


Prevention of Violence and Bullying Against Women: Islamic Perspectives at Muhammadiyah Islamic College Singapore

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INFORMASI ARTIKEL	ABSTRAK
Kata Kunci: Pencegahan kekerasan Perundungan Nilai-nilai Islam Hak-hak perempuan Penyuluhan Pendidikan Hukum Islam	Kekerasan terhadap perempuan tetap menjadi masalah sosial yang krusial secara global, yang dipicu oleh norma patriarkal dan tekanan sosial ekonomi. Penelitian ini mengkaji program penyuluhan berbasis Islam yang diadakan di Muhammadiyah Islamic College Singapore, yang bertujuan untuk meningkatkan kesadaran dan memberikan strategi praktis untuk mencegah kekerasan dan perundungan terhadap perempuan. Menggunakan pendekatan Community-Based Participatory Research (CBPR), program ini melibatkan workshop, diskusi kelompok fokus, dan modul yang berakar pada prinsip-prinsip Islam tentang keadilan dan kasih sayang. Hasil penelitian menunjukkan peningkatan kesadaran peserta mengenai pentingnya menghormati hak perempuan dan menciptakan lingkungan bebas kekerasan. Integrasi nilai-nilai Islam, seperti pengaturan emosi dan resolusi konflik secara damai, terbukti dapat mempengaruhi sikap dan perilaku. Secara keseluruhan, program ini berhasil menciptakan lingkungan kampus yang mendukung dan aman, menunjukkan potensi pendekatan berbasis agama dalam mengatasi masalah sosial dan membangun komunitas inklusif.
Keywords: Violence prevention Bullying Islamic values Women's rights Educational Outreach Islamic Law	Violence against women remains a critical global issue, fueled by patriarchal norms and socioeconomic pressures. This study examines an Islamic-based educational outreach at Muhammadiyah Islamic College Singapore, aimed at raising awareness and offering strategies to prevent violence and bullying against women. Using a Community-Based Participatory Research (CBPR) approach, the program involved workshops, focus groups, and modules grounded in Islamic principles of justice and compassion. Findings show increased awareness among participants about respecting women's rights and maintaining a violence-free environment. The integration of Islamic values, such as emotional regulation and peaceful conflict resolution, positively influenced attitudes and behaviors. Ultimately, the program succeeded in fostering a supportive, safe campus environment, demonstrating the potential of faith-based approaches in addressing social issues and promoting inclusive communities.
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I. INTRODUCTION

Violence against women is a serious issue and occurs repeatedly, one of the main causes of violence against women is patriarchal gender norms. In many cultures, there is an assumption that men have more power and control than women. This creates an environment where violence is considered an acceptable way to enforce dominance (Alizamar et al., 2019). Research shows that women who grow up in environments where violence is considered normal are more likely to accept violence as part of their relationships (Alangea et al., 2018). The psychological aspect is also an important factor. Many abusers experience mental health problems, such as depression or anxiety disorders, which can trigger aggressive behavior (Bonamigo et al.,

2021). In addition, due to economic factors and women's inability to live independently or become victims of hedonism, they are intimidated (Billah et al., 2022).

Violence against women is a serious issue that affects many countries, including Indonesia and Singapore. In this context, it is important to understand the different forms of violence that occur, their impact on victims, and the efforts made to address this problem. Violence against women in the educational space, both in Indonesia and Singapore, is an issue that requires serious attention. In this context, violence can be in the form of bullying, sexual harassment, and physical violence that occurs at school or campus. Data shows that violence in educational environments can negatively impact the mental and physical health of victims, as well as disrupt their learning process. In Indonesia, violence in educational spaces often occurs in the form of bullying and sexual harassment. According to research, about 30% of students in Indonesia report having experienced bullying at school, and women are more vulnerable to being victims (Anggraeni et al., 2022). This form of violence has not only physical, but also psychological impacts, which can lead to depression and anxiety among students (Paradias & Soponyono, 2022).

