into collaborative ones, so that the dormitory environment which had previously been marked by tension has now become a space for positive interaction that supports students' character development and academic achievement. These results align with the core restorative concepts proposed by Zehr and Vaandering, which position restorative dialogue, harm acknowledgment, and accountability as the main pillars of behavioral change (Peart, 2023; Cheng 2024). This demonstrates that restorative leadership helps foster more participatory and reflective communication within the dormitory environment. Furthermore, it helps

students understand the emotional impact of their verbal behavior and fosters a sense of social responsibility among community members.

The Application of the Principles of Responsibility and Empathy as a Parenting Policy

The application of the principles of responsibility and empathy within the context of restorative leadership in the dormitory serves as the foundation for a student life policy that balances control and care. In the LIPS Nurul Jadid Junior High School dormitory environment, which features high levels of social interaction, responsibility and empathy are the two key components that shape a healthy social culture of mutual respect among members.

The LIPS dormitory manager (VK) explained that the principle of responsibility begins with daily habits, supported by reflective activities following study and prayer. Any violation or conflict is not immediately punished; instead, it is followed by a dialogue session that encourages students to understand the social consequences of their actions. A similar perspective was shared by one high-achieving student (AQ), who noted that dormitory leaders frequently emphasize the importance of sincerely apologizing and rectifying mistakes through concrete actions. Dormitory activities grounded in social reflection serve as a concrete practice of this policy. For example, after evening study sessions, students are guided to participate in a sharing session with dormitory staff. In this forum, each student is allowed to express their feelings and experiences of social interactions throughout the day. The atmosphere created is highly conducive and communicative, where leaders act as active listeners and facilitators.



Figure 3. Flowchart of the Application of Principles and Responsibilities

In the figure above, the application of the principles of responsibility and empathy proceeds through three main stages: (1) the stage of internalizing values through reflective practice, (2) the stage of social dialogue through peer mediation, and (3) the stage of relationship restoration through collaborative activities. These three stages form a human-centered care system, in which the dormitory leader acts as a moral guide and social mediator. Through this process, students not only

learn self-control but also cultivate empathy toward peers who may have been hurt by aggressive words or behavior. This approach has been shown to enhance students' social awareness and strengthen solidarity within the dormitory environment.

Research findings reinforce the theoretical notion that empathy, restorative dialogue, and self-reflection are the primary foundations for building healthy social interactions (Putri et al., 2024), and collaborative approaches are also believed to reduce destructive conflicts (Nisa, et.al. 2025; Wardi et al. 2023). Thus, applying the principles of responsibility and empathy not only helps reduce verbal aggression but also fosters a more reflective, participatory, and humanistic care culture within the boarding school environment.

Transforming a Culture of Discipline into a Reflective and Participatory Culture

Following interviews with the dormitory director (SI) and the LIPS coordinator (AR), it was found that changes to the student guidance system in the dormitory are now more focused on a reflective approach. The dormitory head explained that disciplinary actions are no longer immediately imposed for every violation; instead, they are followed by a joint reflection forum involving the perpetrator, the victim, and witnesses to discuss the consequences of the act. The LIPS (AR) coordinator added that these reflection forums help raise students' collective awareness of the importance of personal responsibility and social solidarity. In the dormitory environment



Figure 4. LIPS reflection activity with dormitory staff

The image above depicts a weekly routine reflection activity, serving as an effective platform for improving social dynamics among students. In this activity, students are encouraged to reassess their behavior and interactions, particularly regarding language use and verbal expressions in daily communication. It is evident that students who were previously often involved in verbal conflicts are beginning to show a change in attitude: they are calmer, more open to criticism, and able to exercise self-restraint in their interactions.

Restorative leadership in this context no longer emphasizes punishment as a means of resolving violations but rather fosters moral awareness and self-reflection so that students can understand the impact of their behavior on others. This process creates a participatory space for students to help maintain dormitory order, not out of pressure or fear, but because of a sense of belonging to their community. The reflective activities conducted openly and guided by the dormitory leader reflect the practical application of restorative principles focused on self-awareness and the repair of social relationships.

Restorative leadership plays a crucial role in reducing verbal aggression in school settings, as evidenced by changes in student behavior following the regular facilitation of restorative dialogues (Amanda, Hayati, Bahtiar, Bimantara, & Mu'alimin, 2024). This approach reinforces the values of justice, empathy, and social responsibility, which serve as essential foundations for fostering a positive climate within the dormitory environment

The success of this transformation lies in dormitory leaders' ability to internalize the values of reflection and participation in every aspect of care management. Restorative leadership functions not only as a tool for conflict resolution but also as a character-building system that shifts the discipline paradigm from external control to internal awareness; this shift creates a more open, inclusive, and participatory social culture within the dormitory environment.