In Singapore During the "circuit breaker" or lockdown period in Singapore, domestic violence increased significantly. From April 7 to May 6, 2020, there were 476 reports of domestic violence in the police, which represents an increase of 22% compared to the monthly average of 389 reports before the lockdown (Maulidya, 2022). In a study conducted in 2008, about 1 in 4 secondary school students (25%) and 1 in 5 primary school students (21%) in Singapore experienced bullying at school. In addition, 10% of high school students and 5% of elementary school students admitted to bullying their peers. Most of the bullying perpetrators are men, both in elementary and secondary schools. Some of the factors that contribute to bullying include gender, where men are more likely to be perpetrators, as well as personal reasons such as "revenge" (56%) and "driven by friends" (3%). Many bullies are also victims, especially those who are irritable and aggressive. The most common act of bullying is verbal bullying, such as calling out with hurtful names or abusive words, followed by physical bullying and relational bullying (especially among women who tend to spread rumors or ostracize). Bullying is more common in groups of the same gender and ethnicity, and often involves classmates, especially due to intensive interaction in the classroom. Some minor differences also exist based on age, where younger students tend to use physical bullying, while older students turn to more subtle ways, such as rumors or social exclusion. Bullying in Singapore also tends not to be directly related to ethnic differences, although some Indian students report receiving racial slurs (Wan & Annie, 2008).

In order to solve the above problems, the international community service team from the Universitas Muhammadiyah Makassar collaborated with Muhammadiyah Islamic College Singapore. The team seeks to make Islam an approach in solving the problem of violence and bullying against women, the Islamic approach is carried out in order to find a connection between Indonesia and Singapore in terms of religious representation in solving social problems, if successful, the team will develop this service using the Islamic framework but applied to the general public based on the values of Islamic universality. This service was carried out at the Muhammadiyah Islamic College Campus in Singapore by presenting directors, lecturers and students in the Muhammadiyah Islamic College environment. This location was chosen because it has a representative of the approach taken, which is an educational institution, has female students and is in a very strategic location in the midst of the international community.

II. PROBLEM

This article addresses the critical global issue of violence and bullying against women, exacerbated by patriarchal norms and socioeconomic pressures. This violence extends beyond the domestic sphere into educational environments, as highlighted in the contexts of Indonesia and Singapore. Data from Indonesia indicates that approximately 30% of students report experiencing bullying at school, with females being more vulnerable. In Singapore, during the 2020 "circuit breaker" lockdown, there were 476 police reports of domestic violence, a 22% increase compared to the monthly average prior to the lockdown. School bullying is also a significant concern, with 1 in 4 secondary school students (25%) and 1 in 5 primary school students (21%) in Singapore having experienced it, predominantly perpetrated by males, and verbal bullying being the most common form.

Various factors contribute to violence against women. Patriarchal gender norms position men in dominant roles, often leading to violence being perceived as a means to assert power. Furthermore, mental

health issues in perpetrators, such as depression or anxiety disorders, can trigger aggressive behavior. Economic factors and women's inability to live independently also render them susceptible to intimidation or entrapment in hedonistic lifestyles. The repercussions of this violence are profoundly damaging, impacting victims not only physically but also psychologically, potentially leading to depression and anxiety, and disrupting their learning processes within educational settings. This article underscores the necessity for a comprehensive understanding of the diverse forms of violence, their effects on victims, and the implementation of effective countermeasures.

To address these challenges, the article proposes a solution through an Islamic-based approach implemented at Muhammadiyah Islamic College Singapore. This program utilizes a Community-Based Participatory Research (CBPR) methodology, actively engaging the campus community, including students, lecturers, and staff. The primary focus is on raising awareness of women's rights in Islam, instilling values of justice and compassion, and developing practical strategies for violence prevention. This encompasses training in emotional regulation, peaceful conflict resolution, and the establishment of a secure reporting system for victims. By integrating Islamic values, the program aims to cultivate a supportive and safe campus environment, demonstrating the potential of faith-based approaches in tackling social issues and fostering inclusive communities.