Mediation and Relationship Restoration Among Students as a Sustainable Conflict Management System

In the context of boarding schools, the dynamics of senior–junior relationships and academic pressure often trigger tensions that are subsequently expressed as verbal aggression (Zuhriya and Surur 2021; et.al. 2024). This directly contributes to increased impulsive and reactive verbal aggression (Utama and Salim 2024). These conditions highlight the importance of a conflict management system that is not solely focused on punishment but also on restoring social relationships among students. Therefore, mediation and relationship restoration are crucial components of implementing restorative leadership within the boarding school environment.

The image above depicts a routine and participatory mediation practice. Every conflict that arises, such as disagreements, sarcasm, or offensive communication, is not immediately resolved through punishment but through a restorative forum led by the dormitory head. In this forum, students are encouraged to explain the intent behind their behavior or words and to understand the emotional impact their behavior or words have on others. This process also provides opportunities for students to reflect on their actions, listen to different perspectives, and develop empathy toward their peers. Observations reveal a significant decrease in the frequency of verbal altercations and an increase in students' awareness of maintaining communication ethics and mutual respect. These findings indicate that

restorative mediation practices not only contribute to conflict resolution but also foster a more supportive and harmonious social environment within the dormitory community.



Figure 5. An administrator opening an open discussion forum

The principal of SMP Nurul Jadid (MJ) explained that the implementation of mediation within the framework of restorative leadership has had a positive impact on reducing the intensity of conflicts among students. Students have begun to view mediation not as a form of punishment, but as an opportunity for self-improvement and learning empathy. Meanwhile, one of the LIPS (VK) administrators added that mediation activities are conducted systematically whenever tensions arise, whether between individuals or groups.

Mediation is facilitated by the dormitory leader or a neutral party, who creates an open dialogue space in which each party has an equal opportunity to express their views and feelings. The process involves the facilitator, the parties involved, and those affected in jointly seeking mutually beneficial solutions. Through mediation, students learn to take responsibility for their words and actions and to understand the meaning of social justice within the dormitory environment.

The success of the mediation system at LIPS is inseparable from the active role of leaders as fair, communicative, and empathetic facilitators. Restorative leadership creates a sustainable conflict management mechanism by emphasizing three key aspects: building trust among community members, fostering a culture of reflection in every conflict resolution process, and ensuring that each mediation yields profound social learning. Through this approach, conflict is no longer viewed as a threat but as an educational opportunity for students to hone their communication skills, empathy, and understanding of social justice values. This mediation system helps foster a more peaceful, reflective, and collaborative dormitory environment. This demonstrates that restoring relationships is the most effective entry point for reducing verbal aggression, which has long been considered "normal" within dormitory culture (Yakin, Agus, Baharun, & Mundiri, 2025).

CONCLUSION

Restorative leadership is an effective approach to reducing verbal aggression in boarding school settings, particularly among high-achieving students who are vulnerable to social pressure, academic competition, and hierarchical dynamics. Four key findings facilitating social dialogue, fostering empathy and accountability, transforming disciplinary culture into a reflective culture, and utilizing mediation as a sustainable restorative system demonstrate that leaders acting as restorative agents can create a healthy and collaborative relational ecosystem. This approach shifts the focus of discipline from punishment toward the restoration of social relationships.

This study expands the literature on restorative leadership, particularly by demonstrating that this approach is relevant not only to legal contexts and community conflict resolution but also effective when applied in boarding school settings to reduce verbal aggression. Unlike previous studies that have primarily focused on restorative approaches in general education or student development, this study specifically highlights the application of restorative leadership in boarding school settings for high-achieving students who face more complex academic pressures and social dynamics. The findings indicate that the principles of empathy, restorative dialogue, and self-reflection are effective strategies for managing student conflicts and social communication. From a practical perspective, this study offers a model for implementing restorative leadership that school principals and boarding school administrators can use to address verbal aggression and improve students' social climate.

This study has several methodological limitations that should be considered when interpreting the findings. First, the study's scope, which focuses solely on a single boarding school with distinctive academic performance and leadership culture, limits generalizability to more heterogeneous educational contexts. Second, the limited number of informants, particularly among high-achieving students, may have prevented broader dynamics of verbal aggression from being fully revealed. Additionally, observational data were collected over a relatively short timeframe, so changes in student behavior could not yet be observed in depth.

Based on the findings and limitations, future studies should expand the research context to various types of schools, including non-boarding schools and institutions with more diverse student populations, to enable a more comprehensive understanding of the effectiveness of restorative leadership. A long-term mixed-methods approach is also recommended to capture changes in verbal aggression behavior in a more dynamic and in-depth manner, particularly regarding restorative leadership that is adaptive to social and ethical risks in an era of increasingly complex digital interactions.

REFERENCES

- Afifah Qodri Rinjani, Sariasih, Y., & Haryanti, S. (2024). Manajemen Konflik dan Implementasinya dalam Proses Pembelajaran. *Jurnal BELAINDIKA (Pembelajaran Dan Inovasi Pendidikan)*, 6(3), 298–311. <https://doi.org/10.52005/belaindika.v6i3.214>
- Amanda, S. A. A., Hayati, N., Bahtiar, N. A., Bimantara, W. D., & Mu'alimin. (2024). Strategi dan Pendekatan dalam Mengelola Konflik. *Jurnal Manajemen Dan Pendidikan Agama Islam*, 2(6), 460–473.
- Anggara, A. B., I, M. R., & Darmansah, T. (2025). *Pengaruh Kepemimpinan Kepala Sekolah dan Kinerja Guru terhadap Pendidikan Berkarakter Religius bagi Peserta Didik di SMP PAB 10 Medan Estate merupakan kebutuhan mutlak yang perlu dikembangkan lebih lanjut untuk memenuhi*. (September).
- As-Tsauri, M. S., & Erihadiana, M. (2022). Kurikulum Pendidikan Agama Islam di Sekolah Berasrama. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 6(1), 43–49. <https://doi.org/10.23887/jppp.v6i1.43400>
- Ayuba, N. M., Gismin, S. S., & Koanda, N. (2025). Pengaruh Kekerasan Verbal terhadap Kepercayaan Diri Remaja SMA X Limboto Barat. *Jurnal Psikologi Karakter*, 5(1), 343–353. <https://doi.org/10.56326/jpk.v5i1.6344>
- Azani, M. Z., Islam, F. A., & Surakarta, U. M. (2025). *Program for Strengthening Qur'anic Knowledge and Character*. 9(2). <https://doi.org/10.21070/halaqa.v9i2.1753>
- Cheng, J. (2024). *Race-Conscious Restorative Justice Table of Contents*. 1–55.
- Dewi, I. D. A. D. P., & Kyranides, M. N. (2022). Physical, Verbal, and Relational Aggression: The Role of Anger Management Strategies. *Journal of Aggression, Maltreatment and Trauma*, 31(1), 65–82. <https://doi.org/10.1080/10926771.2021.1994495>
- Gregory, A., Huang, F. L., & Ward-Seidel, A. R. (2024). Adolescent Exposure to Restorative Practices and Their Perceptions of Support, Structure, and Bullying in the School Climate. *AERA Open*, 10(1), 1–12. <https://doi.org/10.1177/23328584241288525>
- Lahitania, Z., & Muttaqin, M. I. (2025). Konsep dan Implementasi Kepemimpinan Pendidikan Efektif dalam Mewujudkan Sekolah Berprestasi. *Ikhlas: Jurnal Ilmiah Pendidikan Islam*, 2(1), 196–206. <https://doi.org/https://doi.org/10.61132/ikhlas.v2i1.315>
- Meli, M., Asmendri, A., Salam, M. Y., Munir, S., & Herlina, E. (2023). Pengaruh Manajemen Sekolah Berasrama Dan Peran Pembina Asrama Terhadap Pembinaan Karakter Siswa Sekolah Berasrama Pada Sman Di Sumbar. *EDUSAINTEK: Jurnal Pendidikan, Sains Dan Teknologi*, 10(3), 830–862. <https://doi.org/10.47668/edusaintek.v10i3.806>