Figure 1. Welcoming Muhammadiyah Boarding College Singapore

III. METHOD

This methodology uses a *Community-Based Participatory Research* (CBPR) approach in the form of legal counseling that emphasizes active involvement between researchers and the community in understanding and addressing the problem of violence and bullying against women [9]. CBPR allows close collaboration with the campus community, resulting in solutions that are more relevant and in accordance with the context of Muhammadiyah Islamic College (MIC) in Singapore.

The Problem Identification stage aims to comprehend the characteristics of violence and bullying experienced by women at Muhammadiyah Islamic College (MIC) and assess the relevance of an Islamic approach in addressing these issues. The process begins with an initial survey to identify the prevalence and types of violence and bullying on campus, followed by focus group discussions (FGDs) involving MIC students, lecturers, and staff to explore the forms, causes, and perspectives on the Islamic approach. Additionally, field findings will be gathered through direct observations within the campus environment, providing real data on social interaction patterns, behaviors, and dynamics that may indicate potential instances of violence or bullying. To support these primary findings, secondary data will be collected from existing reports and research on violence against women, offering further context and insights into the issue.

The Problem Analysis stage involves analyzing the collected data to understand the root causes of violence and bullying against women at Muhammadiyah Islamic College (MIC) and identify factors that can be targeted for intervention. This phase consists of several key steps, starting with Thematic Analysis, which identifies the main themes from the focus group discussion (FGD) results and field observations relevant to the factors contributing to violence and bullying in the campus environment. Review of Islamic Values in Violence Prevention follows, focusing on Islamic teachings that emphasize justice, the protection of women's rights, and the principles of non-violence as outlined in the Qur'an and hadith. This review aims to provide a framework for creating a violence prevention program based on Islamic values. Lastly, Campus Contextual

Analysis will examine internal and external factors influencing the MIC campus environment, including campus culture, institutional structure, and policies related to violence and bullying prevention. This analysis will help in designing programs that align with the social and structural dynamics at MIC.

The Program Preparation stage focuses on designing a violence and bullying prevention program based on the analysis results and Islamic principles. This phase includes several key components: Development of Educational Modules, which involves creating materials on preventing violence against women from an Islamic perspective, emphasizing justice, women's rights, and strategies to prevent bullying. Trainer (ToT) Training will be conducted to train students, lecturers, and staff as program facilitators, equipping them with a comprehensive understanding of violence, bullying, and the integration of Islamic teachings in prevention efforts. Additionally, Preparation of Emergency Measures Guidelines will be developed, which will include guidelines for emergency responses and a reporting system for cases of violence or bullying, focused on victim support and preventing recurrence. Finally, Program Socialization will be carried out across the entire campus community to introduce the program, its objectives, and the roles of individuals in fostering a violence-free and supportive environment.

The Program Implementation stage involves executing the designed program at Muhammadiyah Islamic College (MIC) through several key actions. Workshops and Training will be conducted for students, lecturers, and staff on preventing violence and bullying. These sessions will include interactive discussions and practical activities to deepen participants' understanding of the issues. An Awareness Campaign will be organized using posters, social media, and campus events to disseminate messages against violence and bullying. The campaign will emphasize the importance of respecting women's dignity and fostering a peaceful, inclusive environment. Additionally, a Support Group will be established, consisting of students, lecturers, and staff who are concerned about the issue. This group will offer support to victims and serve as a platform for discussion and further action.

IV. RESULTS AND DISCUSSIONS

1. Counseling on the Basic Principles of Islamic Law on the Protection of Women

The first stage of this counseling focused on the introduction of basic principles of Islamic law related to the protection of women. Islam is a religion that emphasizes justice, mutual respect, and protection of individual rights, including women. This counseling aims to explain that all forms of violence, both physical, verbal, and psychological, are contrary to Islamic teachings.

Contents of Counseling:

- a. **Basic Teachings on the Dignity of Women:** Lecturers or religious leaders explain that women have the right to be respected and protected. Allah says in the Qur'an:

"وَلَقَدْ كَرَّمْنَا بَنِي آدَمَ"

Translation:

"And indeed, We have glorified the children of Adam." – Surah Al-Isra [17]: 70) (Kementerian Agama RI, 2023).