- Muslim, B., Kunta, I. H., & Baharun, H. (2025). *Kepemimpinan Emosional sebagai Faktor Kunci dalam Pengambilan Keputusan Pendidikan dan Peningkatan Kualitas Pembelajaran*. 1(5), 718–726. <https://doi.org/10.62387/naafi.v1i5.236>
- Nisa, A. K., Rahmawati, A., & Subandi. (2025). Manajemen Konflik Dalam Lingkup Kantor. *IJEN: Indonesian Journal of Economy and Education Economy*, 03(01), 58–65.
- Nurul Reskiawan, & Andi Agustang. (2021). Sistem sekolah berasrama (BOARDING SCHOOL) dalam membentuk karakter disiplin di MAN 1 Kolaka. *Pinisi Journal Of Sociology Education Review*, 1(2), 80–127.
- Peart, D. (2023). *Effect of training for restorative justice practices*.
- Pratama, R. C., Luviadi, A., Fajri, M. R., & Lampung, U. M. (2025). *AL-AFKAR : Journal for Islamic Studies Peran Pengurus Asrama Dalam Aksi Preventif Bullying Di Pondok Modern Darussalam Gontor Kampus 7 , Kalianda - Lampung Selatan Dalam rangka mendidik para santri Pondok Modern Darussalam Gontor*. 8(2), 1381–1395. <https://doi.org/10.31943/afkarjournal.v8i2.1446>.The
- Pria Utama, A., & Salim, H. (2024). Strategi Muhammadiyah Boarding School Klaten dalam mengatasi bullying di kalangan santri. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 7(2), 229–243.
- Priskila Ginting, Y., Takeisha, C., & Samantha, C. (2024). Penyelesaian Tindak Pidana dengan Melibatkan Tokoh Adat/Pemangku Kepentingan: Sebuah Pendekatan Restoratif. *Jurnal Locus Penelitian Dan Pengabdian*, 3(3), 266–274. <https://doi.org/10.58344/locus.v3i3.2531>
- Psikologi, F., Malik, M., & Malang, I. (2025). *PENGARUH KECERDASAN SPIRITUAL TERHADAP AGRESIVITAS VERBAL PADA SISWA SMP BABUSSALAM SKRIPSI Oleh Nibrasul Adil UNIVERSITAS ISLAM NEGERI*.
- Putri, D. F., Agus R, A. H., Qushwa, F. G., Setiawan Putri, D. M., Wideasari, F., Zahro, F., & Baharun, H. (2024). Behaviour Management in the Classroom: Improving the Quality of Education through Systematic Optimization of the Learning Environment. *FALASIFA: Jurnal Studi Keislaman*, 15(1), 35–47. <https://doi.org/10.62097/falasifa.v15i1.1787>
- Raynel Matheus Kaporu, Jimmy Pello, & Reny Rebeka Masu. (2025). Analisis Konsep Keadilan Restoratif (Restorative Justice) dalam Kasus Penggunaan Hukuman Disiplin (Corporal Punishment) pada Anak di Lingkungan Sekolah Ditinjau dalam Perspektif Perlindungan Guru. *Journal of Administrative and Social Science*, 6(1), 108–119. <https://doi.org/10.55606/jass.v6i1.2097>
- Reswita, & Bernadet Buulolo. (2023). Dampak Kekerasan Verbal di Lingkungan Sekolah. *CERDAS - Jurnal Pendidikan*, 2(1), 9–22.

<https://doi.org/10.58794/cerdas.v2i1.176>

- Rosid, M. H. Al, & Fauziyah, L. (2022). Strategi Kepala Madrasah Dalam Meningkatkan Citra Positif Dan Prestasi Melalui Kelas Unggulan Di Ma Al-Amiriyyah Blokagung Banyuwangi. *Jurnal Manajemen Pendidikan Islam Darussalam*, 4(1), 1–18. <https://doi.org/10.30739/jmpid.v4i1.1585>
- Stewart, R., & Ezell, J. M. (2024). Understanding Perceptions, Barriers, and Opportunities around Restorative Justice in Urban High Schools. *Urban Education*, 59(9), 2619–2648. <https://doi.org/10.1177/00420859221119110>
- Ulya, H., Rahmadani, N. D. A., & Nurmala, I. (2023). The Effect of Emotional Social Support on Self-Acceptance of Adolescent Verbal Violence Survivors in Surabaya. *Media Publikasi Promosi Kesehatan Indonesia*, 6(2), 261–266. <https://doi.org/10.56338/mppki.v6i2.2865>
- Wardi, M., Rusli, R., Mundiri, A., & Batul, Z. (2023). Pesantren-Based Principal Leadership Symbolic Interactionism Perspective in Schools. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 7(2), 665–677. <https://doi.org/10.33650/al-tanzim.v7i2.5510>
- Yakin, A., Agus, A. H., Baharun, H., & Mundiri, A. (2025). *Transforming Organizational Culture in Islamic Educational Institutions*: 04(04), 1711–1731.
- Yudha, M. R., & Yulianis, M. S. F. (2024). Penyalahgunaan Narkotika oleh Anak Dengan Menerapkan Restorative Justice. *Socius: Jurnal Penelitian Ilmu-Ilmu Sosial*, 1(8), 43–52.
- Zhong, Z., Feng, Y., & Xu, Y. (2024). The Impact of Boarding School on Student Development in Primary and Secondary Schools: a Meta-analysis. *Frontiers in Psychology*, 15, 1359626. <https://doi.org/10.3389/fpsyg.2024.1359626>
- Zuhriya, L., & Surur, M. (2021). Prilaku Agresif Santri di Pondok Pesantren Putri Annuriyah Wonocolo Surabaya. *Risda: Jurnal Pemikiran Dan Pendidikan Islam*, 5(2), 96–107.