This verse shows that Allah SWT has glorified every human being, including women, so that violence in any form against women is a violation of the glory that Allah has given them.

- b. **Basic Rights of Women in Islam:** This counseling includes teaching about women's rights in Islam, such as the right to protection, the right to security, and the right to live without fear of violence. This understanding is important to instill mutual respect in daily interactions in the campus environment.

In addition, students are given the understanding that maintaining women's dignity is part of the responsibility of a Muslim. Every individual is obliged to avoid all forms of violence and attitudes that demean women, as well as maintain good relationships with everyone, including the opposite sex.

2. Counseling on the Prohibition of Violence and Bullying in Islam

The next stage in the counseling of Islamic law is the discussion of the prohibition of violence and bullying based on the hadiths of the Prophet PBUH.

Contents of Counseling:

- a. **Prohibition of Violence in Hadith:** Religious leaders explained that the Prophet PBUH prohibits all forms of violence and bullying, both physical, verbal, and psychological. As the Prophet PBUH said:

"لَا تَحَاسَدُوا، وَلَا تَبَاغَضُوا، وَلَا تَدَابَرُوا، وَكُونُوا عِبَادَ اللَّهِ إِخْوَانًا"

Means:

"Do not envy one another, hate one another, enmity one another, and be brotherly servants of God." – HR. Muslim).

This hadith emphasizes that Muslims must maintain fraternal relationships, which should not be harmed by violent behavior or bullying. This counseling provides an understanding that Islam prohibits behavior that can damage unity and mutual respect.

- b. Self-Restraint and Avoidance of Violence: The Prophet PBUH strongly encouraged to refrain from anger and strive to be a compassionate person. In the context of violence prevention, students are encouraged to apply the teachings of the Prophet which prohibits hurting others. As the Prophet PBUH said:

"أَلَيْسَ الشَّدِيدُ بِالصُّرْعَةِ إِمَّا الشَّدِيدُ الَّذِي يَمْلِكُ نَفْسَهُ عِنْدَ الْغَضَبِ"

Means:

"A strong person is not one who is good at wrestling, but a strong person is one who is able to control himself when angry." – HR. Bukhari (al-Bukhārī, 1993)

This hadith emphasizes that the true strength in Islam is not the ability to show power or dominance, but the ability to control emotions and refrain from behavior that is detrimental to others.

3. Workshop on the Application of Islamic Law Values in Violence Prevention

This counseling stage is in the form of an interactive workshop that aims to teach the application of Islamic legal values in daily life, especially in preventing violence and bullying.



Figure 2. Counseling on the Prohibition of Violence and Bullying in Islam

Activities in the Workshop:

- a. Simulation of Conflict Resolution Based on Islam: Students are introduced to non-violent conflict resolution methods. Hypothetical conflict scenarios are given, and students are invited to solve the problem through Islamic approaches, such as deliberation and peace. This is expected to be a practical exercise in the application of the values of compassion and mutual respect.
- b. Exercise in Emotional Control: Students are invited to practice emotional control through various exercises. This approach emphasizes the importance of taking care of feelings and acting patiently. As the hadith of the Prophet PBUH said:

"مَنْ لَا يُرَحِّمُ لَا يُرَحَّمُ"

Means:

"Whoever does not love, he will not be loved." – HR. Bukhari (al-Bukhārī, 1993).

This shows that compassion and self-control are integral parts of Islamic law that must be practiced.



Figure 3. Workshop on the Application of Islamic Law Values in Violence Prevention

4. Counseling on Safe Reporting Systems and Support for Victims

This stage highlights safe reporting procedures and support services provided for victims of violence and bullying. This system was created with the principle of *shura* (deliberation) and *amar ma'ruf nahi munkar* (inviting good and preventing evil).

Contents of Counseling:

- a. Reporting Procedures in Accordance with Islamic Values: In Islam, every Muslim is obliged to uphold justice. Therefore, students are encouraged to report any acts of violence that occur in the campus environment. This reporting is not only the victim's right, but also part of an effort to maintain the good in the campus community. God's Word:

"إِنَّ اللَّهَ يَأْمُرُكُمْ أَنْ تُؤَدُّوا الْأَمَانَاتِ إِلَىٰ أَهْلِهَا"

Translation:

"Indeed, Allah commands you to convey the mandate to those who are entitled to receive it." – Surah An-Nisa [4]: 58) (Kementerian Agama RI, 2023).

This verse emphasizes that upholding justice is a command of Allah, including by reporting acts of violence so that they can be acted upon according to the law.

- b. Islamic Counselling Services for Victims: Islamic counseling programs are provided to help victims of violence recover psychologically and spiritually. This counseling helps victims by providing moral support and Islamic advice that can strengthen their faith and restore confidence.



Figure 4. Counseling on Safe Reporting Systems and Support for Victims



Figure 5. Lecturers and students listen to the counseling process of the reporting system to the Director

5. Focus Discussion Group Integrating Modules with Learning on Violence Against Women

The final stage of socialization is to discuss for a Module with Learning About Violence Against Women into the formal campus curriculum. In this way, legal understanding related to respect for women and the prevention of violence can be studied in depth and structured.

Content of the Education Module:

- a. Women's Protection Law in Islam: This module teaches that Islam has strict rules in protecting women's rights and preventing violence. Students are introduced to postulates that show that maintaining women's honor is part of the obligation of sharia.

"وَمِنْ آيَاتِهِ أَنْ خَلَقَ لَكُمْ مِنْ أَنْفُسِكُمْ أَزْوَاجًا"

Translation:

"And among His signs is that He has created for you spouses of your own kind, so that you may feel at peace with him." – Surah Ar-Rum [30]: 21) (Kementerian Agama RI, 2023).

- b. The Dangers of Violence in Islamic Perspectives: Students are also taught that violence has adverse effects both physically and spiritually. With this understanding, it is hoped that awareness will emerge that violence not only harms the victim, but also has an impact on the perpetrator spiritually, because it violates the law of Allah.



Figure 6. Focus Discussion Group Integrating Modules with Learning on Violence Against Women

OUTPUTS AND OUTCOMES

Outputs	Outcomes
Conducting counseling sessions on Islamic values to prevent violence against women.	Participants (students, lecturers, and staff) understand the importance of justice, women's rights, and the prohibition of violence in Islam.
Hosting workshops on conflict resolution simulations and emotional control training based on Islamic principles.	Participants develop skills to resolve conflicts non-violently and gain the ability to control their emotions during interactions.

Outputs	Outcomes
Developing and disseminating educational modules on preventing violence against women.	The institution establishes plans to develop formal educational materials supporting violence prevention, rooted in Islamic values.
Establishing support groups for victims of violence and bullying on campus.	Victims of violence receive moral, psychological, and spiritual support from a caring community.
Running awareness campaigns through social media and campus activities.	Campus community awareness about the importance of respecting women's dignity and preventing violence increases.
Creating a safe reporting system for violence cases based on Islamic values.	Cases of violence and bullying are more effectively detected, and victims feel safe reporting incidents without fear.

The activities described in this program are firmly rooted in theoretical frameworks that emphasize the importance of educational strategies, community reinforcement, and the creation of secure systems to prevent and address violence against women. Numerous studies have highlighted the effectiveness of educational interventions in promoting gender equality and respect for women's rights, which are crucial in reducing violence against women. For example, the World Health Organization (WHO) has emphasized that educational initiatives based on gender equality can significantly reduce violence against women (Hbur, 2021). This aligns with the findings of Taghdisi et al., who demonstrated that educational interventions based on empowerment models effectively reduce violence against women (Taghdisi et al., 2014). Furthermore, the OECD has emphasized the importance of strong social values in fostering societal change, which supports the development and dissemination of educational modules aimed at preventing violence against women.

The counseling sessions focused on Islamic values, such as justice and women's rights, underscore the necessity of non-violent conflict resolution skills for preventing aggression. This is particularly relevant in the context of workshops that promote emotional control and conflict resolution based on Islamic principles. The integration of these values into educational programs can enhance participants' understanding of their rights and the importance of non-violence, contributing to a culture of respect and equality (Ahmad Faisal et al., 2025; S. Ahmed et al., 2023).

Additionally, establishing support groups for victims is crucial, as social support plays a significant role in recovery from violence (Mas'udah et al., 2021). Research emphasizes that awareness campaigns conducted through community engagement can effectively shift attitudes towards violence against women, highlighting the importance of fostering awareness (Rosalia Silalahi et al., 2024; Sabri & Aziz, 2023). The establishment of a safe reporting system that aligns with Islamic values is vital, encouraging victims to report incidents without fear of retribution, as protective reporting mechanisms foster a safe environment for them to come forward (Daraz et al., 2024; Rostami-Moez et al., 2021).

The cumulative effect of these activities contributes to tangible outcomes, such as a deeper understanding of women's rights, heightened community awareness, and enhanced safety for reporting violence. This holistic approach reinforces the broader goal of reducing violence and fostering a more inclusive and respectful community (F. Ahmed & Sifat, 2021).

The applied approach in this program highlights the intersection between theory and practical implementation, focusing on both changing attitudes and developing sustainable systems to combat violence against women. This method reflects the integration of counseling sessions centered on Islamic principles, providing a culturally and religiously grounded framework that promotes gender equality and women's rights—key components in mitigating violence against women (Al-Marjan et al., 2024; Ashwall-Yakar et al., 2024).

In addition, the practical nature of the workshops, which includes training in emotional control and conflict resolution, directly addresses gaps in many communities where individuals often lack the practical tools to manage conflict (Khan et al., 2022). Research shows that conflict resolution skills are essential for preventing violence and creating a more harmonious environment (Puthussery et al., 2023). Therefore, this program empowers participants with the skills they need to manage and prevent conflicts in their everyday lives, fostering a more peaceful community (James, 2022).

The formation of support systems, particularly for victims of violence, reflects the program's commitment to building a compassionate community. Social support plays a crucial role in recovery, and

support groups provide emotional and practical assistance, encouraging victims to speak out and seek help, which ultimately reduces feelings of fear and isolation (Kachhawa et al., 2023; Rahman et al., 2023).

The focus on creating a safe reporting system directly addresses one of the major barriers to addressing violence—the fear of retaliation from victims. By embedding Islamic values into the reporting process, the program ensures that the system is accessible and culturally appropriate, which encourages its use. This aspect is supported by global studies that show victims are more likely to report violence when they trust the system and feel safe.

Ultimately, this approach to addressing violence against women is comprehensive and multi-faceted, combining education, support, awareness campaigns, and practical systems in a way that is culturally sensitive while driving real change. By integrating these diverse elements, the program promotes long-term social transformation, building a culture of respect, equality, and non-violence that lasts well beyond short-term interventions.

V. CONCLUSION

The conclusion of the series of community service on Islamic law counseling related to women's protection that took place at Muhammadiyah Islamic College Singapore highlights the success of this program in achieving several main goals. This program effectively educates students about the importance of safeguarding women's rights and dignity in an Islamic view, avoiding violence, and strengthening understanding of brotherhood and justice. Through a multi-layered approach that includes counseling, workshops, and focused discussions, students gain comprehensive insights into the prohibition of violence and bullying in Islam, as well as practical ways to prevent violence through emotional control and deliberation. The success of this program can also be seen from the active interaction of participants in the workshop, which strengthens the application of Islamic values in daily life. The safe reporting system and support services discussed in the counseling are expected to help students to create a fair and comfortable campus environment for all. In addition, the discussion on integrating the women's protection module into the campus curriculum demonstrates the institution's commitment to strengthening student moral education in a structured manner.

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DAFTAR PUSTAKA

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